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### 3Chapter 2: Sample Course Models

4This chapter contains a number of sample course outlines that districts can use as  
5guidance for creating their own Ethnic Studies courses that reflect the student  
6demographics in their communities. Each course outline in this chapter contains an  
7overview, a list of suggested significant events and individuals that can be included, and  
8sample lessons that are aligned to the Ethnic Studies values and principles from  
9chapter 1 and the state-adopted content standards in history–social science, English  
10language arts, and English language development.

11The first course outline is for a general Introduction to Ethnic Studies course. The next  
12four outlines address the original Ethnic Studies disciplines. When stand-alone Ethnic  
13Studies courses were initially developed at the college level, they represented four core  
14people of color groups: Black/African American Studies, Chicano/a Studies, Native  
15American Studies, and Asian American Studies. The use of these four groups as an  
16umbrella for a myriad of ethnically and culturally diverse representations was replicated  
17when courses in Ethnic Studies were developed at the high school level. This chapter  
18concludes with two examples of courses for groups that are sometimes under the  
19broadly defined umbrella of Asian American Studies: Arab Americans and Pacific  
20Islanders. The purpose for the inclusion of these two course models, in addition to the  
21other stand-alone courses, is a direct response to specific concerns of representation by  
22Arab American and Pacific Islander communities. More importantly, it can serve as a  
23model for other communities of color who do not see their unique experiences  
24represented in current course offerings and may have an interest in developing their  
25own course.

26Additional guidance for communities, schools, and districts to create their own Ethnic  
27Studies lessons, units, and courses is provided in chapter 3.

## 28 Introduction to Ethnic Studies Course Outline

29 Course Overview: This course is designed to help students develop an intersectional  
30 and global understanding of the impact of race and racism, ethnicity, and culture in the  
31 shaping of individuals and communities in the United States. They will learn about the  
32 interlocking systems of oppression and privilege that impact all people of color. Students  
33 will be exposed to a multitude of histories, perspectives, and cultures, with the goal of  
34 students being able to build critical analytical and intercultural communication skills;  
35 developing an understanding of geo-historical and cultural knowledge and contributions;  
36 fostering of humanism and collaboration across lines of difference; learning the value  
37 and strength in diversity; and developing a rigorous historical understanding of the  
38 development of racial and ethnic identities in the United States; and engaging in civic  
39 action, community service and/or community education to dismantle white supremacy  
40 and institutional racism.

41 Course Content: Given the interdisciplinary nature of Ethnic studies, students will be  
42 exposed to many subject areas, including, but not limited to, history, geography,  
43 literature, sociology, and visual arts. In engaging a thematic approach to teaching  
44 courses in the field, teachers can organize their instruction around various themes, such  
45 as: identity formation (assigned and chosen), migration, cultural retentions, the history  
46 of racial formation and racial hierarchies, ideologies and institutions, social movements  
47 and resistance to oppressive systems of power (i.e., racism, classism, sexism),  
48 hegemony, and colonialism. These units should focus on drawing out student voices  
49 and their experiences. They should also emphasize the integral role of both white and  
50 oppressed groups in creating alliances, resistance, and resilience (including the positive  
51 contributions of the oppressed groups).

52 The use of a thematic approach to teaching Ethnic studies is incredibly generative as  
53 students are able to consider an array of inquiry-based questions—from more  
54 overarching questions around racial formation and their own ancestral legacies, to more  
55 focused inquiries that may address issues in their communities, like a public health  
56 inequity that is being exacerbated because of the racial and/or class make-up. Themes

57also allow students to delve into various perspectives simultaneously, where they are  
58able to draw connections across racial and ethnic groups. Throughout the course, each  
59unit and lesson plan should support and develop the key principles and values of Ethnic  
60Studies as described in Chapter 1.

#### 61Sample Key Concepts of This Course:

- 62 • agency
- 63 • capitalism/class/classism
- 64 • colonialism/imperialism
- 65 • economic/political/social/cultural
- 66 • four I's of oppression – ideological, institutional, interpersonal and internalized
- 67 • gender
- 68 • hegemony/counter hegemony
- 69 • humanization/dehumanization
- 70 • ideology
- 71 • indigeneity
- 72 • intergenerational trauma and healing
- 73 • resistance
- 74 • patriarchy/sexism/heteropatriarchy/cis-heteropatriarchy
- 75 • race/racism
- 76 • white supremacy

77 • xenophobia

78 These concepts should be taught within the thematic units and used as tools of  
79 analysis. For definitions of key terms, see the Glossary.

80 Sample Theme #1: Systems of Power

81 For example, a theme that can be covered in this type of Ethnic studies course is  
82 systems of power. Teachers can introduce the theme by defining and providing  
83 examples of systems of power. These are structures that have the capacity to control  
84 circumstances within economic, political, and/or social-cultural contexts. These systems  
85 are often controlled by those in power and go on to determine how society is organized  
86 and functions.

87 Some examples of systems of power are: white supremacy, capitalism, and patriarchy.

88 In introducing this theme, teachers should consider taking one system of power, like  
89 sexism and patriarchy, and offering perspectives across the various ethnic groups.  
90 Discussions of systems of power should include both the struggles that come with being  
91 entangled and impacted by these systems, but also resistance to them. Systems of  
92 power can be analyzed using the four “I”s of oppression (ideology, institutional,  
93 interpersonal, and internalized).

94 Building on the theme of sexism and patriarchy, teachers can concentrate on the  
95 various ways in which women and femmes of color have been oppressed and resisted.  
96 For example, teachers could introduce Ethnic studies concepts like machismo<sup>1</sup> and  
97 misogyny/misogynoir<sup>2</sup> to discuss how women of color are impacted by overt displays of  
98 patriarchy and sexism within the context of their respective communities. Alternatively,  
99 this section can also include a discussion on how women of color resisted and elevated

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11 Machismo is a Spanish word that translates to “macho” or the sense of being “manly.”

2 The word was popularized during the 1960s and 1970s by Latinx feminists to describe  
3 the overt attitudes and behaviors exhibited Latinx men, which often enforced very  
4 oppressive gender roles that were not favorable towards women, and an overall sense  
5 of male superiority.

62 Misogynoir is the intersection of racism and sexism specifically directed towards Black  
7 women and girls.

100 women's rights issues (e.g., adequate reproductive health care and equal pay) via  
101 social movements (e.g. the second wave feminist and #Metoo movements), the creation  
102 of their own organizations, through writings (literature, poems, and scholarly works), and  
103 other mediums.

104 Sample Lesson 1

105 Title and Grade Level: Redlining Real Estate in Communities, 9–12

106 Ethnic Studies Values and Principles Alignment: 1–7

107 Standards Alignment:

108 CA CCSS for ELA/Literacy: RH.11–12.1, 2, 7; WHST.11–12.1A, 4; SL.11–12.1, 2, 5

109 Lesson Purpose and Overview:

110 The teacher introduces redlining to students. Students define vocabulary words and  
111 discuss. Students write “quick write” about effects of redlining, inequality and  
112 disenfranchisement of certain groups. Students view actual home redlining deed and  
113 discuss. Teacher gives *New York Times* article, students connect article to redlining.  
114 Students use internet to compare and contrast different incomes of racial groups.

115 Key Terms and Ethnic Studies Concepts: Redlining, Disenfranchisement, Racism,  
116 Socioeconomics, Real Estate, Wealth, Inequality, House Deed

117 Prerequisite Skills and Knowledge:

118 Content and Language Objectives:

- 119 1. Years after slavery, many African-Americans continue to live in poverty because  
120 of racist, discriminatory laws.
- 121 2. Institutions exist that keep people of color in positions of disadvantage despite of  
122 the narrative of equality for all.

123 3. Where you live can determine the opportunities have and how successful you are  
124 in life.

125 4. In instances such as these, should African-Americans receive reparations from  
126 the government for institutional injustices?

127 Essential Questions:

128 1. How has social economic disenfranchisement, inequality, racism and  
129 discriminatory laws affected our communities in the past and present. Do we see  
130 this today?

131 Lesson Steps/Activities:

132 Day 1:

133 1. Teacher gives students vocabulary handout. Students use Internet to define  
134 words. Students write down words and define.

135 2. Teacher facilitates discussion about meaning of words. Students write a  
136 summary of what they learned.

137 3. Teacher gives students a homework question: Q: How has social economic  
138 disenfranchisement affected communities? Students can begin homework  
139 question if time permits.

140 Homework: Students answer homework question.

141 Day 2:

142 4. Students discuss what they wrote for homework with a neighbor for 1 min.  
143 Teacher facilitates discussion

144 5. Teacher provides students with copy of the primary source artifact of "The  
145 Restrictive Deed" (with transcript). Students analyzes document. Students can  
146 use "S.O.A.P.S" analysis to dissect document.

147 6. Students discuss with a partner what they read and SOAPS findings.

148 7. Teacher facilitates discussion with class.

149 8. Teacher gives *New York Times* article. Students read and write summary,  
150 thoughts, and interesting findings.

151 Homework: Summary and connections to article and redlining.

152 Day 3:

153 9. Teacher discusses article from previous day.

154 10. Teacher asks, Did the same thing happen in our local area? How did this affect  
155 families today? Are there black Neighborhoods, Latino, Asian, and White? Make  
156 predictions about what would happen.

157 11. Teacher has students go to computers, open article from *New York Times*.

158 Students locate digital map section; “Expected adult household income for poor  
159 children who were raised in these places.” (In this section there is an interactive  
160 map that compares racial demographics.)

161 12. Students locate their neighborhood to explore the racial demographics.

162 Homework: Students compare and contrast family incomes from: Black, White, Asian,  
163 and Latino, from the *New York Times* article. Students write findings on a Venn diagram.  
164 Are there any signs of redlining in your neighborhood or is your neighborhood  
165 segregated?

166 Extended Lesson: Students will write an argumentative essay about whether African-  
167 American’s should be paid reparations based on lessons learned on redlining lesson.

168 Lesson Modifications/Accommodations for Students with Diverse Needs:

169 Assessment, Application, Action, and Reflection:

170 Materials and Resources:

171Computer, Internet, Redlining Deed, Student Vocabulary Handout, New York Times  
172article: Badger, Emily, and Quoctrung Bui. "Detailed Maps Show How Neighborhoods  
173Shape Children for Life." *The New York Times*, The New York Times, 1 Oct. 2018,  
174[https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-](https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html)  
175[poverty.html](https://www.nytimes.com/2018/10/01/upshot/maps-neighborhoods-shape-child-poverty.html).

IN CONSIDERATION of Ten and No/100 Dollars FARM HOMES CORPORATION, a corporation organized and existing under the laws of the State of Delaware, and having its principal place of business at Los Angeles, California does hereby Grant to [redacted] and [redacted] his wife, as joint tenants all that Real Property situate in the County of San Bernardino, State of California, described as follows:

Lot 374, Tract No. 2256, as per Map recorded in Book 32 pages 72 to 77 of Maps, Records of said County, EXCEPT the Westerly 137 feet thereof.

SUBJECT TO: All conditions, restrictions, reservations, rights of way, visible or of record.

ALSO SUBJECT TO: The condition that no part of said premises shall ever at any time be used for the purpose of buying, selling, manufacturing, vending or handling intoxicating liquors; and that no part of said premises shall ever at any time be sold, conveyed, leased, rented or occupied by any person not of the Caucasian or white race.

IT IS AGREED that a breach of any of the foregoing conditions shall cause said realty to revert to the said Grantor or its successors in interest, who shall have the right of immediate re-entry upon said realty in the event of any such breach; and, as to the owner or owners of any Lot or Lots in said Tract, the foregoing conditions shall operate as covenants running with the land, and the breach of any such covenant, or the continuation of any such breach, may be enjoined or abated or remedied by appropriate proceedings instituted by such Grantor or its successors in interest, or by the owner of any Lot in said Tract.

IT IS FURTHER AGREED that a breach of any of the foregoing conditions, or any re-entry by reason of such breach, shall not defeat or render invalid, the lien of any mortgage or deed of trust, made in good faith, and for value, as to said realty, or any part thereof.

EXCEPTING AND EXPRESSLY RESERVING unto the Grantor, its assigns and successors in interest, all waters, surface and subsurface, on or in said lands, and all water and water rights, riparian or appurtenant to said lands.

IN WITNESS WHEREOF, said FARM HOMES CORPORATION has hereunto caused its corporate name to be subscribed and its seal affixed by its President and Secretary, thereunto duly authorized by resolution of its Board of Directors, this 27th day of April, 1943.

(CORPORATE SEAL) FARM HOMES CORPORATION  
By [redacted] President  
By [redacted] Secretary

STATE OF CALIFORNIA, ) ss.  
COUNTY OF LOS ANGELES )

On this 27th day of April in the year one thousand nine hundred forty-three, before me, [redacted] a Notary Public in and for said County and State, personally appeared [redacted], known to me to be the President, and [redacted], known to me to be the Secretary of the corporation that executed the within instrument, and known to me to be the persons who executed the within instrument on behalf of the corporation therein named, and acknowledged to me that such corporation executed the same.

WITNESS my hand and official seal the day and year in this certificate first above written.  
(NOTARIAL SEAL) [redacted]  
Notary Public in and for said County and State.

No. 126 "Endorsed" Recorded at request of Grantee, Jun 1, 1943 at 4:15 P.M., in Book 1602, Page 257, Official Records, San Bernardino County, Calif., [redacted] County Recorder, by [redacted] Deputy. Fee \$1.30/8.

178Redlining Deed Transcript

179In CONSIDERATION of Ten and No/100 Dollars FARM HOMES CORPORATION, a  
180corporation organized and existing under the laws of the State of Delaware, and having  
181its principal place of business at Los Angeles, California does hereby Grant to [Name  
182Removed] and [Name Removed] his wife, as joint tenants all that Real Property situate  
183in the County of San Bernardino, State of California, described as follows:

184Lot 374, Trust No. 2258, as per Map recorded in Book 32 pages 72 to 77 of Maps,  
185Records of said County, EXCEPT the Westerly 137 feet thereof.

186SUBJECT TO: All conditions, restrictions, reservations, rights of way, visible or of  
187record.

188ALSO SUBJECT TO: The condition that no part of said premises shall ever at any time  
189used for the purpose of buying, selling, manufacturing, vending or handling intoxicating  
190liquors; and that no part of said premises shall ever at any time be be sold, conveyed,  
191leased, rented or occupied by any person not of the Caucasian or white race.

192IT IS AGREED that a breach of any of the foregoing conditions shall cause said realty to  
193revert to the said Grantor or its successors in interest, who shall have the right of  
194immediate re-entry upon said realty in the event of any such breach; and, as to the  
195owner or owners of any Lot or Lots in said Tract, the foregoing conditions shall operate  
196as covenants running with the land, and the breach of any such covenant, or the  
197continuation of any such breach, may be enjoined or abated or remedied by appropriate  
198proceedings instituted by such Grantor or its successors in interest, or by the owner of  
199any Lot in said Tract.

200IT IS FURTHER AGREED that a breach of any of the foregoing conditions, or any re-  
201entry by reason of such breach, shall not defeat or render invalid, the lien of any  
202mortgage or deed of trust, made in good faith, and for value, as to said realty, or any  
203part thereof.

204EXCPECTING AND EXPRESSLY RESERVING unto the Grantor, its assigns and  
205successors in interest, all waters, surface and subsurface, on or in said lands, and all  
206water and water rights, riparian or appurtenant to said lands.

207IN WITNESS WHEREOF, said FARM HOMES CORPORATION has hereunto caused  
208its corporate name to be subscribed and its seal affixed by its President and Secretary,  
209thereunto duly authorized by resolution of its Board of Directors, this 27<sup>th</sup> day of April,  
2101943.

211(CORPORATE SEAL)

212(U.S.I.R.S. \$1.10 Cancelled)

213FARM HOMES CORPORATION

214By [Name Removed], President

215By [Name Removed], Secretary

216STATE OF CALIFORNIA,

217COUNTY OF LOS ANGELES

218On this 27<sup>th</sup> day of April in the year one thousand nine hundred forty-three, before me,  
219[Name Removed], a Notary Public in and for said County and State, personally  
220appeared [Name Removed], known to me to be the President, and [Name Removed],  
221known to me to be the Secretary of the corporation that executed the within instrument,  
222and known to me to be the persons who executed the within instrument on behalf of the  
223corporation therein named, and acknowledged to me that such corporation executed the  
224same.

225WITNESS my hand and official seal the day and year in this certificate first above  
226written.

227(NOTARIAL SEAL)

228[Name Removed]

229Notary Public in and for said County and State.

230No. 126 "Endorsed" Recorded at request of Grantee, Jun 1, 1943 at 4:15 P.M., in Book  
2311602, Page 257, Official Records, San Bernardino County, Calif., [Name Removed],

232County Recorder, by [Name Removed], Deputy. Fee \$1.30.

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## Student Handout: Redlining Vocabulary

235 **Instructions:** Use the Internet to define terms at the bottom. Draw a symbol to  
236 illustrate the definition.

237 **Vocabulary:**

238 Redlining:

239 Disenfranchisement:

240 Racism:

241 Socioeconomics:

242 Real estate:

243 Wealth:

244Vocabulary Definitions:

245Racism: prejudice, discrimination, or antagonism directed against someone of a  
246different race based on the belief that one's own race is superior.

247Redlining: In the United States, **redlining** is the systematic denial of various services to  
248residents of specific, often racially associated, neighborhoods or communities, either  
249directly or through the selective raising of prices.

250Disenfranchisement: the state of being deprived of a right or privilege, especially the  
251right to vote.

252Socio Economic: Socioeconomics is the social science that studies how economic  
253activity affects and is shaped by social processes. In general it analyzes how societies  
254progress, stagnate, or regress because of their local or regional economy, or the global  
255economy. Societies are divided into three groups: social, cultural and economic.

256Real Estate: property consisting of land or buildings.

257Wealth: an abundance of valuable possessions or money. The state of being rich;  
258material prosperity.

259Sample Lesson 2

260Title and Grade Level: Systems at the Root, 9–12

261Ethnic Studies Values and Principles Alignment: 1, 7

262Standards Alignment:

263CA HSS Analysis Skills (9–12): Research, Evidence, and Point of View 3, 5; Historical  
264Interpretation 4

265CA CCSS for ELA/Literacy: RH.9–10.4

266Lesson Purpose and Overview:

267 Students will be introduced to the concept and practice of how, at its foundations, those  
268 in power within our society use systems to maintain order within the status quo.

269 Students will name and critically examine the function and impact of systems of power,  
270 identifying who maintains power, while imagining ways to recreate and transform those  
271 systems.

272 Key Ethnic Studies Terms and Concepts: systems of power, transformational change,  
273 privilege, meritocracy, oppression, 4 I's of oppression, resistance, causality/causation

274 Prerequisite Skills and Knowledge:

275 Students should understand the Ethnic Studies concepts of *Identity* and *Indigeneity*  
276 (recognizing and relating to the indigenous nations of the land where the course is being  
277 taught, as students consider their own pre-colonial ancestries). This should follow a  
278 lesson on the establishment of community norms and expectations.

279 Content and Language Objectives (Students will be able to...):

- 280 1. Identify and define three types of systems - economic, political and socio-cultural
- 281 2. Explain the impact of systems of power on society
- 282 3. Explore the relationship between individuals and systems of power

283 Essential Questions:

- 284 1. How do systems of power shape our society? And who gets to decide how  
285 systems of power are wielded?
- 286 2. How do social, political, and economic systems channel power?
- 287 3. How have people historically, and in the present, challenged systems of power?

288 Lesson Steps/Activities:

- 289 • Day One – Defining Power

290 • Day Two – Exploring Privilege

291 • Day Three – Examining Systems at the Root

292 Day One – “Defining Power”

293 1. Cultural energizer

294 a. Have students respond to the following prompts. Share in small group.

295 Take three volunteers to share to larger class.

296 i. “If you could have any super power, what would it be? Why?”

297 ii. What is the closest thing to this superpower in real life? For  
298 example: super strength and physical prowess, invisibility and  
299 surveillance society, flying and jet packs, etc.

300 b. Have students individually respond (pen to paper) to the following prompt.

301 Students share out responses.

302 i. “Money makes the world go ‘round.” Agree? Disagree? Explain

303 2. Transition into lesson with the definition of *power*. Have students copy the  
304 definition:

305 a. Power:-the ability to control circumstances; the freedom to do as you  
306 please; the ability to impact and control what is and is not possible for  
307 one’s self and other people. Also directly relates to the dominant groups’  
308 privilege at different intersections of society and non-dominant groups’  
309 work toward liberation.

310 3. Activity:

311 a. In groups of 3–4, reflect upon the following questions in relation to *power*:

312 i. Power and You

313 1. Think of times when you feel that you have control over your  
314 life or the lives of others. How does that make you feel?  
315 Explain.

316 2. Think of times where you feel powerless. How does this  
317 make you feel? Explain.

318 ii. Power and School

319 1. On piece of paper, draw a ladder.

320 2. This ladder represents who has the most power at  
321 school. Those you place at the top, have the most power,  
322 and those at the bottom, the least.

323 3. Who is at the top? Who is at the middle? At the bottom?  
324 Explain.

325 4. Conclusive Dialogue

326 a. Use the following prompts to prepare students for closing activity.

327 i. "Today in class, I thought about or learned the following three  
328 things. First \_\_\_\_\_. Second, \_\_\_\_\_. And lastly, I  
329 learned\_\_\_\_\_."

330 ii. "I have the following questions\_\_\_\_\_."

331 Day Two – "Exploring Privilege"

332 1. Cultural Energizer:

333 a. Copy, reflect and then respond to one of the following quotes:

334 i. "Privilege is waking up on third base and thinking you hit a triple."  
335 -former Texas Governor, Anne Richards

- 336                   ii.    “I know what it's like to access the privilege of a ZIP Code but also  
337                                    be born in one that could have destined me to something else.”  
338                                    -House of Representatives, Member, Alexandria Ocasio-Cortez
- 339                   b. Debrief student responses and transition to lesson.
- 340    2. Have students copy the definitions of *privilege* and *meritocracy*
- 341                   a. *Privilege* - unearned reward or advantage a person or group has by virtue  
342                                    of who they are, and not by any particular action.
- 343                   b. *Meritocracy* – a system of allotting rewards/privileges/responsibilities to  
344                                    those with outstanding performance and/or qualifications; rule by persons  
345                                    chosen not because of birth or wealth, but for their superior talents or  
346                                    intellect
- 347    3. Check for understanding. Support with a plethora of examples. Reteach if  
348                   necessary.
- 349    4. Activity - “Race to The Finish Line: Examining the Impact of Privilege”
- 350                   a. Option 1: “Power, Privilege and Five People I Know”
- 351                                    i.    Form groups of five
- 352                                    ii.   Distribute handouts A, B and C
- 353                                    iii.   Students read Handout A (student bios),
- 354                                    iv.   Students then use Handout B (privilege walk prompts) and reflect  
355    upon the student bios to determine how far each individual moves  
356    (forward/backward) on the chart (Handout C).
- 357                                    v.    After 5–7 questions, have students identify who is closest to the  
358    finish line (the right side of the chart), and who is furthest.

- 359 vi. Have participants roll dice for each of the students on the chart.  
360 Continue until someone crosses the “finish line”.
- 361 vii. Reflect upon the following questions:
- 362 1. What factors moved these young people (forward or  
363 backward) during the scenarios?
- 364 2. How are their experiences shaped by privilege and power?
- 365 3. How is this related to the idea of *meritocracy*?
- 366 4. How does their position at the start impact their chances of  
367 “winning”?
- 368 b. Option 2: “Take Your Shot”
- 369 i. Tell students they will be playing a game that requires them to  
370 shoot a piece of paper into a recycling bin. To ensure that things  
371 are equal, every participant will get one shot. The student(s) that  
372 successfully make their shot, wins. Students will attempt to make  
373 the basket from where they are seated in the classroom.
- 374 ii. You may incentivize this activity to help raise the stakes and  
375 heighten the point.
- 376 iii. Student instructions:
- 377 1. Grab two pieces of scratch paper and crumple it up.
- 378 2. You will each take a turn shooting your paper into the basket.
- 379 3. After the first round, we will evaluate you based on your  
380 performance.
- 381 iv. \*\*\*Special Note to Teacher\*\*\* A handful of students will make both  
382 their shots, some will make one, while most will not make any.

383 Odds of making the shot will be affected by their proximity to the  
384 basket. Students will start to complain about the lack of “fairness”  
385 about the game. In order to help students see the unfair nature, you  
386 must provoke them by emphasizing that the notion of two shots is  
387 in fact fair.

388 v. After students have taken their shots, evaluate them on their  
389 performance, and reward those who are successful.

390 5. Reflection Questions and Debrief (teacher: use think pair share or other  
391 structured protocol to discuss the following)

392 a. What is privilege and how does it play a role in advancing individuals  
393 through this race? (Benefiting individuals in this game - for Option B)?

394 b. Based on the activity, do we all have the SAME chance of winning the  
395 race/game? Explain?

396 c. What are some commonly held beliefs (and explanations) for success?  
397 Failure?

398 d. How does this activity relate to the idea of meritocracy (i.e., those who are  
399 the best, win)?

400 e. What, if anything, can be done to make things more meritocratic (fair)?

401 6. Conclusive Dialogue

402 a. Reflecting on your own experiences:

403 i. Identify one way privilege has benefited you. Explain.

404 ii. Identify one way any aspect of your personal situation/lived  
405 experience, places you at a disadvantage. Explain.

406                   iii.    How did the exercise make you feel? What are some things it made  
407                                    you think about?

408Day Three - "Systems at the Root: The Reason for Why Things Happen."

409    1. Cultural Energizer

410           a. Show the music video, "This Too Shall Pass", by the band *OK Go*.

411           b. Ask students to identify 5 examples of something happening, because of  
412                    something else causing it to happen. (i.e., the toy car bumps into the  
413                    domino and causes the domino to fall.)

414           c. After the video, have students share out examples they identified, with an  
415                    elbow/table partner. Have volunteers share out several examples, to the  
416                    larger class.

417    2. Share, and have students copy down the definition for *causality/causation*.

418           a. The relationship between an event (the cause) and a second event (the  
419                    effect), where the second event is understood as a result of the first.

420           b. Check for understanding of *causality/causation*. Continue example-making  
421                    if needed.

422    3. Transition to the activity, "Systems at the Root".

423           a. Project the image of a clipart tree.

424           b. Indicate that the tree is a metaphor for *causality/causation*.

425           c. Ask students to explain how this is an example of cause and effect.

426           d. Close by emphasizing that the roots allow for the trunk to grow, branch  
427                    out, and bare fruit - that one leads to/causes the other. An old saying,  
428                    "From the root, to the fruit..." is a catchy way to help students internalize  
429                    the point.

- 430 e. Label the tree's roots, cause(s), and its fruit, effect(s)
- 431 4. Activity:
- 432 a. As a class, brainstorm a list of 10–15 problems facing their families,  
433 community and/or society. Write this down on the board (or type and  
434 project).
- 435 b. In groups of 4–5, have students draw out a tree on a large poster paper.
- 436 c. Students will categorize the problems as either cause or effect.
- 437 i. red construction paper if they believe that it's an effect
- 438 ii. brown construction paper if they believe it to be a cause
- 439 d. Students will place causes at the root, and effects on the branches, as  
440 fruit.
- 441 e. Have students share out their posters. Facilitate discussion encouraging  
442 students to explain their thinking.
- 443 5. Share and have students copy the definitions of the terms: *system*, *economic*  
444 *system*, *political system*, *social-cultural system*
- 445 a. *System* - an organized way of doing something
- 446 b. *Political system* - An organized way groups of people make decisions
- 447 c. *Social-cultural system* – “Ways of being. Ways of seeing”. Guidelines for  
448 people's behavior
- 449 d. *Economic system* - Organized way goods and services are produced and  
450 distributed to fulfill people's needs and/or wants. Three important  
451 questions: Who makes what? Who gets what? And how is this  
452 determined?

453 6. Revisit the clipart tree. Emphasize that in Ethnic Studies, critical thinking will be a  
454 key part of the learning experience. Critical thinking requires individuals to  
455 evaluate phenomenon through the lens of systems, the rules within those  
456 systems, who wields power within systems and the impact of that power on the  
457 relationships between people existing within systems.

458 a. A powerful way to frame critical thinking is that critical thinking requires  
459 individuals to:

460 i. *Think causally (cause and effect)*

461 1. What are the reasons for why something is happening/  
462 happened?

463 ii. *Think historically*

464 1. What is the relationship between the past and the present?  
465 How can individuals, today, shape tomorrow?

466 iii. *Think systems (and power)*

467 1. How do systems shape society?

468 2. What role do people play within systems?

469 3. How do we evaluate the efficacy of systems?

470 7. Add the label, "Systems at the Root - Political/Social-Cultural/Economic" at the  
471 bottom of the tree. Revisit the discussion to help make connections between the  
472 three types of systems, and the problems brainstormed.

473 8. Community Reflection

474 a. "Today in class, I thought about or learned the following three things. First  
475 \_\_\_\_\_. Second, \_\_\_\_\_. And lastly, I learned \_\_\_\_\_."

476 b. "I have the following questions\_\_\_\_\_."

477 c. Close class with a debrief of their responses to the prompt. Allow  
478 adequate time for everyone to complete their reflection. Make sure to  
479 close out by encouraging students who have not yet had a chance to  
480 share with the larger class, to share their responses.

#### 481 Lesson Modifications/Accommodations for Students with Diverse Needs:

- 482 • The lesson is designed to break up teacher talk time and to enhance structured  
483 student interaction.
- 484 • Each of the lesson steps should be made into slides using a presentation  
485 software (google slides, PPT., Keynote, etc.) to better support visual learners.
- 486 • Teachers should regularly check for understanding, and reteach points if  
487 necessary, before moving on.
- 488 • Students should be utilized as resources to support peers in their learning.
- 489 • Reflection/Response prompts can be developed to support ELL's to engage in  
490 small group and larger class discussion.

#### 491 Assessment, Application, Action, and Reflection:

- 492 • Students will represent their mastery of the lesson via written reflection from each  
493 day's activities, tree reproduction with problems and root causes, active listening  
494 and discussion.

#### 495 Materials and Resources:

- 496 • Materials: poster paper, red and green construction paper, glue sticks, projector,  
497 speakers, presentation software (google slides, PPT., Keynote, etc.)
- 498 • Handouts A, B, C
- 499 • "This Too Shall Pass" <https://www.youtube.com/watch?v=qybUFnY7Y8w>

- 500 • Clipart Tree <https://pixabay.com/vectors/tree-roots-leaves-cross-section-306056/>

501Handout A

502“Power, Privilege and Five People I Know”

503ANGELA Black female. Age 16. Lives with aunt for now and sleeps on her couch. Aunt  
504rents an in-law in the Bayview neighborhood of San Francisco. Mom works in a  
505restaurant and dad is a valet parking attendant. Angela attends a public high school and  
506has to do credit recovery afterschool through Cyber High in order to graduate on time.  
507She worked all summer helping her parents take care of her 6 y/o brother.

508TINA Recently emigrated from Samoa. Age 16. Currently lives with her uncle and her  
509three cousins in a three bedroom house in a historically working-class neighborhood.  
510She has to care for her younger brother and cousins after school. Her mother works  
511part time at the elementary school down the street. Her father is currently unemployed.  
512She would like to go to a four year university but is planning on going to community  
513college, first.

514ABEL Filipino gender non-conforming young adult. Age 18. Lives with 9 people in a  
515three bedroom rental in Daly City. Their mother is a nurse assistant, and father, an  
516unemployed accountant. Abel immigrated with their family when they were 9 and has  
517moved 5 times since their arrival to the United States. Abel attends the local public high  
518school but also has to go to night school across town to improve their reading and  
519writing skills in English.

520KEVIN White male. Age 14. Lives with his mother in a two bedroom apartment in a  
521historically lower middle class neighborhood. He is an only child and has never met his  
522father. His mother is a nurse. He attends an all-boys private school in the city. Kevin  
523spends summers with his grandparents in Napa and helps out in their restaurant when  
524he's not playing competitive baseball as part of his elite travel team.

525ROGER Chinese and French. Passes as white. Male. Age 17. Lives at home with both  
526of his parents. They own a house in a wealthy neighborhood. Mom is a doctor. Dad is  
527an engineer. He attends University High School, an elite private school in the city. His

528parents gave him a car for his 16th birthday. He spent his summer in Nassau working  
529on his SCUBA diving certification. He will be attending Stanford University in the fall.

530 Handout B

531 Privilege Walk

532 Race/Ethnicity/Nationality

533 1. If you were ever accused of cheating or lying because of your race, take one step  
534 backward.

535 2. If your ancestors were forced to come to this country or forced to leave their  
536 country of origin, take a step back.

537 3. If you identify as an "American" take one step forward.

538 4. If you were ever called names or bullied because of your race, or ethnicity take  
539 one step backward.

540 5. If you ever tried to change your racial or ethnic identity, take one step backward.

541 6. If you studied the history and culture of your ancestors in school, take one step  
542 forward.

543 7. If English was your second (or more) language, take one step backward.

544 8. If English is your first language, take one step forward.

545 9. If you were ever discouraged at school because of your race or ethnicity, take  
546 one step backward.

547 10. If you've ever been followed in a store, or stopped by police, take a step  
548 backward.

549 11. If you think of the police as people that will help you, take one step forward.

550 Class

551 1. If one of your parents are not in your life, take a step back.

- 552 2. If both of your parents are raising you, take one step forward.
- 553 3. If your family has ever had to skip a meal because of lack of money/resources,  
554 take one step backward.
- 555 4. If your family has ever been worried about paying rent on time, or missed rent  
556 because of money, take one step backward.
- 557 5. If everyone in your family has health insurance, take a step forward.
- 558 6. If you were ever embarrassed or ashamed of the house you live in take one step  
559 backward.
- 560 7. If you were ever embarrassed or ashamed of your family car when growing up  
561 take one step backward.
- 562 8. If your neighborhood has illegal drugs and/or prostitution readily available, take a  
563 step backwards.
- 564 9. If you were taken to art galleries, museums or plays by your parents take one  
565 step forward.
- 566 10. If you ever attended a private school or summer camp take one step forward.
- 567 11. If your parent/s are willing and able to support you and encourage you to go to  
568 college take one step forward.
- 569 12. If you have a parent who did not complete high school take one step backward.
- 570 13. If your parent(s) are college educated, take two steps forward.
- 571 14. If your parent(s) own their own house take two steps forward.
- 572 15. If you primarily use public transportation to get where you need to go take one  
573 step backward.

574 Gender

- 575 1. If any women in your family have been sexually harassed or abused, one step  
576 backward.
- 577 2. If you've ever been discouraged from doing something because of your gender  
578 take one step backward.
- 579 3. If you face harassment or get hollered at on the street take one step backwards.
- 580 4. If your looks are valued more than your smarts, take one step backward.
- 581 5. If your family values the opposite gender more than yours, take a step backward.
- 582 6. If your gender is non-binary, take one step backward.
- 583 7. If your gender is celebrated by society, take two steps forward.
- 584

585Handout C

|  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|---|
|  |  |  |  |  |  |  | Angela |  |  |  |  |  |  |  |  |  |  | F |
|  |  |  |  |  |  |  | Tina   |  |  |  |  |  |  |  |  |  |  | I |
|  |  |  |  |  |  |  | Abel   |  |  |  |  |  |  |  |  |  |  | N |
|  |  |  |  |  |  |  | Kevin  |  |  |  |  |  |  |  |  |  |  | I |
|  |  |  |  |  |  |  | Roger  |  |  |  |  |  |  |  |  |  |  | S |
|  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  | H |
|  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  | L |
|  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  | I |
|  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  | N |
|  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  | E |

586

587

## 588 Sample Theme #2: Social Movements

589 Another theme that this course could explore are the multitude of effective social  
590 movements communities have initiated and sustained in response to oppression and  
591 systems of power. Teachers will develop and facilitate instructional opportunities for  
592 students to explore major social movements like:

- 593 • The Civil Rights Movement
- 594 • The Farm Workers Movement
- 595 • Japanese American Redress and Reparations
- 596 • Black Lives Matter
- 597 • Mni Wiconi Water is Life: No Dakota Access Pipeline at Standing Rock

598 In addition to learning more about the history of social movements and the gains  
599 achieved through solidarity, activism, civil disobedience, and participation in the  
600 democratic process, teachers can help facilitate discussions on resistance to  
601 oppression, the broad support these movements mobilized, and their lasting impacts of  
602 the change.

## 603 Sample Lesson

604 Title and Grade Level: Social Movements and Student Civic Engagement, 9–12

605 Ethnic Studies Values and Principles Alignment: 2, 5, 6

606 Standards Alignment:

607 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical  
608 Interpretation 1, 3, 4

609 CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 8; WHST.9–10. 1, 2, 4, 7

610 CA ELD Standards: ELD.PI.9–10.1, 2, 6a, 6c, 11

611 Lesson Purpose and Overview:

612 This primary source analysis assignment turns students into researchers, while  
613 simultaneously allowing the students to orient themselves with the history of the Ethnic  
614 Studies Movement, and contemporary social movements.

615 The purpose of the lesson is for students to learn, analyze and discuss current social  
616 movements happening both in the United States and abroad. By learning about past  
617 and present social movements students will learn first-hand how communities of color  
618 have resisted and fought for their human rights and self-determination.

619 Key Ethnic Studies Terms and Concepts: social movement, The Third World Liberation  
620 Front, Black Panther Party, solidarity

621 Prerequisite Skills and Knowledge: Students should have some familiarity with the  
622 concept of a social movement. Lessons on organizing should be taught prior to this  
623 lesson and the impact of those lessons on student learning reflected upon.

624 Content and Language Objectives (Students will be able to...):

- 625 1. Conduct a primary source analysis in relation to social movements and the  
626 development of Ethnic Studies
- 627 2. Consider how social movements emerge; understand tactics employed; and  
628 identify their overall contributions/impact to society.
- 629 3. Engage in critical analysis, learn to decipher credible and non-credible sources,  
630 further develop public speaking skills, and work collaboratively.

631 Essential Questions:

- 632 1. What causes social movements?
- 633 2. What strategies and tactics are most effective within social movements? What  
634 gives rise to the proposals and demands of social movements?

635 3. What impact have past and present social movements had on society? Why  
636 might people have different responses to social movements?

637 Lesson Steps/Activities:

638 1. Begin the lesson by defining what social movements are and how they start.  
639 Introduce the history of the Ethnic Studies Movement and the Third World  
640 Liberation Front (TWLF) strike to students. Include in the introduction/overview  
641 pictures and brief video clips of San Francisco State College students protesting.  
642 Throughout the overview, highlight that the Ethnic Studies Movement was  
643 successful due to unity and solidarity building, as well as drawing on momentum  
644 from other movements that were happening simultaneously, like, the Black  
645 Power, American Indian, Anti-war, Asian American, Chicano, United Farm  
646 Workers, and Women's Liberation movements.

647 2. Divide students into pairs, providing each group with two primary source  
648 documents including:

649 a. The original demands of the TWLF

650 b. Student proposals for Black, Asian American, Chicano, and Native  
651 American studies

652 c. Images from the strike

653 d. Speeches and correspondence written by San Francisco State College  
654 administrators concerning the TWLF strike

655 e. Student and Black Panther Party newspaper clippings featuring articles  
656 about the TWLF strike

657 3. Introduce each of the materials, providing a small amount of context, and a brief  
658 overview of what is a primary source. Instruct each pair to read each document  
659 carefully, conduct additional research to better contextualize and situate the

- 660 source within the history of this period, and to complete a primary source  
661 analysis worksheet for each source (see below).
- 662 4. Provide students with class time to work on this assignment. They should also  
663 have an opportunity to work on the assignment as homework.
- 664 5. After completing the primary source worksheet, each group is paired with another  
665 group where they share their primary source analyses with each other. The  
666 groups are also tasked with finding themes, commonalities, or connections  
667 between their four sources.
- 668 6. Ask each group to write on a large piece of paper/poster board what they  
669 believed were the key tactics/strategies, vision, and goals of the TWLF  
670 movement based on their research findings. They can also decorate the poster  
671 board with pictures, a copy of their primary source, and other materials.
- 672 7. While still in groups of four, assign each group a contemporary and relevant  
673 social movement. Alternatively, the students can work with the teacher to select  
674 the movement that they wish to research.
- 675 a. List of Potential Social Movements:
- 676 i. #BlackLivesMatter/The Movement for Black Lives
- 677 ii. Land and Rights Movement, i.e., The Standing Rock Movement
- 678 iii. The Occupy Movement
- 679 iv. The #MeToo and Feminist Movement
- 680 v. The Criminal Justice Reform Movement
- 681 vi. The Immigration Rights/Reform Movement/Dreamers Movement
- 682 vii. The “Defend Science”/Climate Movement
- 683 viii. Boycott, Divestment, and Sanctions Movement for Palestine

684 ix. Fossil Fuels Divestment and Indigenous Rights Movement

685 x. Ethnic Studies Movements

686 xi. Poor People's Movement

687 xii. LGBTQ Movement

688 8. Environmentalism and Environmental Justice Movements: Let each group of four  
689 know that they are now responsible for completing the two previous assignments  
690 (primary source analysis and poster board) with their new social movement.

691 Students are to identify two primary sources on the movement, conduct research  
692 (including a review of secondary sources like credible news articles, scholarly  
693 research, interviews, informational videos, etc.), and complete the primary source  
694 analysis worksheet. They are also to complete a poster board displaying the  
695 goals, vision, and tactics/strategies of their assigned contemporary social  
696 movement.

697 9. At the end of the unit, each group presents their poster board and social  
698 movement to their peers. After all group presentations have been completed,  
699 students will have an opportunity to have a class discussion around the impact of  
700 social movements. The class will ultimately return back to the original guiding  
701 questions for the lesson.

702

**703 Source Analysis Worksheet**

704 *What Kind of Source?* (Circle All that Apply)

705 Letter

Chart

706 Photo

Legal document (city ordinance, legislation, etc.)

707 Newspaper article

Diary

708 Speech

Oral history interview

709 Photograph

Artistic piece (poem, song, poster, etc.)

710 Press release

Event flyer

711 Report

Identification document

712 Other: \_\_\_\_\_

713 Describe your source (is it handwritten or typed? In color or black and white? Who is the author or creator? How long is it? What do you see?)

715 \_\_\_\_\_

716 \_\_\_\_\_

717 \_\_\_\_\_

718 \_\_\_\_\_

*719 Identifying the Source*

720 1. Is it a primary or secondary source?

721 2. Who wrote/created the source?

722 3. Who is the audience?

723 4. When and where is it from?

724 *Making Sense of the Source*

725 1. What is the purpose of the source?

726 2. What was happening at the time in history when this source was created?

727 Provide historical context.

728 3. What did you learn from this source?

729 4. What other documents or historical evidence will you use to gain a deeper

730 understanding of this event or topic?

731 5. What does this source tell you about the Ethnic studies movement and Third

732 World Liberation Front Strike?

733 Assessment, Application, Action, and Reflection:

- 734 • Peer assessments are used to help students refine their primary source  
735 worksheets and poster boards prior to presenting them to the class. The teacher  
736 should visit the groups and provide constructive feedback to students who are  
737 having difficulty with the assignment.
- 738 • During the student presentations, the teacher can evaluate the students'  
739 presentation skills in the context of the grade-level expectations in the *CA CCSS*  
740 *for ELA/Literacy*, especially the standards for Speaking and Listening.
- 741 • Teachers can use the completed poster boards and the final discussion session  
742 to determine how effectively the students have absorbed the key concepts and  
743 connections from the lesson.

744 Materials and Resources:

- 745 • For Primary Sources on the Third World Liberation Front
  - 746 o University of California, Berkeley Third World Liberation Front Archive  
747 (includes oral histories, bibliography of sources, access to dissertations on  
748 the topic, primary sources and archived materials, etc.)  
749 <http://guides.lib.berkeley.edu/twlf>
  - 750 o It's About Time the Black Panther Party Digital Archive-  
751 <http://www.itsabouttimebpp.com/home/home.html>
  - 752 o The Freedom Archives- <http://freedomarchives.org/>
- 753 • For Information on Contemporary Social Movements:
  - 754 o #BlackLivesMatter/The Movement for Black Lives
  - 755 o The Movement for Black Lives Policy Platform-  
756 <https://policy.m4bl.org/platform/>

- 757           o Black Lives Matter Main Webpage- <https://blacklivesmatter.com/>
- 758           o Books: *When they Call You a Terrorist: A Black Lives Matter Memoir* by
- 759                 Patrisse Khan-Cullors and Asha Bandele; *Unapologetic: A Black, Queer,*
- 760                 *and Feminist Mandate for Radical Movements* by Charlene Carruthers.
- 761           • The Standing Rock Movement
- 762           o The Standing Rock Movement Main Page-
- 763                 <https://standwithstandingrock.net/>
- 764           o National Geographic Article, “These are the Defiant ‘Water Protectors’ of
- 765                 Standing Rock”- [https://news.nationalgeographic.com/2017/01/tribes-](https://news.nationalgeographic.com/2017/01/tribes-standing-rock-dakota-access-pipeline-advancement/)
- 766                 [standing-rock-dakota-access-pipeline-advancement/](https://news.nationalgeographic.com/2017/01/tribes-standing-rock-dakota-access-pipeline-advancement/)
- 767           • The Occupy Movement
- 768           o Archiving the Occupy Movement from 2011-
- 769                 <http://occupyarchive.org/items>

### 770 Sample Theme #3: Migration

771 Another theme that this course could focus on an in-depth study of the migration of  
 772 people of color to California. Within this theme of migration, teachers will develop and  
 773 facilitate instructional opportunities for students to explore intense migration periods like:

- 774 • The Second Great Migration (1940-1970) – The mass exodus of African Americans
- 775 from the rural South to urban cities across the Northeast, Midwest, and West coast.
- 776 Students could focus on the World War II era, in particular port cities like Los
- 777 Angeles, Oakland, San Francisco, and Richmond, whose African American
- 778 populations skyrocketed with the increase of job opportunities to support the
- 779 maritime, munitions, and other military industries. Teachers can discuss how this
- 780 period of migration reshaped urban cities in California; grapple with how the influx of
- 781 African American migrants impacted racial politics and dynamics in the state; and

782 highlight the major contributions African Americans made to the political,  
783 socioeconomic, and cultural life of the state.

784• Southeast Asian Refugee Crisis – Students can discuss the implications of the  
785 Vietnam War on Vietnamese, Cambodian, Hmong, and Laotian populations into the  
786 1970s and 1980s. Beyond learning about the war, the fall of Saigon, the era of the  
787 Khmer Rouge, and other significant events of this period, students can also delve  
788 into the experiences of Southeast Asian immigrants, the racial enclaves they created  
789 in California (Sacramento, Long Beach, and Fresno are just a few cities with vibrant  
790 Southeast Asian refugee communities), their contributions, and ongoing struggles.  
791 This group of refugees can be considered with the earlier immigrants and the larger  
792 new immigration of different Asian groups (Chinese, Japanese, Filipino, Korean, and  
793 South Asian, among others) arriving after the Immigration and Reform Act of 1965.

794• Settler Colonialism and Native American Removal – Students can learn about the  
795 forced removal of California Native American tribes, the creation of Reservations,  
796 and the state’s dark history of seizing native/indigenous lands and enacting  
797 genocide against Native American people. Additionally, this perspective allows for  
798 students to engage settler colonialism—an Ethnic Studies based theory that  
799 captures the nature of colonialism that many Native American tribes were subjected  
800 to. The theory articulates how mass genocide and displacement were leveraged as  
801 a means to create room for settlers seeking to establish a new identity for lands that  
802 were once home to Native Americans.

803• Migrants and Refugees from Mesoamerica – Students can discuss the growing  
804 number of refugees from Central America, beginning with refugees from El Salvador,  
805 Guatemala, Honduras, Mexico, and Nicaragua in the late 1970s. Beyond learning  
806 about U.S. intervention in the region, students can explore the experience of recent  
807 refugees in California. For example, the mass exodus of Salvadorans fleeing the  
808 war-torn country during the 1980s, later settling in California in large numbers.  
809 These latest refugees can be considered with the indigenous Latinx community in  
810 the United States, which has faced historic loss of lands and rights. Related topics

811 include the 1910 Great Mexican Migration, the Great Depression, Mexican  
812 repatriation, the Bracero Program, and Operation Wetback. Additionally, students  
813 should delve into the migration of Central American, Latin American, and Caribbean  
814 populations. This history can help students better contextualize current controversial  
815 discussions on immigration. Further, students can learn how California and the  
816 Southwest were part of Mexico from 1810–1848 (see map of Disturnell).

817 In addition to learning more about the history of migration from these various  
818 perspectives, teachers can help facilitate discussions on xenophobia and anti-immigrant  
819 sentiment, while emphasizing the nation’s history of being a home for immigrants and  
820 the value of having a diverse citizenry.

#### 821 Sample Lesson

822 Title and Grade Level: Migration Stories and Oral History, 9–12

823 Ethnic Studies Values and Principles Alignment: 1, 3, 6

824 Standards Alignment:

825 CA HSS Analysis Skills (9–12): Historical Interpretation 1

826 CA CCSS for ELA/Literacy: RH.9–10.1, 3, 8, 10; WHST.9–10.2, 4, 6, 7, SL.9–10.1, 4, 5,  
8276

828 CA ELD Standards: ELD.PI.9–10.1, 5, 9, 10a

829 Lesson Purpose and Overview:

830 As part of a larger unit on migration, this lesson guides students to explore their  
831 personal stories around how migration has impacted their families. The students will  
832 learn about how their own family migration stories connect to their local history.

833 Key Ethnic Studies Terms and Concepts: oral history, forced migration

834 Prerequisite Skills and Knowledge: Students should have some familiarity with  
835 interviewing and oral history.

836 Content and Language Objectives (Students will be able to...):

837 1. Conduct oral history interviews, transcribe narratives, develop questions, and  
838 develop their interpersonal communication skills

839 2. Learn from each other by being exposed to the unique migration stories of their  
840 peers

841 3. Strengthen their public speaking skills through interviewing and presenting their  
842 research findings.

843 Essential Questions:

844 1. How does your family's story connect to your local history?

845 Lesson Steps/Activities:

846 1. Open up the course with a discussion on the United States' history as a nation of  
847 settler colonialists, while also acknowledging that native people were here prior  
848 to settlers.

849 2. Create a PowerPoint presentation that highlights several major waves of  
850 migration (both voluntary and forced). Include slides that provide data on the  
851 local immigrant community.

852 3. To respond to the students' overarching questions, create an oral history project  
853 for the students, where they are tasked with interviewing one family member  
854 (preferably an elder) and one community member. The interviews will focus on  
855 the interviewees' migration stories, childhood, and memory of the city. You may  
856 show a video clip of an interview from a digital oral history archive (see  
857 recommended sources for examples). Teachers need to be sensitive to varying

858 family situations and have alternative ways for students to conduct the interview  
859 if their families are not united.

860 4. After introducing the project, provide an overview of the mechanics of oral  
861 history.

862 5. Discuss the types of equipment and materials students will need (an audio or  
863 video recording device or application, and field notebook); helps students come  
864 up with questions, discussing the differences between closed and open-ended  
865 questions; and begins to introduce transcribing.

866 6. During several class sessions students engage in peer-interviewing. After each  
867 mini-oral history interview (no more than seven to ten minutes) with a peer, they  
868 are given time to reflect on the interviewing process. Using the “think, pair, share”  
869 method; students first write their own reactions to the interviewing process,  
870 discuss how it went with their peer, and then share out with the larger class.

871 a. If students have access to headsets and computers in the classroom or  
872 nearby, they can use the remaining time to practice transcribing their mini-  
873 oral history interviews. After two to three mock oral history interviews with  
874 their peers, students should be prepared to carry out their own full  
875 interviews with a family elder and community member.

876 7. For the overall project, students should be expected to conduct a thirty minute  
877 oral history interview with their interviewees, and transcribe at least one  
878 interview. This is given as a homework assignment and should be completed  
879 over two weeks. Students are also encouraged to ask their interviewees for  
880 copies of old pictures, images of relics that hold some significant meaning or  
881 value to them, and/or other primary sources that speak to their migration story.

882 8. After completing the interview and transcribing, students take excerpts from the  
883 interview, as well as pictures or other primary sources they may have from their  
884 interviewee, and create a three to five minute presentation (either a video,  
885 PowerPoint, Prezi, or poster board) discussing their interviewees migrant story,

886 connection to the city, and a brief reflection on their experience conducting the  
887 interview. Students are allotted three days to work on their presentations in class  
888 and as a homework assignment. Students are given an opportunity to practice  
889 their presentations with peer to peer and peer to small group sessions before  
890 their presentation to the whole class.

891 9. Before students begin their presentations, teachers should review or establish  
892 norms about presenting and audience expectations that are based on the Ethnic  
893 Studies guiding principles. During the presentations, students in the audience  
894 should be active listeners, taking notes, and asking follow-up questions at the  
895 end of each presentation. Students are provided a graphic organizer for  
896 notetaking during the presentations. The graphic organizer includes space for  
897 questions and connections to the migration themes covered in the unit.  
898 Presenters should use this time to demonstrate their public speaking skills—  
899 maintaining eye contact, using “the speaker’s triangle,” and avoiding reading  
900 slides or poster boards.

901 10. Publication of these oral history projects can be on a class website or shown  
902 during a school event where families and community members are present.

903 Assessment, Application, Action, and Reflection:

- 904 • Peer assessments are used to help students refine their oral history  
905 presentations prior to presenting them to the class. The teacher should visit the  
906 practice groups and provide constructive feedback to students who are having  
907 difficulty with the assignment.
- 908 • During the student presentations, the teacher can evaluate the students’  
909 presentation skills in the context of the grade-level expectations in the *CA CCSS*  
910 *for ELA/Literacy*, especially the standards for Speaking and Listening.

911 • Teachers can use the students' graphic organizers to determine how effectively  
912 they have absorbed the key concepts and connections from the student  
913 presenters.

914 Materials and Resources:

915• Oral History Association, "How Do I Engage Students in Oral History Projects?"-  
916 <http://www.oralhistory.org/how-do-i-engage-students-in-oral-history-projects/>

917• CSU Japanese American History Digitization Project- <http://csujad.com/>

918• Online Archive of California- <https://oac.cdlib.org/>

919• The Freedom Archives: <https://freedomarchives.org/>

920• SNCC (The Student Non-Violent Coordinating Committee) Digital Gateway:  
921 <https://snccdigital.org/resources/digital-primary-sources/>

## 922 African American Studies Course Outline

923 Course Title: African American Experience

924 Note on Disciplinary Naming: Throughout Ethnic Studies, the study of people of African  
925 descent has taken on various academic field names, including: Afro-American Studies,  
926 African American Studies, Africana Diaspora Studies, Pan African Studies, Black  
927 Studies, and Africana Studies, to name a few. While they all cover the contributions,  
928 histories, cultures, politics, and socialization of people of African descent, naming often  
929 differs as a way to denote an emphasis on particular political background or ideological  
930 approach; to express that this iteration of the field will be African-centered or focus on  
931 people of African descent in the Americas; and some names are no longer used simply  
932 due to the evolution of the field and shifting identity markers. For example, Afro-  
933 American Studies dates back to the late 1960s, and is mostly no longer used. The name  
934 was largely replaced with Black Studies in response to the Black Power movement.  
935 While the Ethnic Studies Model Curriculum does not endorse any particular field over  
936 another, we strongly encourage Ethnic Studies educators and administrators to consider  
937 student demographics, needs, interests, and current events when crafting a course or  
938 lesson, as this may help determine what iteration of the field will be most useful for the  
939 class. For example, if you are teaching a class with a large amount of first generation  
940 African students, perhaps an Africana or African Diaspora Studies approach would be  
941 most beneficial.

942 Course Overview: This course is designed to be an introduction to the study of people  
943 of African descent in the United States, while drawing connections to Africa and the  
944 African diaspora. Students will explore the history, cultures, struggles, and politics of  
945 African Americans as part of the African diaspora across time. This course will contend  
946 with how race, gender, and class shape life in the United States for people of African  
947 descent, while simultaneously introducing students to new frameworks like Afrofuturism.  
948 Ultimately, this course will consider the development of Black identity in the United  
949 States and explore the importance African Americans played in the formation of the  
950 United States, the oppression they faced, and the continued fight for liberation.

951 Course Content: This course will explore the African American and African Diaspora  
952 experience, from the precolonial ancestral roots in Africa to the trans-Atlantic slave trade  
953 and enslaved people's uprisings in the antebellum South, to the elements of Hip Hop  
954 and African cultural retentions. This class is designed to engage various themes, time  
955 periods, genres and cultures along the spectrum of Blackness.

956 Sample Topics:

- 957 • The Origins of Humans from Africa and African Indigeneity
- 958 • The Great West African Empires of Ghana, Mali, and Songhay
- 959 • The Trans-Atlantic Slave Trade and the Making of the African Diaspora
- 960 • Modes of Resistance to Enslavement
- 961 • Evolution of Black Political and Intellectual Thought (e.g., racial  
962 accommodationism, Black nationalism, and revolutionary intercommunalism)
- 963 • African Americans and the Gold Rush
- 964 • The Anti-Lynching Movement
- 965 • The Harlem Renaissance and the Blues and Jazz Tradition
- 966 • The Great Migration and Blacks in the West during the World War II Era
- 967 • The War on Drugs, Mass Incarceration, and *The New Jim Crow*
- 968 • African American Spiritual and Religious Traditions (e.g., Hebrew Israelites,  
969 National of Islam, Moorish Science Temple, Afro-Pentecostalism)
- 970 • Contemporary Black Immigration
- 971 • African Americans and War

- 972 • The Civil Rights and Black Power Eras
- 973 • Black Feminism and Womanism
- 974 • Hip Hop: The Movement and Culture
- 975 • African Americans in the Urban City
- 976 • African Americans and Gentrification
- 977 • African American Foodways
- 978 • The Black LGBTQIA Experience
- 979 • Police Brutality and #BlackLivesMatter
- 980 • African American Political Figures

981 Potential Significant Figures to Cover (this list is in no way exhaustive):

- 982 • bell hooks
- 983 • June Jordan
- 984 • Bobby Seale
- 985 • Clara Mohammed
- 986 • Assata Shakur
- 987 • Mumia Abu-Jamal
- 988 • Dorothy Mulkey
- 989 • Frederick Douglas
- 990 • Frantz Fanon

- 991 • Ida B. Wells
- 992 • Booker T. Washington
- 993 • Amy Jacques Garvey
- 994 • Zora Neale Hurston
- 995 • Carter G. Woodson
- 996 • Ella Jo Baker
- 997 • Malcolm X
- 998 • Septima Clark
- 999 • Fred Hampton
- 1000 • Angela Davis
- 1001 • James Baldwin
- 1002 • Audre Lorde
- 1003 • Ta-Nehisi Coates
- 1004 • Patrisse Khan-Cullors
- 1005 • Marsha P. Johnson
- 1006 Sample Lesson 1
- 1007 Title and Grade Level: U.S. Housing Inequality: Redlining and Racial Housing
- 1008 Covenants, 9–12
- 1009 Ethnic Studies Values and Principles Alignment: 4, 6, 7

1010Standards Alignment:

1011CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1, 3, 4; Historical

1012Interpretation 1, 2, 3, 5

1013CA CCSS for ELA/Literacy: RH.9–10.1, 2, 4, 7; WHST.9–10. 6, 7

1014CA ELD Standards: ELD.PI.9–10.1, 5, 9, 10a

1015Lesson Purpose and Overview:

1016This lesson introduces students to the process of purchasing a home, while addressing  
1017the history of U.S. housing discrimination. Students will learn about redlining, racial  
1018covenants, and better understand why African Americans, as well as other people of  
1019color, have historically settled in certain neighborhoods, whether voluntarily or  
1020involuntarily. Additionally, students will be able to better contextualize the state's current  
1021housing crisis. With regards to skills, students will analyze primary source documents  
1022like original house deeds, conduct research (including locating U.S. census data), and  
1023write a brief research essay or complete a presentation on their key findings.

1024Key Terms and Ethnic Studies Concepts: segregation, racial housing covenants,  
1025gentrification, redlining

1026Prerequisite Skills and Knowledge: Students should have an established understanding  
1027of the history of racial segregation in the United States, and be familiar with the  
1028differences between urban centers, rural and agrarian communities, and suburbs.  
1029Additionally, students should be comfortable reading and analyzing primary and  
1030secondary sources, including maps, census data, and cultural texts.

1031Content and Language Objectives (Students will be able to...):

1032 1. Reflect upon what they learned from the lesson overview, *A Raisin in the Sun*,  
1033 and their own narratives, and will draw connections related to the theme of  
1034 housing inequality.

- 1035 2. Understand institutional racist practices such as racial segregation, legal  
1036 covenants, and reasons that leads to housing displacement and gentrification.
- 1037 3. Develop strategies to address and eradicate institutional racism. For example,  
1038 students will be able to prepare a presentation of their key findings to a city  
1039 planning commission.
- 1040 4. Students will be introduced to terms being used to describe the current housing  
1041 crisis and history of racial housing segregation (i.e. gentrification and redlining).  
1042 Additionally, students will read a section of Lorraine Hansberry’s play, *A Raisin in*  
1043 *the Sun*. Through this text, students will become more familiar with dramatic  
1044 devices.

1045 Essential Questions:

- 1046 1. Why have African Americans struggled to find adequate and affordable housing?
- 1047 2. What was the role of the FHA in institutionalizing housing discrimination and  
1048 redlining?
- 1049 3. How are wealth and housing inequality connected?

1050 Lesson Steps/Activities:

- 1051 1. Introduce the lesson by posting the definition of “racial housing covenants” and  
1052 “redlining” to engage students in a discussion on the housing conditions African  
1053 Americans often encounter in urban cities, both in the past and currently.
- 1054 2. Provide an abbreviated walk-through of how to purchase a home (identifying a  
1055 realtor, finding a lender, mentioning of the Federal Housing Administration and  
1056 loan underwriters, etc.). See videos in resources section for more context.
- 1057 a. Make it clear that African Americans have historically been subjected to  
1058 housing discrimination. Provide the examples of the Federal Housing  
1059 Administration’s refusal to underwrite loans for African Americans looking

1060 to purchase property in white neighborhoods through 1968, and the  
1061 California Rumford Fair Housing Act (1963–1968). Furthermore, provide a  
1062 more contemporary example of African Americans disproportionately  
1063 being given poor quality housing loans (subprime), which ultimately  
1064 resulted in many African American families losing their homes during the  
1065 2008 economic crash and recession (the use of primary sources such as  
1066 digital maps are suggested for this part of the lesson).

1067 b. Consider using Lorraine Hansberry's *A Raisin in the Sun* as a supporting  
1068 text. Have students read Act II Scene III. Following the in-class reading,  
1069 ask students to reflect on Mr. Lindner's character and how he is connected  
1070 to the larger discussion of housing inequality. How is Mr. Lindner aiding in  
1071 housing discrimination?

1072 3. After completing *A Raisin in the Sun*, continue to build on this lesson by  
1073 introducing students to “Mapping Inequality” and “T-Races,” two digital mapping  
1074 websites that include primary sources on redlining and racial housing covenants  
1075 in the U.S. Then provide students with an overview of the two websites,  
1076 highlighting the various features and resources.

1077 4. For the culminating activity, group students into pairs where they are encouraged  
1078 to delve into the “Mapping Inequality” and “T-Races” archives. After identifying a  
1079 California city (must be a city that is on the T-RACES digital archive) that each  
1080 pair would like to study, they should be tasked with completing the following over  
1081 two weeks:

1082 a. Describe how race factors into the makeup of the city being studied

1083 b. Identify any racial housing covenants for the city being studied

1084 c. List any barriers that may have limited African Americans from living in  
1085 certain neighborhoods within the city.

1086 d. Identify areas where African Americans were encouraged to live or where  
1087 they were able to create racial enclaves.

1088 e. Identify current U.S. Census data and housing maps on how the  
1089 city/neighborhoods look now, specifically noting racial demographics.

1090 Lesson Modifications/Accommodations for Students with Diverse Needs: For students  
1091 that may need assistance with analyzing census data, provide a brief discussion on how  
1092 to read survey and statistical data. For students that may have difficulties reading the  
1093 play, be sure to keep a running list of new vocabulary words that should be reviewed  
1094 and clarified either with individual students, or with the entire class if several students  
1095 are in need of support.

1096 Assessment, Application, Action, and Reflection:

1097• Students will conduct research (identifying primary sources) on the history of  
1098 housing discrimination and redlining across California cities.

1099• Students will write a standard four paragraph essay or 5–7 minute oral presentation  
1100 on their research findings.

1101• Have students reflect on how this history of housing discrimination has (or has not)  
1102 impacted their own families' housing options and livelihoods.

1103• Students will share their research findings with an audience such as, family,  
1104 community members, online, elected officials, etc.

1105 Materials and Resources:

1106• *A Raisin in the Sun* by Lorraine Hansberry

1107• Mapping Inequality- [https://dsl.richmond.edu/panorama/redlining/#loc=5/39.105/-](https://dsl.richmond.edu/panorama/redlining/#loc=5/39.105/-94.583&opacity=0.8)  
1108 [94.583&opacity=0.8](https://dsl.richmond.edu/panorama/redlining/#loc=5/39.105/-94.583&opacity=0.8)

1109• T-RACES Archive- <http://salt.umd.edu/T-RACES/>

- 1110• Self, Robert. *American Babylon: Race and the Struggle for Postwar Oakland*.  
1111 Princeton, NJ: Princeton University Press, 2003.
- 1112• The Case of Dorothy J. Mulkey- [https://www.kcet.org/shows/lost-la/how-one-oc-](https://www.kcet.org/shows/lost-la/how-one-oc-woman-took-her-fight-for-fair-housing-all-the-way-to-the-supreme-court-and)  
1113 [woman-took-her-fight-for-fair-housing-all-the-way-to-the-supreme-court-and](https://www.kcet.org/shows/lost-la/how-one-oc-woman-took-her-fight-for-fair-housing-all-the-way-to-the-supreme-court-and)
- 1114• NPR “Why Are Cities Still So Segregated?”- [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=O5FBJyqfoLM)  
1115 [v=O5FBJyqfoLM](https://www.youtube.com/watch?v=O5FBJyqfoLM)
- 1116• Race – The Power of an Illusion - [https://www.pbs.org/race/000\\_General/000\\_00-](https://www.pbs.org/race/000_General/000_00-Home.htm)  
1117 [Home.htm](https://www.pbs.org/race/000_General/000_00-Home.htm)

1118Vignette

1119A *Raisin in the Sun* by Lorraine Hansberry

1120Act II Scene Three

1121Man in a business suit holding his hat and a briefcase in his hand and consulting a  
1122small piece of paper)

1123MAN Uh—how do you do, miss. I am looking for a Mrs.—(He looks at the slip of paper)

1124Mrs. Lena Younger? (He stops short, struck dumb at the sight of the oblivious WALTER  
1125and RUTH)

1126BENEATHA (Smoothing her hair with slight embarrassment) Oh—yes, that’s my mother.

1127Excuse me (She closes the door and turns to quiet the other two) Ruth! Brother!

1128(Enunciating precisely but soundlessly: “There’s a white man at the door!” They stop  
1129dancing, RUTH cuts off the phonograph, BENEATHA opens the door. The man casts a  
1130curious quick glance at all of them) Uh—come in please.

1131MAN (Coming in) Thank you.

1132BENEATHA My mother isn’t here just now. Is it business?

1133MAN Yes ... well, of a sort.

1134WALTER (Freely, the Man of the House) Have a seat. I'm Mrs. Younger's son. I look  
1135after most of her business matters. (RUTH and BENEATHA exchange amused glances)

1136MAN (Regarding WALTER, and sitting) Well—My name is Karl Lindner ...

1137WALTER (Stretching out his hand) Walter Younger. This is my wife—(RUTH nods  
1138politely)—and my sister.

1139LINDNER How do you do.

1140WALTER (Amiably, as he sits himself easily on a chair, leaning forward on his knees  
1141with interest and looking expectantly into the newcomer's face) What can we do for you,  
1142Mr. Lindner!

1143LINDNER (Some minor shuffling of the hat and briefcase on his knees) Well—I am a  
1144representative of the Clybourne Park Improvement Association—

1145WALTER (Pointing) Why don't you sit your things on the floor?

1146LINDNER Oh—yes. Thank you. (He slides the briefcase and hat under the chair) And  
1147as I was saying—I am from the Clybourne Park Improvement Association and we have  
1148had it brought to our attention at the last meeting that you people—or at least your  
1149mother—has bought a piece of residential property at—(He digs for the slip of paper  
1150again)—four o six Clybourne Street ...

1151WALTER That's right. Care for something to drink? Ruth, get Mr. Lindner a beer.

1152LINDNER (Upset for some reason) Oh—no, really. I mean thank you very much, but no  
1153thank you.

1154RUTH (Innocently) Some coffee?

1155LINDNER Thank you, nothing at all. (BENEATHA is watching the man carefully)

1156LINDNER Well, I don't know how much you folks know about our organization. (He is a  
1157gentle man; thoughtful and somewhat labored in his manner) It is one of these

1158community organizations set up to look after—oh, you know, things like block upkeep  
1159and special projects and we also have what we call our New Neighbors Orientation  
1160Committee ...

1161BENEATHA (Drily) Yes—and what do they do?

1162LINDNER (Turning a little to her and then returning the main force to WALTER) Well—  
1163it's what you might call a sort of welcoming committee, I guess. I mean they, we—I'm  
1164the chairman of the committee—go around and see the new people who move into the  
1165neighborhood and sort of give them the lowdown on the way we do things out in  
1166Clybourne Park.

1167BENEATHA (With appreciation of the two meanings, which escape RUTH and  
1168WALTER) Un-huh.

1169LINDNER And we also have the category of what the association calls—(He looks  
1170elsewhere)—uh—special community problems ...

1171BENEATHA Yes—and what are some of those?

1172WALTER Girl, let the man talk.

1173LINDNER (With understated relief) Thank you. I would sort of like to explain this thing in  
1174my own way. I mean I want to explain to you in a certain way.

1175WALTER Go ahead.

1176LINDNER Yes. Well. I'm going to try to get right to the point. I'm sure we'll all appreciate  
1177that in the long run.

1178BENEATHA Yes.

1179WALTER Be still now!

1180LINDNER Well—

1181RUTH (Still innocently) Would you like another chair—you don't look comfortable.

1182LINDNER (More frustrated than annoyed) No, thank you very much. Please. Well—to  
1183get right to the point I—(A great breath, and he is off at last) I am sure you people must  
1184be aware of some of the incidents which have happened in various parts of the city  
1185when colored people have moved into certain areas—(BENEATHA exhales heavily and  
1186starts tossing a piece of fruit up and down in the air) Well—because we have what I  
1187think is going to be a unique type of organization in American community life—not only  
1188do we deplore that kind of thing—but we are trying to do something about it.  
1189(BENEATHA stops tossing and turns with a new and quizzical interest to the man) We  
1190feel— (gaining confidence in his mission because of the interest in the faces of the  
1191people he is talking to)—we feel that most of the trouble in this world, when you come  
1192right down to it—(He hits his knee for emphasis)—most of the trouble exists because  
1193people just don't sit down and talk to each other.

1194RUTH (Nodding as she might in church, pleased with the remark) You can say that  
1195again, mister.

1196LINDNER (More encouraged by such affirmation) That we don't try hard enough in this  
1197world to understand the other fellow's problem. The other guy's point of view.

1198RUTH Now that's right. (BENEATHA and WALTER merely watch and listen with genuine  
1199interest)

1200LINDNER Yes—that's the way we feel out in Clybourne Park. And that's why I was  
1201elected to come here this afternoon and talk to you people. Friendly like, you know, the  
1202way people should talk to each other and see if we couldn't find some way to work this  
1203thing out. As I say, the whole business is a matter of caring about the other fellow.  
1204Anybody can see that you are a nice family of folks, hard working and honest I'm sure.  
1205(BENEATHA frowns slightly, quizzically, her head tilted regarding him) Today everybody  
1206knows what it means to be on the outside of something. And of course, there is always  
1207somebody who is out to take advantage of people who don't always understand.

1208WALTER What do you mean?

1209LINDNER Well—you see our community is made up of people who've worked hard as  
1210the dickens for years to build up that little community. They're not rich and fancy people;  
1211just hard-working, honest people who don't really have much but those little homes and  
1212a dream of the kind of community they want to raise their children in. Now, I don't say  
1213we are perfect and there is a lot wrong in some of the things they want. But you've got  
1214to admit that a man, right or wrong, has the right to want to have the neighborhood he  
1215lives in a certain kind of way. And at the moment the overwhelming majority of our  
1216people out there feel that people get along better, take more of a common interest in the  
1217life of the community, when they share a common background. I want you to believe me  
1218when I tell you that race prejudice simply doesn't enter into it. It is a matter of the people  
1219of Clybourne Park believing, rightly or wrongly, as I say, that for the happiness of all  
1220concerned that our Negro families are happier when they live in their own communities.

1221BENEATHA (With a grand and bitter gesture) This, friends, is the Welcoming  
1222Committee!

1223WALTER (Dumbfounded, looking at LINDNER) IS this what you came marching all the  
1224way over here to tell us?

1225LINDNER Well, now we've been having a fine conversation. I hope you'll hear me all  
1226the way through.

1227WALTER (Tightly) Go ahead, man.

1228LINDNER You see—in the face of all the things I have said, we are prepared to make  
1229your family a very generous offer ...

1230BENEATHA Thirty pieces and not a coin less!

1231WALTER Yeah?

1232LINDNER (Putting on his glasses and drawing a form out of the briefcase) Our  
1233association is prepared, through the collective effort of our people, to buy the house  
1234from you at a financial gain to your family.

1235RUTH Lord have mercy, ain't this the living gall!

1236WALTER All right, you through?

1237LINDNER Well, I want to give you the exact terms of the financial arrangement—

1238WALTER We don't want to hear no exact terms of no arrangements. I want to know if

1239you got any more to tell us 'bout getting together?

1240LINDNER (Taking off his glasses) Well—I don't suppose that you feel ...

1241WALTER Never mind how I feel—you got any more to say 'bout how people ought to sit

1242down and talk to each other? ... Get out of my house, man. (He turns his back and

1243walks to the door)

1244LINDNER (Looking around at the hostile faces and reaching and assembling his hat

1245and briefcase) Well—I don't understand why you people are reacting this way. What do

1246you think you are going to gain by moving into a neighborhood where you just aren't

1247wanted and where some elements—well—people can get awful worked up when they

1248feel that their whole way of life and everything they've ever worked for is threatened.

1249WALTER Get out.

1250LINDNER (At the door, holding a small card) Well—I'm sorry it went like this.

1251WALTER Get out.

1252LINDNER (Almost sadly regarding WALTER) You just can't force people to change their

1253hearts, son. (He turns and put his card on a table and exits. WALTER pushes the door

1254to with stinging hatred, and stands looking at it. RUTH just sits and BENEATHA just

1255stand

1256Sample Lesson 2

1257Title and Grade Level: #BlackLivesMatter and Social Change, 9–12

1258Ethnic Studies Values and Principles Alignment: 1, 2, 4, 6, 7

1259Standards Alignment:

1260CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 4; Historical

1261Research, Evidence, and Point of View 1, 2

1262CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 4, 6, 7, 9; WHST.9–10.2, 4, 5, 6, 7

1263CA ELD Standards: ELD.PI.9–10.1, 2, 3, 4, 5, 6, 10

1264Lesson Purpose and Overview:

1265Students will be exposed to contemporary discussions around policing in the U.S.,

1266specifically police brutality cases where unarmed African Americans have been killed.

1267They will conduct research on various incidents, deciphering between reputable and

1268scholarly sources versus those with particular political bents. Students will also begin to

1269think about how they would respond if an incident took place in their community.

1270Students will have the opportunity, via the social change projects, to describe what tools

1271and/or tactics of resistance they would use. With regards to skills, students will learn

1272how to develop their own informational videos, conduct research, and work

1273collaboratively.

1274Key Terms and Ethnic Studies Concepts: racial profiling, oppression, police brutality,

1275social movements, resistance

1276Prerequisite Skills and Knowledge: Students should have some knowledge of Black

1277social movements, resistance, and incidents of police brutality. With regards to skills,

1278students should be able to identify and analyze primary and secondary sources, and

1279have some knowledge on how to develop video presentation projects.

1280Content and Language Objectives (Students will be able to...):

- 1281 1. Develop an understanding and analyze the effectiveness of #BlackLivesMatter  
1282 and the broader Movement for Black Lives (M4BL), specifically delving into the  
1283 movement's structure, key organizations, and tactics/actions used to respond to  
1284 incidents of police brutality.

1285 2. Identify how the Black community has been impacted by police brutality and  
1286 racial profiling.

1287 Essential Questions:

1288 1. What can be done to help those impacted by police brutality and racial profiling?

1289 2. How did #blacklivesmatter and the Movement for Black Lives emerge?

1290 Lesson Steps/Activities:

1291 1. Begin the lesson by discussing a recent incident in your community where an  
1292 African American has been subjected to racial profiling or police brutality. If you  
1293 are unable to find a specific incident that took place in your community, highlight  
1294 a national incident.

1295 2. Link this incident to the broader Movement for Black Lives. Be sure to provide  
1296 some context on the movement, including its “herstory,” organizations associated  
1297 with the movement, key activists and leaders, the Movement for Black Lives  
1298 policy platform, tactics, and key incidents the movement has responded to.

1299 3. To further discussion, have students read Wille Perdomo's poem “41 Bullets Off-  
1300 Broadway”. Allow students to share their visceral reactions to the piece and  
1301 identify some key themes or topics that emerged within the poem.

1302 4. After completing the reading and discussion, provide an overview of the  
1303 Movement for Black Lives for students, detailing key shootings, defining and  
1304 framing terms (i.e. riot vs. rebellion, antiblackness, state sanctioned violence,  
1305 etc.), highlighting the narratives of Black women and LGBTQIA identifying people  
1306 that have been impacted by police brutality, and providing various examples of  
1307 the tactics of resistance used by activists and organizers within the movement.

1308 5. In groups of four, assign students a specific police brutality incident that has been  
1309 a focal point within the Movement for Black Lives. Each group is responsible for  
1310 researching the following:

- 1311 a. Describe the incident. What are the details surrounding their death?
- 1312 b. What are the arguments? Present both sides.
- 1313 c. Are any laws, policies, or ordinances cited as a justification of their death  
1314 (e.g., stand your ground, stop and frisk, noise ordinance, police officers bill  
1315 of rights, etc.)? If so, which?
- 1316 d. What was the community's response? Were there any protests or direct  
1317 actions? If so, what types of tactics did activists employ?
- 1318 e. What organizations are working to address community concerns raised by  
1319 this incident?
- 1320 f. What type of social change has occurred in the aftermath of this incident?
- 1321 g. What can you do to help support those impacted by police brutality?
- 1322 6. Students are encouraged to identify sources online (including looking at social  
1323 media posts or hashtags that feature the name of the person they are studying),  
1324 examine scholarly books and articles, and even contact non-profits or grassroots  
1325 organizations that may be organizing around the case that they were assigned.  
1326 Stress the importance of students being able to identify credible first-person  
1327 sources.
- 1328 7. As a second component of this lesson, each student (individually) is tasked with  
1329 responding to the last question required for their project, "what can you do to help  
1330 support those impacted by police brutality?" In response, students must come up  
1331 with an idea/plan of how they would help advocate for change in their  
1332 communities if an issue around police brutality were to arise. Provide some  
1333 examples of possible projects, like—writing letters to city and state lawmakers,  
1334 creating posters and other forms of political art for protests, developing a know  
1335 your rights training, helping plan a fundraiser for families that may be directly  
1336 impacted, writing a news story, organizing a direct action (e.g., a sit-in, die-in,

1337 march, boycott, strike), providing policy research support, developing a power  
1338 mapping tool, etc.

1339 8. Students should be provided an additional week to produce their individual  
1340 “social change” projects, whether it be drawing a protest poster or drafting a plan  
1341 to organize a direct action.

1342 Lesson Modifications/Accommodations for Students with Diverse Needs: Consider  
1343 allowing additional time for students to complete their social change projects depending  
1344 on the scope of the projects.

1345 Assessment, Application, Action, and Reflection:

1346 • Students will research incidents of police brutality and respond to key questions.

1347 • Students will complete an action-oriented “social change” assignment where they  
1348 are expected to consider how they would respond if an incident of police brutality  
1349 occurred in their community.

1350 Materials and Resources:

1351 Possible Cases for Students to Study (this list is in no way exhaustive):

1352 • Rekia Boyd

1353 • Alton Sterling

1354 • Akai Gurley

1355 • Sandra Bland

1356 • Stephon Clark

1357 • Mya Hall

1358 • Jordan Davis

- 1359 • Charleena Lyles
- 1360 • Laquan McDonald
- 1361 • Kiwi Herring
- 1362 • Michael Brown
- 1363 • Freddie Gray
- 1364 • Aiyanna Stanley-Jones
- 1365 • Tamir Rice
- 1366 • San Francisco Unified School District's "Teaching #Blacklivesmatter"-  
1367 <http://sfusd.libguides.com/c.php?g=668216andp=4699388>
- 1368 • Teaching Tolerance's "Bringing Black Lives Matter into the Classroom Part II"-  
1369 [https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-](https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-into-the-classroom-part-ii)  
1370 [into-the-classroom-part-ii](https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-into-the-classroom-part-ii)

1371 Vignette:

1372 41 Bullets Off-Broadway

1373 By Willie Perdomo

1374 It's not like you were looking at a vase

1375 filled with plastic white roses

1376 while pissing in your mother's bathroom

1377 and hoped that today was not the day

1378 you bumped into four cops who happened to

1379 wake up with a bad case of contagious shooting

1380From the Bronx to El Barrio  
1381we heard you fall face first into the lobby  
1382of your equal opportunity  
1383forty-one bullets like silver push pins  
1384holding up a connect-the-dots picture of Africa  
1385forty-one bullets not giving you enough time  
1386to hit the floor with dignity and justice for all  
1387forty-one bullet shells trickling  
1388onto a bubble gum-stained mosaic  
1389where your body is mapped out  
1390Before your mother kissed you goodbye  
1391she forgot to tell you that American kids  
1392get massacred in gym class and shot during Sunday sermon  
1393They are mourned for a whole year  
1394while people like you go away quietly  
1395Before you could show your I.D. and say,  
1396“Officer —” Four regulation Glock clips went achoo  
1397and smoked you into spirit  
1398and by the time a special street unit decided  
1399what was enough

1400another dream submitted an application  
1401for deferral  
1402It was la vida te da sorpresas  
1403sorpresas te da la vida  
1404ay dios and you probably thought I was singing  
1405from living la vida loca  
1406but be you prince  
1407be you pauper  
1408the skin on your drum makes you the usual suspect  
1409around here  
1410By the time you hit the floor  
1411protest poets came to your rescue  
1412legal eagles got on their cell phones  
1413and booked red eyes to New York  
1414File folders were filled  
1415with dream team pitches for your mother  
1416who was on TV looking suspicious at your defense  
1417knowing that Justice has been known  
1418to keep one eye open for the right price  
1419By the time you hit the floor

1420the special unit forgot everything they learned

1421at the academy

1422The mayor told them to take a few days off

1423and when they came back

1424he sent them to go beat up a million young black men

1425while your blood seeped through the tile

1426in the lobby of your equal opportunity

1427from the Bronx to El Barrio

1428there were enough shots to go around

1429Sample Lesson 3

1430Title and Grade Level: Resistance Against Mass Incarceration: The Attica Uprising, 9–

143112

1432Ethnic Studies Values and Principles Alignment: 1, 6

1433Standards Alignment:

1434CA HSS Analysis Skills (9–12): Historical Interpretation 1, 3, 4

1435CA CCSS for ELA/Literacy: RH 1, 2, 7, 10; WHST 4, 7, 10

1436CA ELD Standards: ELD 1, 2, 4, 6, 9-12

1437Lesson Purpose and Overview:

1438This two-part lesson introduces students to the Attica Prison uprising, one of the most

1439well-known and significant uprisings of the Prisoners' Rights Movement. Students will

1440analyze prisoners' demands for better living conditions and political rights, while

1441 contextualizing them within the larger historical movement for prisoners' rights in the  
1442 United States. Activities in this lesson ask students to review material and synthesize  
1443 their learning. This lesson can either be used as a stand-alone lesson or come at the  
1444 end of a unit on systems of power and mass incarceration. Furthermore, the lesson  
1445 steps can be broken up and used as shorter activities.

1446 Key Terms and Ethnic Studies Concepts: Prison Industrial Complex, Mass  
1447 Incarceration, Oppression, Resistance, Systems of Power/Oppression, and Humanize

1448 Prerequisite Skills and Knowledge: Students must be able to identify how systems of  
1449 oppression have led to the conditions prisoners face, both historically and currently, in  
1450 the US. Thus, it is encouraged that students have some familiarity with the following  
1451 topics and texts: "the school-to-prison pipeline," prison labor exploitation, prison  
1452 abolition, political prisoners, the Netflix film *13th*, and *The New Jim Crow: Mass*  
1453 *Incarceration in the Age of Colorblindness* by Michelle Alexander. Students should also  
1454 be able to annotate a text and view digital media with the goal of identifying essential  
1455 information.

1456 Content and Language Objectives:

- 1457 1. Students will empathize with Attica prisoners by examining the importance of the  
1458 demands prisoners made in written form.
- 1459 2. Students will construct a visual summary of the importance of the Attica Prison  
1460 Uprising using multiple written and digital texts.
- 1461 3. Students will present their understanding of the importance of the Attica Uprising  
1462 in connection to the Prisoners' Rights Movement in poetic form in front of a group  
1463 of their peers.

1464 Essential Questions:

- 1465 1. How have systems of power been used to oppress people in the United States?

- 1466 2. How have people historically, and in the present, resisted forms of oppression in  
1467 the United States?
- 1468 3. How have people historically, and in the present, exercised their power to  
1469 participate in social, political and economic systems?
- 1470 4. What does the Attica Prison Uprising tell us about the historical and present-day  
1471 fight for prisoners' rights?

1472 Lesson Steps/Activities:

- 1473 1. At the start of the first lesson, distribute copies of the “Uncle George” song lyrics.  
1474 While listening to the song, have students highlight three lines that stand out to  
1475 them. Tell students that they can write down any questions they have related to  
1476 the song in the margins, and assure them that there will be time to revisit them  
1477 later in the lesson. Next, have the students write a statement reflecting on what  
1478 the song has taught them about George Jackson. At this point, open the class up  
1479 for a short all-class discussion (10 minutes). Ask students, “what stood out to  
1480 them?” and “what were their favorite lyrics, and why?”
- 1481 2. Show the film *Death of a Revolutionary: George Jackson Soledad Brother*. After  
1482 the film screening, be sure to provide some additional context on the life and  
1483 activism of George Jackson.
- 1484 i. George Jackson spent ten years behind prison walls: from 1961 to 1971.  
1485 During this period, Jackson became a revolutionary warrior for Black  
1486 liberation and prison reform. Sept. 2—At 1:15 on Saturday afternoon, Aug. 21,  
1487 George Jackson, 29 years old, was killed by prison guards. His death sparked  
1488 a nationwide movement. Jackson’s life matters now more than ever,  
1489 particularly within the context of institutionalized racism and the resistance  
1490 against mass incarceration. (5 min)
- 1491 3. Following the discussion on George Jackson, distribute copies of the “Attica  
1492 Prison Uprising 101: A short primer by Maramé Kabe with contributions by Lewis

- 1493 Wallace". Lead the whole class in popcorn-style reading of the document  
1494 followed by a discussion on the following:<sup>3</sup>
- 1495 i. As Howard Zinn explains in *A People's History of the United States*, the most  
1496 direct effect of the death of George Jackson was the rebellion at Attica prison  
1497 —a rebellion that came from long, deep issues within the prison system and  
1498 the country at large. Students should refer to the aforementioned reading for  
1499 future reference when completing the silhouette of Elliott James "L.D."  
1500 Barkley and/or the found poem.
- 1501 4. After distributing a modified version of the Attica Manifesto, have students get  
1502 into pairs and read through the demands. Each pair should be tasked with  
1503 choosing up to five demands that they find to be the most important. The group  
1504 then must write a paragraph explaining their rationale. Be sure to provide writing  
1505 examples of the assignment for students. After completing the writing task, each  
1506 pair shares their reflection around the manifesto with the whole class. Topics that  
1507 were not covered by students should be mentioned by the teacher, this is also a  
1508 good time to connect issues raised in the Attica Manifesto to current prison  
1509 struggles. For example, highlight that prisoners are still fighting for a minimum  
1510 state wage for work done. Students should keep the reading for future reference  
1511 when completing the silhouette of Elliott James "L.D." Barkley and/or the found  
1512 poem.
- 1513 5. Collect the student work and grade it based on understanding of the demands  
1514 being made during the Attica Prison Uprising, and the ability to summarize  
1515 essential information and offer a unique analysis of their importance. Creating  
1516 your own rubric or grading guide is highly encouraged.

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83 Popcorn Reading: A common reading practice, but if used should be modified in the  
9 following way: The teacher asks for volunteers to read chunks of the text. Teacher  
10 allows students a few minutes to read and rehearse their part before reading aloud. This  
11 way, students will not feel anxious about reading their section and can more easily focus  
12 and follow along with the current readers.

- 1517 6. Optional: Distribute testimonies from prisoners found in the *Attica Prison Uprising*  
1518 *101: A Short Primer Project NIA*. Students can use these to better understand  
1519 what happened after Attica was retaken.
- 1520 7. Provide students with another handout from the “Attica Prison Uprising 101: A  
1521 short primer”, this one showing a silhouette of George Jackson. It is also  
1522 recommended that the image be projected on the board for a fuller visual. While  
1523 students are reviewing the image and text, explain the next assignment:
- 1524 i. Students will take the information recently learned and create a visual  
1525 summary of the importance of the Attica Prison Uprising. Each student will  
1526 have an opportunity to design a “humanizing silhouette” of prisoner, Elliott  
1527 Barkley, similar to the one of George Jackson that was handed out earlier.
- 1528 8. Provide students with a silhouette of Elliott James "L.D." Barkley (A leader of the  
1529 Attica Uprising who was 21 years old when he was killed by prison guards during  
1530 the uprising). Task students with filling in the blank spaces based on what they've  
1531 learned from the first half of the lesson. The goal is have students humanize  
1532 Barkley by providing additional context surrounding his imprisonment and  
1533 activism at Attica. If time permits, screen a short clip of Elliott Barkley speaking to  
1534 help students visualize the uprising and Barkley's commitment. (45 min)
- 1535 9. Let students know that their silhouette/picture must include the following:
- 1536 a. The reflection from the *Attica Prison Uprising 101: A short primer*
- 1537 b. Words, pictures, and/or quotes from the Attica Manifesto
- 1538 c. Descriptions from the videos shown in class
- 1539 d. Optional--Words and/or quotes from the Aftermath: Testimonies from  
1540 prisoners
- 1541 10. Collect the silhouettes of Elliott James "L.D." Barkley and use them to assess  
1542 student understanding of the events taking place during the Attica Prison

- 1543 Uprising. Again, having a rubric is encouraged. Make sure students have  
1544 incorporated key words and/or quotes from the numerous texts included in the  
1545 lesson.
- 1546 11. The second part of this lesson asks students to create a “found poem” about the  
1547 Attica Prison Uprising. A “found poem” is created by using only words, phrases,  
1548 or quotations that have been selected and rearranged from sources. Have  
1549 students choose language that is particularly meaningful to them and organize  
1550 the language around a theme or message connected to the larger unit concepts  
1551 and/or lesson topic.
- 1552 12. In order to start drafting their “found poems”, have each student take out all the  
1553 written texts they have from the previous lesson (lyrics to the song, Uncle George  
1554 by Steel Pulse, the “Attica Prison Uprising 101: A short primer” by Maramé Kabe  
1555 with contributions by Lewis Wallace, the “Attica Manifesto and the Aftermath:  
1556 Testimonies from prisoners”).
- 1557 13. Provide each student with three post-it notes explaining that while they are  
1558 watching a film about the Attica Uprising, “Attica: The US prison rebellion that  
1559 ended in carnage - BBC News” (or another similar film), they should write down  
1560 quotes and/or observations from the film that strike them as meaningful
- 1561 14. Distribute three additional post-it notes to each student and explains that while  
1562 they are watching and reading Muhammad Ali’s, Attica prison riot poem, they  
1563 should write down quotes and/or observations that strike them as meaningful. An  
1564 alternative to this poem would be one of the poems found in the “Attica Prison  
1565 Uprising 101: A short primer”.
- 1566 15. After students have filled in their post-it notes, have them walk to the front of the  
1567 classroom and place them on a wall or other designated space. Allow at least ten  
1568 minutes for students to walk around and read all the notes. Then instruct  
1569 students to take five notes that will then be used to draft their “found poem.”

1570 16. Using the five post-it notes and the texts from the previous lesson, instruct  
1571 students to create a list of words, phrases, and quotations that are meaningful to  
1572 them. Encourage them to identify between at least 15 different words or phrases  
1573 so that they have plenty of ideas from which to choose when creating their  
1574 poems. (10 min)

1575 17. After creating a list, have each student identify a theme and message that  
1576 represents some or all of the language they have selected.

1577 18. Using all their “found” recourses, have each student compose their poem. They  
1578 can start by moving the post-its around until they are satisfied with their poem.  
1579 Traditionally, a found poem does not use additional words, but they can repeat  
1580 words or phrases as often as they like. Also, students do not need to use all of  
1581 the words or phrases they have previously selected. Once students are done,  
1582 they should give their poem a title and practice reading it aloud before peer  
1583 presentations.

1584 19. After students have practiced their poems and/or received feedback from peers,  
1585 have each student present their poem to the class or larger school audience as  
1586 part of a public poetry slam.

1587 Lesson Modifications/Accommodations for Students with Diverse Needs:

1588 Consider providing written instructions to relay information on rules, procedures,  
1589 grading, and strategies. For collaborative activities, teachers should place students in  
1590 mixed ability groups.

1591 Assessment, Application, Action, and Reflection:

1592 • The summative assessment for the first part of the lesson will be the “humanizing  
1593 silhouette” of Elliott James “L.D.” Barkley. Students will be assessed on their  
1594 ability to use words and/or quotes from the numerous texts that demonstrate a  
1595 clear understanding of the events of the Attica Prison Uprising, but that also show  
1596 understanding of the perspectives of the prisoners and their demands.

- 1597 • Student work can be displayed as public memorial to the prisoners of Attica. For  
1598 examples, consider posting the silhouettes in a busy hallway with background  
1599 information and accompanying pictures of the uprising.
- 1600 • Students should reflect critically on both the assignment and their habits around  
1601 how they approached and took this assignment to completion [or not].  
1602 Furthermore, teachers should reflect on the effectiveness of the lesson based on  
1603 student work and reflections. More specifically, students can be tasked with  
1604 responding to the following reflection questions:
- 1605 1. How much did you know about the writing genre or content before we  
1606 started?
- 1607 2. What does this piece reveal about you as a learner? What did you learn about  
1608 yourself as you worked on this piece?
- 1609 3. What does this piece say about your understanding of the Ethnic Studies  
1610 Values and Principles?
- 1611 4. If you were the teacher, what comments would you make about this piece as  
1612 it is now?
- 1613 5. If someone else were only looking at the piece of writing, what might they  
1614 learn about who you are?
- 1615 6. What is one aspect of the work you would like to improve upon?
- 1616 • The summative assessment for the second part of the lesson will be “a found  
1617 poem”. Similar to the silhouette assignment, students will be assessed on their  
1618 ability to use words and/or quotes from the numerous texts that demonstrate a  
1619 clear understanding of the prison rights movement. The content can include, but  
1620 is not limited to, specific details from the Attica Prison Uprising. Students should  
1621 not be assessed on the presentation of their poem unless the teacher has

1622 specifically given instruction on presentation skills and ample opportunity for the  
1623 practice and revision of poetry reading.

1624 Materials and Resources:

1625• Attica Prison Uprising 101: A SHORT PRIMER by Mariame Kaba, Project NIA

1626 [https://www.prisonlegalnews.org/media/publications/project\\_nia\\_attica\\_uprising\\_101](https://www.prisonlegalnews.org/media/publications/project_nia_attica_uprising_101)

1627 [\\_a\\_short\\_primer\\_2011.pdf](https://www.prisonlegalnews.org/media/publications/project_nia_attica_uprising_101_a_short_primer_2011.pdf)

1628• Death of a Revolutionary: George Jackson Soledad Brother

1629 <https://www.youtube.com/watch?v=WgA7FkV3BJY>

1630• Attica: The US prison rebellion that ended in carnage - BBC News

1631 <https://www.youtube.com/watch?v=kNzSV6AVpAQ>

1632• Muhammad Ali's Attica Prison Riot poem <https://www.youtube.com/watch?>

1633 [v=bhGX8f7vEqc](https://www.youtube.com/watch?v=bhGX8f7vEqc)

1634

## 1635 Chicana/o/x and Latina/o/x Studies Course Outline

1636 Course Title: Chicana/o/x and Latina/o/x Experience in the United States: From the Pre-  
1637 Contact Era to the Present

1638 Note on Disciplinary Naming: Chicana/o/x and Latina/o/x Studies

1639 Throughout Ethnic Studies, the study of people of Latinx descent has taken on various  
1640 academic field names, including: Raza Studies, Chicano Studies, Chicana/o Studies,  
1641 Latina/o Studies, Central American Studies, Chican@/Latin@ Studies, Chicax/Latinx  
1642 Studies, and Xicanx/Latinx Studies, to name a few. While they all cover the  
1643 contributions, histories, cultures, politics, and socialization of people from  
1644 Mesoamerica, South America, the Caribbean, and the United States Southwest, naming  
1645 often differs as a way to denote an emphasis on a particular experience, and language  
1646 evolution. For example, Chicano derived fields focused on the experiences of Mexican  
1647 Americans, coming out of a struggle for Chicano studies that called attention to the  
1648 injustices and historical oppression of primarily Mexican Americans. But today, choosing  
1649 to be Chicano or study Chicano studies has been broadened to include others in the  
1650 Latinx diaspora. Embracing the term Chicano or the identity is embracing the inherent  
1651 activism and social justice leanings. As another example, the use of “@” was  
1652 popularized during the early 2000s as a way to include both genders and as a nod to  
1653 the burgeoning digital age. The recent use of “x” is done for two purposes. The first “x”  
1654 in Xicanx replaces the “ch” to emphasize indigenous roots to be more inclusive of  
1655 Central Americans and other relatives throughout Abya Yala (the Americas) and reject  
1656 colonialism, including colonial language.<sup>4</sup> The sound produced by “x” is much more in  
1657 line with the Náhuatl language and indigenous etymologies. The second “x” renders the  
1658 term gender-neutral and more inclusive of all identities.

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134 While more commonly referred to as the Americas, Abya Yala is the pre-  
14 colonial/indigenous name that the Guna (or Kuna) people of present-day Panama and  
15 Colombia used to describe North America, Central America, and South America. The  
16 name is often evoked as a way to preserve and recognize indigenous languages and  
17 naming. It is for that reason that it is included within this work.

1659 Course overview: This course explores the complexities of the indigenous, mestizo and  
1660 Afro-mestizo populations from Latin America (the Americas and Caribbean) that have  
1661 been grouped in the United States under the demographic label of Latino/a, and more  
1662 recently, Latinx. Latinx populations come from different countries with varying languages  
1663 and dialects, customs and cultural practices. The common experiences that unite these  
1664 diverse populations are their indigenous and African roots/identities, the experience and  
1665 ancestral memories of European colonization, cultural practices, U.S. imperialism,  
1666 migration, resistance, and colonial languages (i.e. Spanish and Portuguese).

1667 Furthermore, this course offers an introductory study of Chicana/o/x in the  
1668 contemporary United States, focusing primarily on history, roots, migration, education,  
1669 politics, and art as they relate to the Chicana/o/x experience. More specifically, this  
1670 course will also introduce the concept and terminology of Chicano/a, Xicanx, or Latinx  
1671 as an evolving political and social identity. Lastly, students will cover the birth of the  
1672 1960s Chicano Movement.

1673 Course content: This course will delve into a wealth of topics that have defined the  
1674 Chicana/o/x and Latina/o/x experience ranging from indigeneity, the European invasion  
1675 of the Americas, colonial independence movements, migration to the United States,  
1676 assigned or chosen identity formation, culture, and social movements. Through  
1677 interactive lectures, readings, class activities, writing prompts, collaborative group  
1678 projects, presentations, and discussions, students in this course will examine the  
1679 following: The cultural formation and transformation of Chicana/o/x and Latina/o/x  
1680 communities, the role of women in shaping Chicana/o/x and Latina/o/x culture, Chicana  
1681 feminism, Chicana/o/x muralism, Mexican immigrants in American culture, and much  
1682 more.

1683 Sample Topics:

- 1684 • Maiz As Our Mother, Pre-Contact Indigenous Civilizations and Cultures, and their  
1685 Continuity in Us Today

- 1686 • Doctrine of Discovery and Indigenous Cultures Under the Colonization of the
- 1687 Americas
- 1688 • The Casta System and Identity Formation
- 1689 • Simon Bolivar and José Martí's "Nuestra America"
- 1690 • The Map of Disturnell, The Mexican American War and the Treaty of Guadalupe
- 1691 Hidalgo, 1848
- 1692 • Migration trends to the United States: From the Bracero program to the
- 1693 Dreamers' Movement
- 1694 • The Lynching of Mexicans in the Southwest
- 1695 • Mexican Repatriation (1930s) and Operation Wetback (late 1950s)
- 1696 • Labor Force
- 1697 • Chicana/o/x and Latina/o/x U.S. Military Veterans - GI Forum, LULAC, and
- 1698 Community Service Organization
- 1699 • The Lemon Grove Incident (*Alvarez v. Lemon Grove*), *Mendez v. Westminster*,
- 1700 *Hernandez v. Texas*
- 1701 • Pachuco Culture, the Zoot Suit Riots, and the Sleepy Lagoon Case
- 1702 • The Chicano Movement, the Los Angeles Student Walkouts of 1968, and the
- 1703 Making of Chicano/a Studies
- 1704 • Chicana/o/x and Latina/o/x in Higher Education, The Plan of Santa Barbara, and
- 1705 birth of the student organization, Movimiento Estudiantil Chicano de Aztlan
- 1706 (MEChA)
- 1707 • The United Farm Workers (UFW) movement

- 1708 • Brown Berets and Chicana/o/x cultural nationalism
- 1709 • Chicana/o/x Art, Muralism, and Music
- 1710 • Ancestral Foodways
- 1711 • U.S. Interventions in Chile, Guatemala, Nicaragua, El Salvador, and Panama.
- 1712 • The Implications of Immigration and Trade Policies on Latina/o/x Communities:
- 1713 Immigration Reform and Control Act (IRCA), North American Free Trade
- 1714 Agreement (NAFTA), Operation Gatekeeper, International Monetary Fund (IMF)
- 1715 • The Contemporary Immigrants' Rights Movement
- 1716 • The Politics of Fútbol in Chicana/o/x and Latina/o/x Communities
- 1717 • The Ethnic Studies movement in the Tucson School District and the teaching of
- 1718 In' Lak Ech, Panche Be, and Hunab Ku
- 1719 • Chicana Feminism
- 1720 • Afro-Latinidad
- 1721 • La Raza Unida Partido
- 1722 • Bilingual Education Movement
- 1723 • Chicana/o/x Art
- 1724 • Barrio Creation (Urban renewal, Housing Act, Federal Highway Act,
- 1725 Gentrification)
- 1726 Potential Significant Historical and Current Figures to Cover (this list is in no way
- 1727 exhaustive):
- 1728 • Oscar López Rivera

- 1729 • Elizabeth Betita Martínez Sutherland
- 1730 • Rodolfo “Corky” Gonzalez
- 1731 • Reies Tijerina
- 1732 • Ana Nieto-Gómez
- 1733 • Sylvia Morales
- 1734 • Mama Cobb
- 1735 • Rigoberta Menchú
- 1736 • Comandanta Ramona
- 1737 • Gloria Andalzúa
- 1738 • Maria de Jesus Patricia Martinez (Marichuy)
- 1739 • Emma Tenayuca
- 1740 • Ruben Salazar
- 1741 • Alexandria Ocasio-Cortez
- 1742 • Edward Roybal
- 1743 • Dolores Huerta
- 1744 • Celia Cruz
- 1745 • Joaquin Murrieta Carrillo
- 1746 • César Chávez
- 1747 • Sylvia Mendez

- 1748 • Phil Soto
- 1749 • Lolita Lebrón
- 1750 • Arturo Alfonso Schomburg
- 1751 • Sylvia del Villard
- 1752 • Felipe Luciano
- 1753 • Feliciano Ama
- 1754 • Farabundo Martí
- 1755 • Violeta Parra
- 1756 • Eduardo Galeano
- 1757 • Monseñor Oscar Arnulfo Romero
- 1758 • Cherríe Moraga
- 1759 • Emiliano Zapata
- 1760 • Benito Juárez
- 1761 • Roque Dalton
- 1762 • Rubén Darío
- 1763 • Roberto Cintli Rodriguez
- 1764 • Raul Yzaguirre
- 1765 • Sonia Sotomayor
- 1766 • Sal Castro

1767 • Vickie Castro

1768 Sample Lesson 1

1769 Title and Grade Level: U.S. Undocumented Immigrants from Mexico and Beyond:

1770 *Mojada, a Relocation of Medea*. Adapted from The Association of Raza Educators

1771 (ARE) Ethnic Studies Curriculum, 9–12

1772 Ethnic Studies Values and Principles Alignment: 1, 5

1773 Standards Alignment:

1774 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical

1775 Research, Evidence, and Point of View 1, 2, 4; Historical Interpretation 1 and 4

1776 CCSS.ELA-LITERACY.RH. 9–10. 2-5, 8; WHST.9–10. 1, 2, 4

1777 CA CCSS. ELD Standards: ELD. PI. 9–10. 1, 2, 3, 5, 6a, 10

1778 Lesson Purpose and Overview:

1779 The lesson is applicable to many U.S. urban areas but is written specifically about the

1780 Los Angeles Boyle Heights area. Some students in urban working-class communities

1781 have been impacted by gentrification (the process of upgrading a neighborhood while

1782 pushing out working class communities), the growing housing crisis, and being

1783 undocumented/DACAmented. Consequently, many families have experienced detention

1784 and deportation, while others express growing concerns of being pushed out of their

1785 community altogether.

1786 This lesson introduces students to the plight of undocumented immigrants, gentrification

1787 in the greater Los Angeles area, cultural preservation vs. assimilation, and Greek

1788 mythology and tragedy. Students will learn about the use of immigrant laborers for the

1789 construction and garment industry; the impact of drug cartels and lack of opportunities

1790 in Mexico and how that factors into people's decision to emigrate; and how

1791contemporary playwrights of color are leveraging ancient literature and theatre to  
1792discuss modern-day issues.

1793Key Ethnic Studies Terms and Concepts: colonialism, cultural preservation, assimilation,  
1794gentrification, undocumented, patriarchy, machismo, barrios

1795Content and Language Objectives (Students will be able to...):

1796 1. Develop an understanding about the process of migration, assimilation, cultural  
1797 preservation, and gentrification.

1798 2. Engage key English language arts content, such as literary and dramatic  
1799 devices.

1800 3. Learn about student organizing and advocacy to counteract institutional racism  
1801 as it relates to housing and immigration.

1802Essential Questions:

1803 1. What is gentrification and why is it disproportionately impacting communities of  
1804 color? What are the short and long term effects on communities of color?

1805 2. How and why were barrios created? How did it influence the identity and  
1806 experiences of the communities living there?

1807 3. Why do indigenous populations from Mexico and Latin America migrate to the  
1808 U.S.? What are the push and pull factors? To what extent has migration been a  
1809 positive/negative experience for these populations?

1810Lesson Steps/Activities:

18111. Begin the lesson by posting the definition to *bruja*, *chisme*, *curandera*, *El Guaco*,  
1812 *migra*, *mojada*, and *Náhuatl*<sup>5</sup> on the board. Also provide a compare and contrast

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185 *Bruja*: witch; *Chisme*: a rumor, a piece of gossip. *Chismosa/o*: a gossip; *Curandera*:  
19healer; *El Guaco*: migrating falcon of the Americas. Often referred to as a laughing  
20falcon because of its call. It is an ophiophagous (snake-eating) bird; *Migra*: immigration  
21police.; *Mojada*: offensive term used for a Mexican who enters the United States without

1813 chart of the ancient Greek playwright, Euripides, and the contemporary Xicanx  
1814 playwright Luis Alfaro—author of *Mojada: A Relocation of Medea*. In this  
1815 introduction, thoroughly cover the tenets of Greek mythology and tragedy, the  
1816 traditional roles of women in Ancient Greece, the garment industry in Los Angeles,  
1817 the use of immigrant labor to construct the edifices of gentrification development,  
1818 and drug cartels in the Mexican state of Michoacán.

1819 a. If available, consult with the English Department of your site to collaborate on  
1820 a reader's theatre approach to the play *Mojada: A Relocation of Medea*.  
1821 Students could be provided time to engage the play in both classes.

1822. Following the in-class readings, ask the students to reflect on the characters and  
1823 their relationship to immigration, gentrification and cultural preservation vs.  
1824 assimilation. Later divide students into small groups where they are tasked with  
1825 responding to the following questions. The questions can be divided equally per  
1826 group, or the teacher can choose to focus on some of them as time allows.

1827 a. Refer to your research on the introduction on Aristotle's definition of a tragic  
1828 hero. To what extent does Medea fit the definition of a tragic hero? What is  
1829 her tragic flaw? What does Medea learn from her journey? What does the  
1830 audience learn from her journey?

1831 b. At the beginning of the play, Tita says that being in the United States is  
1832 Hason's dream. What is his dream? How do Medea and Acan fit into his  
1833 dream? What is Medea's dream?

1834 c. Refer to your research on multiculturalism vs. assimilation. Which characters  
1835 are able to assimilate to living in the United States? What are the benefits for  
1836 characters that are able to assimilate? Which characters are not able to?

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22documents.; *Náhuatl*: is an Uto-Aztecan language, which is widespread from Idaho to  
23Central America and from the Rocky Mountains to the Pacific Ocean. Náhuatl  
24specifically refers to the language spoken by many tribes from South-Eastern Mexico to  
25parts of Central America. It translates to an agreeable, pleasing and clear sound.

- 1837           What is the cost of their inability to assimilate? Which characters are able to  
1838           be in the United States and still maintain their native culture?
- 1839           d. Refer to your research on Michoacán and Boyle Heights. How is the physical  
1840           environment of Michoacán different from that of Boyle Heights? Why can't  
1841           Medea leave her yard? What role does Medea's environment play in her  
1842           inability to assimilate?
- 1843           e. In what ways are Medea and her family in exile? How does immigration and  
1844           specifically the idea of exile help the audience understand Medea's journey in  
1845           the play?
- 1846           f. What abilities does Medea possess that keep her connected to her Mexican  
1847           culture? In what ways does this connection conflict with Hason and Acan's  
1848           desires to fit in and become "American"?
- 1849           g. What is Hason willing to do to achieve success in the United States? Does he  
1850           make those choices for his family or for personal fulfillment? What are the  
1851           consequences of his ambition?
- 1852           h. In what way does the assault Medea experienced during her journey affect  
1853           her ability to adjust and thrive in the United States? When accosted by the  
1854           soldiers at the border why does Medea sacrifice herself? How does Medea's  
1855           sacrifice affect her relationship with Hason?
- 1856           i. Compare and contrast Medea, Armida, and Josefina. What were their  
1857           journeys to get to the United States? How does each react to being in a new  
1858           country? In what ways does each woman's choices bring them success?  
1859           What is the cost of some of their choices?
- 1860           j. Refer to your research on multiculturalism and assimilation. What  
1861           comparisons do Medea, Tita, Josefina, and Armida make between Mexico  
1862           and United States? In what ways is the love of their culture and Mexican way

- 1863 of life seen as anti-American and by whom? How does each character  
1864 reconcile the division they experience between old and new worlds, if at all?
- 1865 k. Refer to your research on gender roles, patriarchy and machismo in ancient  
1866 Greece and those in the play. In what ways is Euripides' Medea hindered by a  
1867 male-dominant society? In what ways is Alfaro's Medea hindered by a male-  
1868 dominant society? How do Tita, Josefina, and Armida work with or against  
1869 their gender roles to survive and achieve success? In what ways is Hason  
1870 privileged by these traditional gender roles? In what ways is he hindered by  
1871 traditional expectations?
- 1872 l. In what ways is Acan torn between the old world of his mother and the new  
1873 world his father has decided to embrace? In what ways does he contribute to  
1874 Medea taking vengeance?
- 1875 m. How does the revelation of Medea's circumstances in Mexico and the reason  
1876 for leaving heighten the stakes surrounding the eviction from her apartment?  
1877 What is Medea running from and why? What does her past tell us about her  
1878 in the present?
- 1879 n. Refer to your research on Michoacán, Mexico. Why might Hason have  
1880 wanted to move to the United States? What might his options have been if he  
1881 stayed in Michoacán? What actions is he willing to take to fulfill his ambitions  
1882 in the U.S.? What costs do these actions have?
- 1883 o. Why does Medea refer to herself as a *mojada* or wetback with Armida? In  
1884 what ways does she believe she is a *mojada*? In what ways does she not?  
1885 What is the significance of the title, *Mojada: A Relocation of Medea*?
- 1886 p. What events contribute to Medea taking vengeance on Hason and Armida? In  
1887 what ways does the story of Medea's life in Michoacán contribute to her killing  
1888 Armida and Acan? Why does Medea kill Acan?

1889 q. Who has betrayed Medea in Mexico and in the U.S., and in what ways? What  
1890 effect do these betrayals have on her? How do the betrayals contribute to her  
1891 actions at the end of the play?

1892 r. Refer to your research on *el guaco*. In what ways is Medea like el guaco?  
1893 What becomes of Medea at the end of the play? What could her final  
1894 transformation symbolize?

1895 s. If you are seeing Julius Caesar, compare and contrast what Brutus and  
1896 Medea want to pass on to the next generation, versus Hason and Caesar. In  
1897 what ways is violence a part of the legacies of Brutus and Medea? In what  
1898 ways is it a part of Hason and Caesar's legacies? How do Hason and Caesar  
1899 contribute to their own downfalls? What other actions could Brutus have taken  
1900 toward Caesar and Medea toward Hason?

19013. Have students demonstrate their knowledge by developing and delivering a brief  
1902 presentation that highlights the concepts learned from the play to current topics of  
1903 immigration and gentrification in their respective communities.

1904 Assessment, Application, Action, and Reflection:

1905 • Students will work in groups to analyze and discuss the text while responding to  
1906 the provided questions.

1907 • Students deliver a presentation to an authentic audience that connects the play  
1908 to experiences in their communities.

1909 Materials and Resources:

1910 • *Mojada: A Relocation of Medea*, a play by Luis Alfaro

1911 • "Gender in the Ancient Greek World"

1912 <https://www.reading.ac.uk/Ure/tour/citizenship/gender.php>

1913 Sample Lesson 2

1914 Title and Grade Level: East L.A. Blowouts: An Anchor to the Chicano Movement, 9–12

1915 Ethnic Studies Values and Principles Alignment: 4, 5, 6, 7

1916 Standards Alignment:

1917 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1-3; Historical

1918 Interpretation 1, 3, 4

1919 CA CCSS for ELA/Literacy: RH. 9–10. 2, 3, 4; WHST. 9–10. 4, 8, 9

1920 CA ELD Standards: ELD. PI. 9–10. 1, 2, 5, 6a, 9

1921 Lesson Purpose and Overview:

1922 This lesson introduces students to the East Los Angeles student blowouts (or walkouts)

1923 of 1968 and the Chicano Movement. They will explore the student response to

1924 discrimination and injustice within the system of education (past and present). In being

1925 introduced to this relevant piece of history, students will engage in critical dialogue and

1926 inquiry about early Chicana/o/x youth and social movements. At the end of the lesson,

1927 students will be able to identify similar injustices that are visible and prevalent within

1928 schools today, while considering how they can work to address them.

1929 Prerequisite Skills and Knowledge: Students should have some familiarity with

1930 Chicana/o/x and Latina/o/x social movements and modes of resistance. Students

1931 should be comfortable with reading and analyzing primary and secondary sources.

1932 Content and Language Objectives (Students will be able to...):

1933 1. Gain a better understanding of root causes of protests, revolutions, and

1934 uprisings.

1935 2. Articulate the history of the East Los Angeles student blow outs and the Chicano

1936 Movement, with a focus on key leaders, movement demands, and outcomes.

1937 Essential Questions:

- 1938 1. How did the students from East Los Angeles respond to dehumanizing systems  
1939 and other social constructs, and to what extent did it lead to change?
- 1940 2. How were the East Los Angeles blowouts and the broader Chicano Movement  
1941 connected to the same root causes?
- 1942 3. Is transformative social change possible when working within existing institutions,  
1943 like the public school system?
- 1944 4. What is the role of education and who should have the power to shape what is  
1945 taught?

1946 Lesson Steps/Activities:

- 1947 1. Open the class by displaying the following excerpt from the *Los Angeles Times*  
1948 article, “East L.A., 1968: ‘Walkout!’ The day high school students helped ignite  
1949 the Chicano power movement:
- 1950 *“LOS ANGELES — Teachers at Garfield High School were winding down classes*  
1951 *before lunch. Then they heard the startling sound of people running the halls,*  
1952 *pounding on classroom doors. ‘Walkout’ they were shouting. ‘Walkout!’*
- 1953 *Students left classrooms and gathered in front of the school entrance. They held*  
1954 *their clenched fists high. ‘Viva la revolución!’ they called out. ‘Education, not*  
1955 *eradication!’*
- 1956 *It was just past noon on a sunny Tuesday, March 5, 1968 — the day a revolution*  
1957 *began for Mexican-Americans, people whose families came to the United States*  
1958 *from Mexico.”*
- 1959 2. Proceed to ask students why they think students at Garfield were shouting  
1960 “Walkout”, and what do the phrases “Viva la revolución!” and “Education, not  
1961 eradication!” mean? In pairs, students discuss the above questions, later sharing  
1962 their thoughts with the entire class. Following discussion, provide definitions for  
1963 the following terms: protest, eradication, revolución, uprising, Chicano, Brown

- 1964 Berets, and unrest. Then instruct students to read, “East L.A. 1968: ‘Walkout!’  
 1965 The day high school students helped ignite the Chicano power movement”.
- 1966 3. After giving students about fifteen minutes to read the article and discuss their  
 1967 immediate reactions in think, pair and share formats, proceed to write down any  
 1968 questions students may have about the article on the board and respond to them.
- 1970 a. To supplement the article, play a short video clip on the youth movement,  
 1971 “The 1968 student walkout that galvanized a national movement for  
 1972 Chicano rights.”
- 1973 4. Following the screening, lead a discussion about how the students experienced  
 1974 police aggression and were even targeted with federal charges for “invoking  
 1975 riots.” Be sure to emphasize that the students were resilient and persisted in  
 1976 other forms of protest by organizing their peers and parents, and attending  
 1977 school board meetings where they presented a list of demands.
- 1978 5. Hand each pair a copy of the two primary sources listed below.
- 1979 “Student Walkout Demands,” proposal drafted by high school students of East  
 1980 Los Angeles to the Los Angeles Unified School District (LAUSD) Board of  
 1981 Education
- 1982 *No student or teacher will be reprimanded or suspended for participating in any*  
 1983 *efforts which are executed for the purpose of improving or furthering the*  
 1984 *educational quality in our schools.*
- 1985 *Bilingual-Bi-cultural education will be compulsory for Mexican-Americans in the*  
 1986 *Los Angeles City School System where there is a majority of Mexican-American*  
 1987 *students. This program will be open to all other students on a voluntary basis.*
- 1988 *In-service education programs will be instituted immediately for all staff in order*  
 1989 *to teach them the Spanish language and increase their understanding of the*  
 1990 *history, traditions, and contributions of the Mexican culture.*

1991 *All administrators in the elementary and secondary schools in these areas will*  
1992 *become proficient in the Spanish language. Participants are to be compensated*  
1993 *during the training period at not less than \$8.80 an hour and upon completion of*  
1994 *the course will receive in addition to their salary not less than \$100.00 a month.*  
1995 *The monies for these programs will come from local funds, state funds and*  
1996 *matching federal funds.*

1997 *Administrators and teachers who show any form of prejudice toward Mexican or*  
1998 *Mexican-American students, including failure to recognize, understand, and*  
1999 *appreciate Mexican culture and heritage, will be removed from East Los Angeles*  
2000 *schools. This will be decided by a Citizens Review Board selected by the*  
2001 *Educational Issues Committee.*

2002 *Textbooks and curriculum will be developed to show Mexican and Mexican-*  
2003 *American contribution to the U.S. society and to show the injustices that*  
2004 *Mexicans have suffered as a culture of that society. Textbooks should*  
2005 *concentrate on Mexican folklore rather than English folklore.*

2006 *All administrators where schools have majority of Mexican-American descent*  
2007 *shall be of Mexican- American descent. If necessary, training programs should*  
2008 *be instituted to provide a cadre of Mexican- American administrators.*

2009 *Every teacher's ratio of failure per students in his classroom shall be made*  
2010 *available to community groups and students. Any teacher having a particularly*  
2011 *high percentage of the total school dropouts in his classes shall be rated by the*  
2012 *Citizens Review Board composed of the Educational Issues Committee.*

2013 *"Student Rights," proposal drafted by high school students of East Los Angeles to*  
2014 *the Board of Education:*

2015 *Corporal punishment will only be administrated according to State Law.*

2016 *Teachers and administrators will be rated by the students at the end of each*  
2017 *semester.*

- 2018 *Students should have access to any type of literature and should be allowed to*  
2019 *bring it on campus.*
- 2020 *Students who spend time helping teachers shall be given monetary and/or credit*  
2021 *compensation.*
- 2022 *Students will be allowed to have guest speakers to club meetings. The only*  
2023 *regulation should be to inform the club sponsor.*
- 2024 *Dress and grooming standards will be determined by a group of a) students and*  
2025 *b) parents.*
- 2026 *Student body offices shall be open to all students. A high-grade point average*  
2027 *shall not be considered as a pre-requisite to eligibility.*
- 2028 *Entrances to all buildings and restrooms should be accessible to all students*  
2029 *during school hours. Security can be enforced by designated students.*
- 2030 *Student menus should be Mexican oriented. When Mexican food is served,*  
2031 *mothers from the barrios should come to the school and help supervise the*  
2032 *preparation of the food. These mothers will meet the food handler requirements*  
2033 *of Los Angeles City Schools and they will be compensated for their services.*
- 2034 *School janitorial services should be restricted to the employees hired for that*  
2035 *purposes by the school board. Students will be punished by picking up paper or*  
2036 *trash and keeping them out of class.*
- 2037 *Only area superintendents can suspend students.*
- 2038 6. After reading the primary source documents, proceed to have the pairs construct  
2039 what their own demands would be if they were to organize a presentation to the  
2040 Board of Education on flip chart paper. Once the pairs have completed their own  
2041 demands, then task the students with responding to the following reflection  
2042 questions related to the primary sources listed above:

- 2043 a. What student demand do you think is the most important, and why?
- 2044 b. What is one student right you would add to this list?
- 2045 c. Which student rights and/or demands do you view as less important, and  
2046 why?
- 2047 d. The East Los Angeles Walkouts were led by students. Do you think they  
2048 would've been more effective if they had been led by teachers or other  
2049 adults, why or why not?
- 2050 e. What do you think happened after the East Los Angeles Walkouts?
- 2051 f. What is happening in the U.S. currently that relates to the 1968 East Los  
2052 Angeles Walkouts?
- 2053 g. What other youth-led movements have occurred within contemporary U.S.  
2054 history?
- 2055 h. Beyond walkouts, what are other ways students can best advocate for  
2056 themselves?
- 2057 7. Finally, each pair is given the opportunity to present their proposed student  
2058 demands and response to question number eight to the entire class.

2059 Lesson Modifications/Accommodations for Students with Diverse Needs: Consider  
2060 using other types of primary sources, including video footage, audio files, pictures, etc.,  
2061 to engage different learning styles, as well as to better illustrate the movement.

2062 Assessment, Application, Action, and Reflection:

- 2063 • Students will show understanding of the content by discussing and responding to  
2064 the questions provided.
- 2065 • Students will create a presentation of demands on how to improve schools in  
2066 their district.

2067Materials and Resources:

- 2068 • “East L.A., 1968: ‘Walkout!’ The day high school students helped ignite the  
2069 Chicano power movement” [https://www.latimes.com/nation/la-na-1968-east-la-  
walkouts-20180301-htmlstory.html](https://www.latimes.com/nation/la-na-1968-east-la-<br/>2070 walkouts-20180301-htmlstory.html)
- 2071 • Timeline News, “The 1968 Student Walkout that Galvanized a National  
2072 Movement for Chicano Rights” <https://www.youtube.com/watch?v=7jvzv1M7VGI>
- 2073 • PBS “Los Angeles Walk Out” [https://www.pbs.org/video/latino-americans-los-  
angeles-walk-out/](https://www.pbs.org/video/latino-americans-los-<br/>2074 angeles-walk-out/)
- 2075 • KCET “East L.A. Blowouts: Walking Out for Justice in the Classrooms (“Student  
2076 Demands” and “Student Rights” primary sources are embedded).  
2077 [https://www.kcet.org/shows/departures/east-la-blowouts-walking-out-for-justice-  
in-the-classrooms](https://www.kcet.org/shows/departures/east-la-blowouts-walking-out-for-justice-<br/>2078 in-the-classrooms)
- 2079 • Garcia, Mario and Castro, Sal. *Blowout!: Sal Castro and The Chicano Struggle  
2080 for Educational Justice*. Chapel Hill, NC: University of North Carolina Press,  
2081 2014.

2082Sample Lesson 3

2083Title and Grade Level: ‘Decolonizing Your Diet’: Native American x Mexican Foodways,  
20849–12

2085Ethnic Studies Values and Principles Alignment: 3, 4, 7

2086Standards Alignment:

2087CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1, 2, 3; Historical  
2088Interpretation 1, 2, 3, 5.

2089CA CCSS for ELA/Literacy: RH.9–10. 2, 4, 6, 9; WHST. 9–10. 2, 5, 6, 7, 9.

2090CA ELD Standards: ELD PI. 9–10. 1, 2, 5, 9, 10b.

## 2091 Lesson Purpose and Overview:

2092 This lesson will introduce students to Native American and Mexican cuisine, with a  
2093 focus on planting, indigenous Mexican ingredients, the four periods of Native American  
2094 cuisine, and Mexican cookery. Students will learn about biodiversity and how to  
2095 “decolonize your diet”. Before introducing this lesson, it is recommended that the  
2096 teacher research and introduce students to the history of Native American tribes nearby  
2097 and in the region where their school is located. In addition to exposing students to  
2098 Native American and Mexican diets, this lesson will help students understand how these  
2099 two foodways and cultures are connected.

2100 Key Ethnic Studies Terms and Concepts: foodways, colonialism, decolonization,  
2101 biodiversity, well-balanced diet, talking circles.

## 2102 Content and Language Objectives (Students will be able to...):

- 2103 1. Develop an understanding of Native American and Mexican American culture,  
2104 and draw links between the two through the lens of food.
- 2105 2. Research and develop an activity that will demonstrate their understanding of a  
2106 Native American cultural practice, like growing indigenous plants and cooking  
2107 traditional Native American and Mexican foods that can be shared with their  
2108 peers, families, and respective communities.

## 2109 Essential Questions:

- 2110 1. What does it mean to “decolonize your diet”?
- 2111 2. How has colonialism impacted Mexican and Native American foodways?

## 2112 Lesson Steps/Activities:

### 2113 Day 1

- 2114 1. Ask students to pull out a sheet of paper for a quick free writing exercise. Instruct  
2115 students to write down some cultural food dishes specific to their backgrounds. Also

2116 ask students to write what comes to mind when they think about Native American  
2117 food.

21182. After giving the students about three to five minutes to respond to the prompts, ask  
2119 students to share some of their responses aloud. After everyone has shared their  
2120 responses, begin to introduce the Native American food tradition of the “Three  
2121 Sisters”. Explain that the “Three Sisters” are corn, beans, and squash, which  
2122 represent some of the most important crops to Native Americans broadly. These  
2123 crops provide a well-balanced diet—carbohydrates, protein, vitamins, and amino  
2124 acids, can be planted together (companion planting), and can be stored for long  
2125 periods of time when dried. Teachers should also show some images of traditional  
2126 Native American dishes that can be made with the “Three Sisters.”

21273. Following the introduction to the “Three Sisters”, play the video “Why You Must Try  
2128 Native American Cuisine” and ask students to write down any vocabulary words that  
2129 they might be unfamiliar with and to take notes. After watching the film, have  
2130 students use the duration of the class period to read and annotate the vignette  
2131 below. Before closing out for the day, explain that tomorrow the class will engage in  
2132 a “talking circle,” where they will have a conversation about Native American and  
2133 Mexican food and how to “decolonize your diet.” Instruct students to come prepared  
2134 with at least two guiding questions for discussion.

21354. Close with student and community reflection on the film.

2136Day 2

21371. If the teacher is familiar with community circles the following activity is  
2138 recommended:

2139 a. Start by having students arrange their chairs into a circle.

2140 b. Explain that talking circles have historically been facilitated by Native  
2141 American tribes to reflect, problem-solve, grieve, brainstorm, or just come  
2142 together to build community.

- 2143 i. Also note that some circles will often use an object to represent a  
2144 talking piece to help facilitate discussion—whoever has the talking  
2145 piece is the only person allowed to speak. Instead of using a talking  
2146 piece, ask students to respect the rule—one mic, one voice.
- 2147 ii. Ideally the class should have created a list of community agreements  
2148 at the start of the year, if you have not, it is recommended that you  
2149 create some in collaboration with your students for this discussion.
21502. Have students take turns asking and responding to guiding questions. Also create a  
2151 list of your own guiding questions that you can use to support students through the  
2152 talking circle discussion. If the teacher is not familiar with talking circles, the guiding  
2153 questions can be done in collaborative groups, as a whole class discussion or  
2154 individual writing prompts.
21553. Guiding Questions:
- 2156 a. What are the four periods of Native American cuisine?
- 2157 b. What does decolonize mean?
- 2158 c. How can you decolonize your diet?
- 2159 d. What are the “magic eight”?
- 2160 e. How is Native American cuisine connected to current zero-waste and  
2161 vegan/plant-based movements?
- 2162 f. What do traditional Mexican and Native American foodways have in  
2163 common? How are they different?
- 2164 g. Describe how colonialism directly impacted health inequities amongst Native  
2165 American tribes?
- 2166 h. What is a food desert? Do you live in a food desert?

2167 i. What is biodiversity?

21684. After about 25-30 minutes of discussion, introduce a new project for the students.

2169 Design a cultural production assignment that will be showcased for parents and the  
2170 school community to see/experience. Students are given the option of producing one  
2171 of the following (note – students with no access to resources should be provided  
2172 with an alternate cultural assignment):

2173 a. Cook: Research at least five different Native American recipes across the four  
2174 periods of Native American cuisine. Have students research in depth the  
2175 history of the food ingredients and the history of the tribes that harvested the  
2176 ingredients. After studying the various ingredients and recipe steps, work to  
2177 create your own Native American-inspired dish. Each student will be  
2178 responsible for creating a dish that can serve (small appetizer portions) at  
2179 least 20 people. In addition to making the dish, each student will need to  
2180 create 20 recipe cards listing the steps, ingredients, and a brief chef's  
2181 statement explaining the significance of the dish.

2182 b. Grow: Beyond the "Three Sisters" and "magic eight" identify at least five other  
2183 herbs, vegetables, and/or grains significant to Native American or Mexican  
2184 cuisine. Write a brief report on these ingredients identifying where they are  
2185 commonly grown, how they are used, how they are planted, and their  
2186 significance (if any) to specific Native American tribes. In addition to the  
2187 report, students will grow their own mini gardens. Each student will grow at  
2188 least one herb and/or vegetable. Students should try to plant items that grow  
2189 best during the current season, use seeds, and plant in an easily portable pot.

2190 c. Learn: Research at least five different Native American recipes across the  
2191 four periods of Native American cuisine or traditional Mexican recipes.  
2192 Arrange a time to share what you have learned with an elder or the primary  
2193 cook in your family. In addition to sharing these recipes, each student will also  
2194 conduct a brief interview with the person they identified. Students are  
2195 expected to come up with at least four questions to ask their interviewee, they

2196 should address the following: their family member's style of cooking, favorite  
2197 recipes, cooking memories, etc. Each interview must include the interviewee  
2198 sharing a family recipe. These interviews should be video recorded and the  
2199 final video should be no more than three to five minutes. Students are  
2200 expected to edit their video and upload them to the platform that the teacher  
2201 has created (i.e., Youtube, Vimeo, etc.)

22025. After explaining the three cultural production assignment options, students use the  
2203 remainder of their time to begin brainstorming and outlining their projects. Provide  
2204 students time in class to complete the assignment for the next week. For the  
2205 community event, the students all bring in their cultural production assignments to  
2206 showcase. Have students line their plants up on a shelf in the rear of the room. The  
2207 video interviews are playing on a loop via the classroom projector. And "tasting  
2208 stations" are setup around the room for parents and guests to sample some of the  
2209 dishes that were made.

22106. Close with student, parent, and community reflection.

2211Assessment, Application, Action, and Reflection:

- 2212 • Students will respond to writing prompts that will demonstrate understanding of  
2213 Native American and traditional Mexican cuisine and diet.
- 2214 • Students will generate discussion questions that will help facilitate a dialogue  
2215 about Native American cuisine and diet.
- 2216 • Students can start a school campaign to include Native American and Mexican  
2217 cuisine into their school lunch menu.

2218Materials and Resources:

2219• "Why You Must Try Native American Cuisine" (video)

2220 <https://www.youtube.com/watch?v=fe52rEPQSuU>

2221• PBS Native America Series (video) <http://www.pbs.org/native-america/home/>

- 2222• KCET “Healing The body with United Indian Health Services” (video)  
 2223 <https://www.kcet.org/shows/tending-nature/episodes/healing-the-body-with-united->  
 2224 [indian-health-services](https://www.kcet.org/shows/tending-nature/episodes/healing-the-body-with-united-indian-health-services)
- 2225• KCET “Tending the Wild” (video) [https://www.kcet.org/shows/tending-the-](https://www.kcet.org/shows/tending-the-wild/episodes/tending-the-wild)  
 2226 [wild/episodes/tending-the-wild](https://www.kcet.org/shows/tending-the-wild/episodes/tending-the-wild)
- 2227• Calvo, Luz and Esquibel, Catarina Rueda. *Decolonize your Diet: Plant-Based*  
 2228 *Mexican- American Recipes for Health and Healing*. Vancouver, BC: Arsenal Pulp  
 2229 Press, 2015.
- 2230• Native Seeds/SEARCH (website includes information on “Three Sisters” and other  
 2231 crops traditionally farmed by Native Americans) <https://www.nativeseeds.org/>
- 2232• Center for Disease Control and Prevention “Traditional Foods in Native America”  
 2233 Series (Parts I-V) <https://www.cdc.gov/diabetes/ndwp/traditional-foods/index.html>
- 2234Vignette: *Decolonize Your Diet: Plant-Based Mexican American Recipes for Health and*  
 2235*Healing*
- 2236In 1521, Spanish conquistadores, led by Hernán Cortés, conquered the city of  
 2237Tenochtitlán, the capital and religious center of the Mexica (Aztec) empire. Over the  
 2238ensuing centuries, millions of indigenous peoples were killed or died of disease brought  
 2239by the colonizers. Many indigenous people were forced to convert to Christianity. Some  
 2240foods, such as amaranth in Mesoamerica and quinoa in the Andes, were outlawed  
 2241because of their use in indigenous religious ceremonies. At the time of the Conquest,  
 2242there were hundreds of indigenous groups, each with distinct languages, religious  
 2243beliefs, and cultures. In the area that is now Mexico, in addition to the Mexica (Aztec)  
 2244there were Mxtec, Zapotec, Maya, Purépecha, Otomi, Huichol, Tarahumara, Yaqui, Seri,  
 2245O’odham, and many others. Over time, Spanish colonizers gained control of the land  
 2246and resources of most of these indigenous groups, often through violent exertions of  
 2247power. Because they were the most powerful group in Mesoamerica, there are many  
 2248resources about the Mexica culture at the time of the Conquest, and through study, we

2249can learn quite a bit about their food, ceremonies, and social organization. Other  
2250indigenous groups keep this information through oral tradition, and it is not as widely  
2251known or recoverable to those of us not connected to our ancestors...

2252We believe that indigenous cultural traditions in religion, art, music, literature, and food  
2253were never completely suppressed by the colonizers but kept alive, sometimes  
2254surreptitiously, through daily acts of storytelling, cooking, and prayer. In a Chicana/o  
2255context, one important site of this maintenance of indigenous knowledge and culture is  
2256the tradition of passing down recipes from generation to generation. Learning to make a  
2257corn tortilla or preparing a pot of tamales are practices that have been sustained for  
2258more than a thousand years. That we still engage in these practices today is a  
2259testament to our ancestors and their extraordinary knowledge about food.

2260Both of us have grandparents who spoke fondly of finding and preparing *quelites*  
2261(lamb's quarters) and *verdolagas* (purslane). *Quelites* comes from the Náhuatl word  
2262*quelitl*, meaning edible wild green. Technically, *verdologas* are also wild green and thus  
2263a subset of the larger group of *quelites*; however, in the US Southwest, our grandparent  
2264used the word *quelites* to refer specifically to lamb's quarters. *Verdologas* (*Portulaca*  
2265*olera-cea*) is often said to have originated in North Africa and the Middle East; however,  
2266there is considerable archeological evidence of its presence in the Americas before  
2267colonization. One type of lamb's quarters (*Chenopodium berlandieri*) is native to the  
2268Americas and closely related to quinoa (*Chenopodium quinoa*). Another type of lamb's  
2269quarters is *Chenopodium album*, which is native to Europe and Asia. Throughout the  
2270world, agribusiness considers both *quelites* and *verdologas* to be weeds and uses  
2271herbicides, such as Monsanto's Roundup, to try to kill these nutritious plants.

2272Global food activist Vandana Shiva critiques the single-minded corporate worldview that  
2273favors the eradication of biodiversity and modification of all nature into plantations for  
2274profit. She argues, "Not being commercially useful, people's crops [indigenous foods  
2275grown in indigenous ways] are treated as 'weeds' and destroyed with poisons. The most  
2276extreme example of this destruction is that of bathua (*Chenopodium album*) an  
2277important green leafy vegetable, with a very high nutritive value and rich in Vitamin A."

2278 This bathua, regarded as a pernicious weed and a threat to commercial wheat crops, is  
2279 the wild green our grandparents called quelites. Shiva brings attention to the horrific  
2280 inhumanity of using weed killers on wild crops: “Forty thousand children in India go blind  
2281 each year for lack of Vitamin A, and herbicides contribute to this tragedy by destroying  
2282 the freely available sources of Vitamin A [bathua]” ...

2283 Real food has, for many of us and in many ways, become unrecognizable as such. Most  
2284 Americans do not eat a plant-based diet with plenty of fresh fruits, vegetables, and  
2285 herbs. Instead, North Americans consume a lot of sugary, fried, or fake foods like sodas,  
2286 energy drinks, chips and other bagged snacks, candy bars, and cookies which contain  
2287 considerable amounts of high fructose corn syrup, sugar and artificial sweeteners, corn  
2288 and soybean oils, and sodium. The average American eats 156 pounds (seventy-one  
2289 kg) of added sugar every year. Not only are Americans eating these foods, they are  
2290 eating more of them: per person we’re now eating 750 more calories per day than we  
2291 consumed thirty years ago. There are multiple factors that influence the dismal eating  
2292 habits of many Americans. These include lack of access to healthy, fresh foods, which is  
2293 a particular problem in working-class communities of color; easy access to fast food and  
2294 junk food; advertising campaigns for sodas, fast food, and junk food that target youth;  
2295 and agricultural subsidies that make processed and fake foods cheap and accessible.

2296 Unlike immigrant Latinas/os who grew up with ready access to fresh foods grown and  
2297 produced on small local farms, many US-born Latinas/os have never ever tasted real  
2298 food. One study on immigrant diets found that Latinas who brought fresh food from  
2299 street markets in the US reported that the food in their home countries was tastier,  
2300 fresher, and “more natural.” For US Latina/o communities, the Standard American Diet  
2301 has been imposed through Americanization programs, school lunch programs, targeted  
2302 advertising campaigns and national food policies. Our communities are now riddled with  
2303 the diseases of development—diabetes, high blood pressure, heart disease, and some  
2304 cancers.

2305 While we believe that individuals, families, and communities can take concrete steps to  
2306 decolonize their diets by reintroducing traditional and ancestral foods, we recognize that

2307a true solution to this problem will entail radical structural changes to the way food is  
2308produced, distributed, and consumed both in the US and globally. As we join others in  
2309calling for an end to the Standard American Diet of over-processed foods, we also want  
2310to challenge the language that frames questions of health and diet as problems related  
2311only to individual's "choices." This focus on the individual is especially pronounced in  
2312popular discussions of obesity. Although obesity is classified as a risk factor for  
2313diabetes, heart disease, and some cancers, the relationship between weight and  
2314disease is quite complex. It is important to keep in mind that there are healthy and  
2315unhealthy people in all weight categories: underweight "normal" weight, and overweight.  
2316We think the public focus on obesity makes it too easy to demonize individual fat people  
2317without seriously engaging with the social policies that are corrupting our food supply  
2318and in turn, our health. A cultural obsession with being thin does not help our  
2319understanding of what it means to be healthy.

2320Central American Sample Unit

2321Unit Title: Salvadoran American Migration and Collective Resistance

2322Grade Level: 9–12

2323Ethnic Studies Values and Principles Alignment: 4, 7

2324Standards Alignment:

2325CA HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 1, 2, 4;  
2326Historical Interpretation 1, 4

2327CCSS for ELA/Literacy: W.9–10.9; RH.9–10.1; RH.9–10.3; W.11–12.9; RH.11–12.1;  
2328RH.11–12.3

2329CA CCSS. ELD Standards: ELD. PI. 1a 1–4; 1b 5–6; 1c 9–12

2330Unit Purpose and Overview:

2331 In this unit students will be introduced to how the effects of the Civil War in El Salvador  
2332 in the 1980s prompted the initial surge of migration from El Salvador to the United  
2333 States, and the push and pull factors that have impacted immigration from El Salvador  
2334 since then. Next, students will research the various immigration policies that have  
2335 regulated immigration from El Salvador since 1965. Then, students will fact-check  
2336 common myths about immigration to the United States. Finally, students will select one  
2337 of the current immigration policy questions and research competing perspectives before  
2338 developing their own position, which they formulate in a persuasive essay format or an  
2339 advocacy letter to an elected official.

2340 Key Ethnic Studies Terms and Concepts: agency, asylum, citizenship, consciousness  
2341 raising, inequality, migration, naturalization, resilience, war refugee, temporary  
2342 protection service (TPS)

2343 Prerequisite Skills and Knowledge: Students should have a basic understanding of the  
2344 Cold War era and the U.S. involvement in Central America. Students should also be  
2345 exposed to the Universal Declaration of Human Rights and have basic understanding of  
2346 articles which grant asylum in the United States to war refugees. Students should be  
2347 able to analyze texts and discern which of the *Four I's of Oppression* are applicable to  
2348 understanding the impact on individuals and communities.

2349 Unit Objectives (Students will be able to...):

- 2350 ● Understand the root causes of the waves of migration from El Salvador to the  
2351 United States since the 1980s.
- 2352 ● Identify the major shifts in U.S. immigration policy since 1965, explaining the  
2353 events that caused the new policies, the groups impacted, the specific  
2354 regulations, the benefits, and the restrictions or limitations of the new policies.
- 2355 ● Determine the accuracy of commonly held beliefs about immigration by  
2356 investigating statistical evidence.

2357 ● Analyze the pros and cons of current policies that affect different groups of  
2358 immigrants from El Salvador.

2359 ● Form a policy recommendation that addresses controversies surrounding a  
2360 current immigration policy in the United States.

2361 ● Apply their understanding of the Four I's of Oppression to their analysis of the  
2362 history and policies of migration in El Salvador.

2363 Unit Essential Questions:

2364 ● What push and pull factors were responsible for the waves of migration from El  
2365 Salvador to the United States since the 1980s?

2366 ● What values and principles guided U.S. immigration policy?

2367 ● How can the United States resolve the current controversies surrounding  
2368 immigration policy and detention practices?

2369 Unit Steps/Activities:

2370 Lesson One: Building Background Knowledge: Four I's of Oppression and Relationship  
2371 to Salvadoran Migration to the United States

2372 In this lesson students will be learning about the history and systems of oppression  
2373 related to the migration of people from El Salvador to the United States. In groups of  
2374 five, students:

2375 1. Begin the lesson with the following guiding question: "Why have people  
2376 emigrated from El Salvador to the United States?" Students should  
2377 write/pair/share on **Four I's of Oppression: El Salvador Lesson One**  
2378 **Document.**

2379 2. Have students view and comment on the "**primary text**" image. Which type(s) of  
2380 oppression does this text (**Primary text-Child's Drawing, San José Las Flores,**

2381 **El Salvador)** best exemplify? Record the answer(s) on the **Four I's of**  
2382 **Oppression: El Salvador Lesson One Document.** This is where the primary  
2383 text can be accessed: "When We Were Young / There Was a War" website  
2384 <http://www.centralamericanstories.com/characters/yesenia/>.

2385 3. Have students watch the documentary "Juan's Story" from *When We Were*  
2386 *Young* website: <https://www.centralamericanstories.com/characters/juan/>. Have  
2387 students reflect, analyze, and discuss the main themes and types of  
2388 oppression(s) of "Juan's Story." Record the type of oppression(s) on **Four I's of**  
2389 **Oppression: El Salvador Lesson One Document.**

2390 4. Distribute one of the five informational texts (links listed at the end of unit under  
2391 "Lesson One Materials/Resources) to each student in the small groups of five.  
2392 Each student will read and annotate ONE of the texts for important ideas and  
2393 record key ideas in the "**Four I's of Oppression: El Salvador Lesson One**  
2394 **Document.**" When sharing ideas, each group member should teach the other  
2395 group members about the content and discuss the type of oppression in their  
2396 respective article.

2397 5. Ask students to collaborate to answer the following two discussion questions. Ask  
2398 one member from each of the groups to present the group response:

2399 a. What did you appreciate about this lesson?

2400 b. What new insights do you have about immigration to the United States?

2401 Lesson Two: Youth Scholars Teach U.S. Immigration Policy Shifts to the People

2402 In this lesson, students will investigate how U.S. immigration policies evolved in  
2403 response to historical events. Small groups will be assigned to research one of five  
2404 shifts in immigration policy, collaborate to create presentation slides on the new policy,  
2405 and then present this information to community members, including their families.

- 2406 1. Distribute the **Rating Preferences Activity** handout to students. Instruct  
2407 students to work independently first to rank the factors in terms of which they  
2408 believe should be most important to least important in determining whether an  
2409 immigrant should be able to gain legal status in the United States. Once students  
2410 have determined their rankings, group them in fours and instruct them to  
2411 compare their rankings and to try to come to a consensus on the top four factors  
2412 as a group.
- 2413 2. Instruct each group to share out their top four factors with the class, and then  
2414 facilitate a short discussion, noting similarities and differences between group's  
2415 answers and asking probing questions to get students to justify responses.
- 2416 3. Inform students that they will be learning about how the actual immigration  
2417 system determines who is able to immigrate and who isn't. They will work in  
2418 small groups to research one of six immigration policies beginning with the  
2419 Immigration and Nationality Act in 1965. Distribute the **Immigration**  
2420 **Presentation Assignment Sheet** and explain the expectations to students. (For  
2421 more background on the racist origins of the Immigration Act of 1924 you can  
2422 read with students "DACA, The 1924 Immigration Act, and American Exclusion"  
2423 in the Huffington Post, [https://www.huffpost.com/entry/daca-the-1924-](https://www.huffpost.com/entry/daca-the-1924-immigration-act-and-american-exclusion_b_59b1650ee4b0bef3378cde32)  
2424 [immigration-act-and-american-exclusion\\_b\\_59b1650ee4b0bef3378cde32](https://www.huffpost.com/entry/daca-the-1924-immigration-act-and-american-exclusion_b_59b1650ee4b0bef3378cde32)).
- 2425 4. Next, assign students to small groups to research one of the six policies  
2426 regulating the American immigration system since 1965.
- 2427 5. Have students start their research by reading the relevant section of Juan's story  
2428 on the tab marked "U.S. Immigration: A Policy in Flux" to get basic background  
2429 overview of their assigned policy  
2430 (<https://www.centralamericanstories.com/characters/juan/#top>). Directions for  
2431 which paragraph of "A Policy in Flux" to read for each topic are in parenthesis  
2432 behind the topic title on the assignment sheet. Additional links are provided for  
2433 each of the other topics, but students can research additional online resources to  
2434 create their presentations.

- 2435 6. Instruct students to use the **Immigration Presentation Assignment Sheet** to  
2436 prepare the research for presentation on a slides presentation program. Have  
2437 students analyze which of the Four I's of Oppression explain the implementation  
2438 of the immigration policy and include it in the slides presentation.
- 2439 7. Have students refer back to the opening activity, and ask which of the factors  
2440 determining immigration preference influenced each of the policies. Naturally, this  
2441 will lead to a discussion of whether the United States is implementing a fair and  
2442 principled immigration policy.
- 2443 8. Organize an opportunity for students to present information on the preferences  
2444 used to implement U.S. immigration policy shifts at the school, in the community,  
2445 and with their families.

#### 2446 Lesson Three: "Immigrants Take Our Jobs:" Fact or Fiction?

2447 In this lesson students will investigate facts and/or myths about certain immigration  
2448 statements. By analyzing and discussing the statements provided students will debunk  
2449 myths about immigrants. Students will research factual data to replace, rewrite and  
2450 have discourse on the misinformation of the fictional statements and the real impact of  
2451 immigrants in society.

- 2452 1. Begin the lesson with the **Immigration: Fact or Fiction? Survey** (handout 1)  
2453 resource handout. Students will work independently to opine whether each of the  
2454 six statements are true or not, based on what they've read in the past or what  
2455 they "know". Once students have finished, poll the class to see their responses,  
2456 calculate the percentage of students who believe each statement is true, and  
2457 have students record these on **Immigration: Fact or Fiction? Survey** (handout  
2458 1). The class can compare their perspectives to those of the general American  
2459 public based on recent Gallop polling  
2460 (<https://news.gallup.com/poll/1660/immigration.aspx>). Note, the last survey item  
2461 "Unauthorized immigrants pose a security threat" was not included in the Gallup  
2462 polling.

- 2463 2. Have students spend some time with partners investigating whether the  
2464 statements are fact or fiction, using the relevant tab in “Juan’s story” marked  
2465 Immigration Myths and Facts. They will also need to find two pieces of statistical  
2466 evidence as proof of their answers. They will need to use the links provided at  
2467 the bottom of the webpage to find supporting evidence, and they may also use  
2468 other online sources. Students will use pages 2 and 3 of the **Immigration: Fact  
2469 or Fiction? Survey (handout 1)**. Students must cite the organization who  
2470 published each piece of evidence and should strive to find sources that are  
2471 reputable and not highly biased.
- 2472 3. After all pairs have completed researching the veracity of each statement, review  
2473 each of the statements, again polling the class for their responses. (All the  
2474 statements should be marked as fiction.) Then compare the percentage of  
2475 people who believed each statement at the beginning and end of the activity. If  
2476 any students still believe any of the statements are true, the class should discuss  
2477 the supporting evidence on both sides. The teacher can use this opportunity to  
2478 talk about the credibility of sources and how data can be skewed to support  
2479 particular perspectives.
- 2480 4. Instruct the class to work in small groups to develop an accurate statement to  
2481 replace each of the myths. For example, instead of the statement, “Unauthorized  
2482 immigrants take jobs away from U.S. workers” the small groups could develop an  
2483 opposing statement like: “Unauthorized immigrants are frequently employed in  
2484 low-wage jobs that are difficult to fill, and the wages they spend create more total  
2485 jobs, which strengthens the economy.”
- 2486 5. Facilitate a Socratic Seminar activity with a discussion leader (a student and/or  
2487 the teacher) asking an open-ended question that comes from the **Immigration:  
2488 Fact or Fiction? Survey (handout 1)**, like “Do unauthorized immigrants take jobs  
2489 away from U.S. workers?” For larger classes you can organize a Socratic  
2490 Seminar activity like a “Fishbowl” activity, with some students participating in the  
2491 discussion and the rest of the class cross-referencing arguments that come from

2492 pages 2-3 of **Immigration: Fact or Fiction? Survey** (handout 1) while they are  
2493 observers. Once the first group finishes their Socratic Seminar, the two groups  
2494 switch places with one another.

2495 6. Have students write a closing reflection about what they learned about the myths  
2496 of immigration as part of the Socratic Seminar.

2497 Lesson Four: Taking a Stand on Immigration Policy to Heal the Wounds of Time

2498 In this lesson students will form their own arguments on specific policies that have  
2499 sparked controversy in recent years. Students will consider evidence from multiple  
2500 different perspectives. Then they will make an argument for a particular policy proposal  
2501 related to: 1. Deferred Action for Childhood Arrivals (DACA), 2. Temporary Protected  
2502 Status (TPS), 3. Unaccompanied Immigrant Children

2503 1. **Policy Briefs and Research:** Begin the lesson with a gallery walk, introducing  
2504 students to the three contemporary immigration issues that they might choose for  
2505 this assignment. Tell students that they will be writing policy recommendations on  
2506 one of the three topics, so they should read with the purpose of identifying which  
2507 topic is most interesting to them.

2508 2. **The policy briefs** should be displayed around the classroom. Print the headlines  
2509 and excerpts from newspaper articles that reflect the current status of the debate  
2510 and display them next to the policy briefs. Headlines and excerpts of **newspaper**  
2511 **articles** are provided, but you may want to add an article to reflect how policies  
2512 evolved since December 2017.

2513 3. In small groups, have students read aloud the policy brief for the topic they have  
2514 selected. A different group member will read each section aloud. After each  
2515 section, another person in the group will attempt to summarize the section in  
2516 his/her own words before moving on to the next section. Students should note  
2517 clarifying questions in the margins, and the teacher should circulate the room and  
2518 answer questions as they arise.

- 2519 4. Next, give students 30-45 minutes to individually read the articles provided at the  
2520 bottom of the policy brief that argue for or against the immigration policy they  
2521 have chosen. Before the reading time, distribute the **Document for Immigration**  
2522 **Policy Debate Notes**. Tell students that as they read, they will be choosing the  
2523 two strongest arguments IN FAVOR of the policy and the two strongest  
2524 arguments OPPOSED to the policy. Students can annotate the text, highlighting  
2525 evidence that supports arguments on both sides. Students will be using these  
2526 arguments and evidence to participate in flash debates, which will help them to  
2527 decide which arguments are the strongest and how to counter opposing  
2528 perspectives. Students should complete two pieces of evidence with reasoning  
2529 for each of the four arguments.
- 2530 5. Review the Model/Exemplar “Argument” and T chart note catcher included with  
2531 the note-catcher highlighting the following points:
- 2532 • Find quotations that support the argument being made
  - 2533 • Provide a brief description of the context/background of the quote
  - 2534 • Cite the name of the publication or organization in parentheses after the  
2535 quotation
  - 2536 • Use the analysis box to explain HOW/WHY the evidence supports the  
2537 argument
- 2538 6. **Debates**: Next, direct students to participate in two “debates” with classmates  
2539 who have researched the same topic. The flash debate structure allows students  
2540 to test out their arguments and evidence, to hear feedback on the strength of  
2541 their ideas, and to practice countering arguments from the other side. Each  
2542 student will have one turn arguing in favor and one turn arguing against policies  
2543 protecting undocumented immigrants. Each round of flash debates will take 25  
2544 minutes to complete, for a total of 50 minutes.

2545 7. Students should use the **Document for Immigration Policy Debate Notes** to  
2546 structure their debate. Students could use timers on their cell phones to manage  
2547 the time for their own debates, or project an internet timer projected on the  
2548 screen to keep time for all the groups at once. Students will take notes  
2549 throughout the protocol so that they will remember the strongest arguments,  
2550 evidence, and counterarguments. They will use these notes to help them write  
2551 their policy recommendations in the next lesson.

2552 8. **Policy Recommendation:** Each student will write a policy recommendation on  
2553 their topic, which includes an introduction with basic background about the policy,  
2554 a rebuttal of a counterargument, and policy recommendation that is supported  
2555 with evidence and reasoning.

2556 9. Students could be given the choice to structure their writing in the form of a  
2557 traditional persuasive essay or in the form of an advocacy letter to an elected  
2558 official. If students choose to write a letter to an elected official, tips for how to  
2559 structure the letter, what content to include, and how to send the letter can be  
2560 found at <https://www.thoughtco.com/write-effective-letters-to-congress-3322301>.

2561 10. Provide graphic organizers to assist students in planning their essay or advocacy  
2562 letter. Students should be provided the opportunity to revise based on peer and  
2563 teacher feedback so that their letters are clear, well supported, professional, and  
2564 error free.

2565 Resources/Materials:

2566 <https://www.teachingforchange.org/contact/central-america-teaching>

2567 **Lesson 1**

2568 Four I's of Oppression: El Salvador Day One Document (see day one handout below)

2569 Primary Text: Child's Drawing, San José Las Flores, El Salvador from "When We Were  
2570 Young / There Was a War" website.

2571 <http://www.centralamericanstories.com/characters/yesenia/>.

2572-Documentary text: "Juan's Story" from *When We Were Young* website.

2573<https://vimeo.com/191532459>

2574-Informational Texts

2575 • Informational Text #1: The Civil War In El Salvador

2576 Gzesh, Susan. "Central Americans and Asylum Policy in the Reagan Era."

2577 Migrationpolicy.org, Migration Policy Institute, 2 Mar. 2017,

2578 [https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-](https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era)

2579 [reagan-era](https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era)

2580 • Informational Text #2: Family Reunification

2581 Ayala, Edgardo. "BROKEN HOMES, BROKEN FAMILIES." Inter Press Service,

2582 18 Oct. 2009. NewsBank, [http://www.ipsnews.net/2009/10/migration-el-salvador-](http://www.ipsnews.net/2009/10/migration-el-salvador-broken-homes-broken-families/)

2583 [broken-homes-broken-families/](http://www.ipsnews.net/2009/10/migration-el-salvador-broken-homes-broken-families/).

2584 • Informational Text #3: Lack of Economic Opportunity

2585 "Unhappy anniversary; El Salvador." *The Economist*, 21 Jan. 2017, p. 28(US).

2586 General OneFile, [https://www.economist.com/the-americas/2017/01/21/el-](https://www.economist.com/the-americas/2017/01/21/el-salvador-commemorates-25-years-of-peace)

2587 [salvador-commemorates-25-years-of-peace](https://www.economist.com/the-americas/2017/01/21/el-salvador-commemorates-25-years-of-peace)

2588 • Informational Text #4: Natural Disasters

2589 Schmitt, Eric. "Salvadorans Illegally in U.S. Are Given Protected Status." *The*

2590 *New York Times*, *The New York Times*, 2 Mar. 2001,

2591 [www.nytimes.com/2001/03/03/us/salvadorans-illegally-in-us-are-given-protected-](http://www.nytimes.com/2001/03/03/us/salvadorans-illegally-in-us-are-given-protected-status.html)

2592 [status.html](http://www.nytimes.com/2001/03/03/us/salvadorans-illegally-in-us-are-given-protected-status.html).

2593 • Informational Text #5: Gang Violence

2594 Linthicum, Kate. "Why Tens of Thousands of Kids from El Salvador Continue to

2595 Flee to the United States." *Los Angeles Times*, *Los Angeles Times*, 16 Feb. 2017,

2596 htmlstory.html">htmlstory.html.  
2598

2599 **Four I's of Oppression: El Salvador Lesson One** (handout)

2600 Background knowledge/Guiding Question:

2601 "Why have people emigrated from El Salvador to the United States?" Students should  
2602 write/pair/share.

2603 These are the texts we will be using for this lesson:

2604 1. **Primary Text: Child's Drawing, San José Las Flores, El Salvador** from "When  
2605 We Were Young / There Was a War" website.

2606 2. **Documentary text:** "Juan's Story" from *When We Were Young* website.

2607 3. **Informational texts:**

2608 a. **Informational Text #1: The Civil War In El Salvador** Gzesh, Susan.  
2609 "Central Americans and Asylum Policy in the Reagan  
2610 Era." Migrationpolicy.org, Migration Policy Institute, 2 Mar. 2017

2611 b. **Informational Text #2: Family Reunification** Ayala, Edgardo. "BROKEN  
2612 HOMES, BROKEN FAMILIES." Inter Press Service, 18 Oct. 2009.

2613 c. **Informational Text #3: Lack of Economic Opportunity** "Unhappy  
2614 anniversary; El Salvador." The Economist, 21 Jan. 2017, p. 28(US).  
2615 General OneFile.

2616 d. **Informational Text #4: Natural Disasters** Schmitt, Eric. "Salvadorans  
2617 Illegally in U.S. Are Given Protected Status." The New York Times, The  
2618 New York Times, 2 Mar. 2001,

2619 e. **Informational Text #5: Gang Violence** Linthicum, Kate. "Why Tens of  
2620 Thousands of Kids from El Salvador Continue to Flee to the United  
2621 States." Los Angeles Times, Los Angeles Times, 16 Feb. 2017.

2622Instructions: Which texts go with each type of oppression? Write the name of the  
 2623text in the correct oppression box and explain the connection.

| Four I's of Oppression   | Student Answer |
|--|----------------|
| <p><b>Ideological Oppression</b></p> <p>The <b>idea</b> that one group is better than another, and has the right to control the “other” group. The idea that one group is more intelligent, more advanced, more deserving, superior, and hold more power. The very intentional ideological development of the ...isms<br/>           Examples: dominant narratives, “Othering.”</p>                              |                |
| <p><b>Institutional Oppression</b></p> <p>The network of institutional structures, policies, and practices that create advantages and benefits for some, and discrimination, oppression, and disadvantages for others. (Institutions are the organized bodies such as companies, governmental bodies, prisons, schools, non-governmental organizations, families, and religious institutions, among others).</p> |                |
| <p><b>Interpersonal Oppression</b></p> <p>Interactions between people</p>  |                |

| <b>Four I's of Oppression</b>   | <b>Student Answer</b> |
|---|-----------------------|
| <p>where people use oppressive behavior, insults or violence. Interpersonal racism is what white people do to people of color up close—the racist jokes, the stereotypes, the beatings and harassment, the threats, the whole range of personal acts of discrimination. Similarly, interpersonal sexism is what men do to women—the sexual abuse/harassment, the violence directed at women, the sexist jokes, ignoring or minimizing of women's thinking, etc. Many people in each dominant group are not consciously oppressive. They have internalized the negative messages about other groups, and consider their attitudes towards other groups quite normal.</p> |                       |
| <p><b>Internalized Oppression</b><br/> The process by which a member of an oppressed group comes to accept and live out the inaccurate myths and stereotypes applied to the group by its oppressors. Internalized oppression means</p>  |                       |

| <b>Four I's of Oppression</b>   | <b>Student Answer</b> |
|---|-----------------------|
| <p>the oppressor doesn't have to exert any more pressure, because we now do it to ourselves and each other. Oppressed people internalize the ideology of inferiority, they see it reflected in the institutions, they experience mistreatment interpersonally from members of the dominant group, and they eventually come to internalize the negative messages about themselves.</p> |                       |

2624

2625

Lesson 2

2626

Rating Preferences Activity

2627 Who should be allowed to immigrate and why?

2628 What factors should be most important in determining who should be allowed to

2629 immigrate permanently to the United States?

|  |  |   |  |
|--|--|---|--|
| Proximity of country of origin to U.S.                               | Wealth of the immigrant  | Family relationships to citizens of the U.S.          | Special talents or skills to contribute to U.S.                          |
| Natural disaster in country of origin                                | Closeness of political ties between U.S. and country of origin | Increasing diversity of countries represented in U.S. | Religious or racial persecution in country of origin                     |
| Shares language, religion, or culture of majority population in U.S. | Level of education of immigrant                                | Civil war or violence in country of origin            | U.S. military or political involvement in country of origin historically |

2630

2631 Rate the factors in order of preference:

2632 1st preference: \_\_\_\_\_

2633 2nd preference: \_\_\_\_\_

2634 3rd preference: \_\_\_\_\_

26354th preference: \_\_\_\_\_

26365th preference: \_\_\_\_\_

26376th preference: \_\_\_\_\_

26387th preference: \_\_\_\_\_

26398th preference: \_\_\_\_\_

26409th preference: \_\_\_\_\_

264110th preference: \_\_\_\_\_

264211th preference: \_\_\_\_\_

264312th preference: \_\_\_\_\_

2644

## 2645Immigration Presentation Assignment

2646Purpose: to gather and share accurate information about changes to U.S. immigration

2647policy since 1965 in the form of a presentation. Information to Include in a Slideshow

2648Presentation:

- 2649 • Title slide with name of policy, date, and an evocative image
- 2650 • One slide that explains the historical events that prompted the policy
- 2651 • One slide that explains the basic regulations of the new policy
- 2652 • One slide that explains who the policy affects and how
- 2653 • One slide with a connection to at least one of The Four I's of Oppression

## 2654Topics and Resources

2655Each group should read the short overview of its assigned policy using the tab “A Policy

2656in Flux,” using the directions next to your topic below to see which paragraph of “A

2657Policy in Flux” to read. Then groups can use the links provided (and others you find) to

2658find information to use in the creation of the PowerPoint slides.

2659**Immigration and Nationality Act 1965** (2nd paragraph of “A Policy in Flux”)

- 2660 • <https://www.history.com/topics/immigration/us-immigration-since-1965>
- 2661 • [https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-](https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states)
- 2662 [nationality-act-continues-reshape-united-states](https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states)

2663**1980 Refugee Act** (3rd paragraph of “A Policy in Flux”)

- 2664 • <http://www.rcusa.org/history/>
- 2665 • [https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-](https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era/)
- 2666 [reagan-era/](https://www.migrationpolicy.org/article/central-americans-and-asylum-policy-reagan-era/)

2667 **Immigration Reform and Control Act 1986** (4th paragraph of “A Policy in Flux”)

2668 • <https://www.theatlantic.com/notes/2016/05/thirty-years-after-the-immigration-reform-and-control-act/482364/>

2670 • <https://www.migrationpolicy.org/research/lessons-immigration-reform-and-control-act-1986>

2672 **Temporary Protective Status (1990)** (not covered in “A Policy in Flux”)

2673 • <https://www.everycrsreport.com/reports/RS20844.html>

2674 • <https://www.americanimmigrationcouncil.org/research/temporary-protected-status-overview/>

2676 **Illegal Immigration Reform and Immigrant Responsibility Act (1996)** (5th paragraph of “A Policy in Flux”)

2678 • <http://www.destinyschildren.org/en/timeline/illegal-immigration-reform-and-immigrant-responsibility-act/>

2680 • <http://immigrationtounitedstates.org/577-illegal-immigration-reform-and-immigrant-responsibility-act-of-1996.html>

2682 • <https://www.colorlines.com/articles/20-years-ago-today-terrible-law-set-foundation-mass-detention-and-deportation>

2684 **Deferred Action for Childhood Arrivals (2012)** (8th paragraph of “A Policy in Flux”)

2685 • <https://www.npr.org/2017/09/05/548754723/5-things-you-should-know-about-daca>

2687 • <https://www.migrationpolicy.org/research/daca-four-participation-deferred-action-program-and-impacts-recipients>

2689

2690 Timeline Document for group presentations

| Significant Events   | Historical Background | Policy Summary | Effects and Impact |
|--|-----------------------|----------------|--------------------|
| Immigration and Nationality act of 1965                            |                       |                |                    |
| 1980 Refugee Act   |                       |                |                    |
| Immigration Reform and Control Act 1986                            |                       |                |                    |
| Temporary Protective Status  |                       |                |                    |
| Illegal Immigration Reform and Immigrant Responsibility Act (1996) |                       |                |                    |
| Deferred Action for Childhood Arrivals (2012)                      |                       |                |                    |

2691

2692

Lesson 3

2693

**Handout 1- Immigration: Fact or Fiction? Survey**

2694 Which of the following statements are FACT and which are FICTION?

2695 1. \_\_\_\_\_ Unauthorized immigrants take jobs away from US workers.

2696 2. \_\_\_\_\_ Unauthorized immigrants don't pay taxes but receive  
2697 benefits.

2698 3. \_\_\_\_\_ The percentage of immigrants within the overall population is  
2699 dramatically increasing.

2700 4. \_\_\_\_\_ Unauthorized immigrants can easily apply for legal status to  
2701 the United States.

2702 5. \_\_\_\_\_ Unauthorized immigrants boost the crime rate in the United  
2703 States.

2704 6. \_\_\_\_\_ Unauthorized immigrants pose a security threat.

2705

2706

**Handout 2- Immigration: Fact or Fiction? Finding Evidence**

27071. \_\_\_\_\_ Unauthorized immigrants take jobs away from US workers.

|          |          |
|----------|----------|
| Evidence | Evidence |
| Citation | Citation |

2708

27092. \_\_\_\_\_ Unauthorized immigrants don't pay taxes but receive  
2710benefits.

|          |          |
|----------|----------|
| Evidence | Evidence |
| Citation | Citation |

2711

27123. \_\_\_\_\_ The percentage of immigrants within the overall population  
2713is dramatically increasing.

|          |          |
|----------|----------|
| Evidence | Evidence |
| Citation | Citation |

2714

27154. \_\_\_\_\_ Unauthorized immigrants can easily apply for legal  
2716status to the United States.

|          |          |
|----------|----------|
| Evidence | Evidence |
| Citation | Citation |

2717

2718

27195. \_\_\_\_\_ Unauthorized immigrants boost the crime rate in the  
2720United States.

|          |          |
|----------|----------|
| Evidence | Evidence |
| Citation | Citation |

2721

27226. \_\_\_\_\_ Unauthorized immigrants pose a security threat.

|          |          |
|----------|----------|
| Evidence | Evidence |
| Citation | Citation |

2723

2724

2725

## Lesson 4

2726 **Policy Briefs on immigration controversies, which include links to arguments on**  
2727 **both sides**

2728

### **Deferred Action for Childhood Arrivals (DACA)**

2729

#### **(Document A)**

### **2730 Context or Scope of Issue**

2731 The Migration Policy Institute estimates that nearly 2 million minors were brought to the  
2732 United States illegally as children. Most of them were from Mexico, El Salvador,  
2733 Guatemala, and Honduras, but there are several thousand from South Korea and the  
2734 Philippines. This group adopted the name Dreamers, from the legislative bill first  
2735 introduced in 2001, called the Development, Relief and Education for Alien Minors  
2736 (DREAM) Act, which sought to offer permanent legal status to those brought to the U.S.  
2737 as children. The Dreamers have been raised and educated in the United States and no  
2738 longer want to live in the shadows here, constantly fearing deportation to countries of  
2739 origin that feel foreign to them.

### **2740 DACA Policy**

2741 Attempts to pass a DREAM Act were thwarted in Congress for more than a decade, so  
2742 Barack Obama issued Deferred Action for Childhood Arrivals as an executive order in  
2743 2012. DACA allowed people brought to the US illegally as children the temporary right  
2744 to live, study and work in America. Deferred action does not provide permanent lawful  
2745 status.

2746 Immigrants were eligible for DACA under these conditions:

- 2747 • Under the age of 31 as of June 15, 2012;
- 2748 • Entered the United States by the 16th birthday;
- 2749 • Continuous residence in the United States since June 15, 2007;

- 2750 • Currently in school, graduated or obtained a certificate of complete from a high  
2751 school, or have obtained a GED, or honorably discharged veteran of the Coast  
2752 Guard or Armed Forces of the United States, and;  
2753 • Have not been convicted of a felony, significant misdemeanor, or three or more  
2754 misdemeanors, and do not otherwise pose a threat to national security or public  
2755 safety.

2756 Nearly 800,000 immigrants between the ages of 16 and 31 received temporary legal  
2757 status through DACA between 2012 and September 2017. Recipients of DACA are  
2758 required to renew their status every two years, and they became eligible to receive a  
2759 driver's license, a work permit, and the ability to enroll in college.

### 2760 Recent Developments

2761 The Trump administration announced on September 5, 2017, that the Department of  
2762 Homeland Security would stop processing renewals for DACA. The legal status of  
2763 DACA recipients will begin expiring in March 2018 and all Dreamers would lose legal  
2764 status by March 2020 unless Congress passes legislation to protect it.

### 2765 Arguments in Favor of DACA

- 2766 • <https://thinkprogress.org/trump-admin-constitutional-case-daca-a3134e0059e3/>  
2767 • [https://www.cnbc.com/2017/09/05/daca-deportations-could-cost-us-economy-  
2768 more-than-400-billion.html](https://www.cnbc.com/2017/09/05/daca-deportations-could-cost-us-economy-more-than-400-billion.html)  
2769 • <http://www.cnn.com/2017/09/05/politics/obama-full-statement-daca/index.html>

### 2770 Arguments Against DACA

- 2771 • [https://www.heritage.org/immigration/commentary/daca-unconstitutional-obama-  
admitted](https://www.heritage.org/immigration/commentary/daca-unconstitutional-obama-<br/>2772 admitted)  
2773 • [https://thehill.com/blogs/pundits-blog/immigration/316765-why-trump-must-end-  
daca](https://thehill.com/blogs/pundits-blog/immigration/316765-why-trump-must-end-<br/>2774 daca)

2775 • <https://www.justice.gov/opa/speech/attorney-general-sessions-delivers-remarks->  
2776 [daca](#)

2777

2778 **Temporary Protected Status (TPS)**

2779 **(Document B)**

2780 **Context or Scope of Issue**

2781 Congress created Temporary Protected Status in 1990 to establish a clear system for  
2782 granting temporary protection from deportation for immigrants from countries that were  
2783 unsafe to return to. This policy was intended to provide clear criteria for designating  
2784 protection after the Reagan administration didn't provide Extended Voluntary Departure  
2785 to those who fled El Salvador during the Civil War during the 1980s.

2786 As of 2017, the United States provides TPS to approximately 437,000 foreign nationals  
2787 from 10 countries: El Salvador, Haiti, Honduras, Nepal, Nicaragua, Somalia, Sudan,  
2788 South Sudan, Syria, and Yemen.

2789 **TPS Policy**

2790 Under the current law, the Homeland Security Secretary may designate a country for  
2791 TPS when one of three circumstances occurs:

- 2792 • there is "ongoing armed conflict" that creates unsafe conditions for returning  
2793 nationals;  
2794 • there has been an earthquake, flood, drought, epidemic, or other environmental  
2795 disaster that makes the state temporarily unable to accept the return of its  
2796 nationals, and the state has requested TPS designation; or  
2797 • "extraordinary and temporary" conditions in a state prevent its nationals from  
2798 returning safely.

2799 To receive TPS, applicants must have been continuously present in the United States  
2800 since the country of origin was assigned TPS status. Immigrants may not receive TPS if  
2801 they have committed a felony offense, two or more misdemeanors, or committed a  
2802 controlled substance offense.

2803 Recipients of TPS do not receive Permanent Residence Card, known as a green card,  
2804 nor are they eligible to apply for permanent residence. They are merely given temporary  
2805 protection against immediate deportation and receive authorization to work. The TPS  
2806 status of a country must be renewed by the Secretary of Homeland Security every 6-18  
2807 months.

## 2808 Recent Developments

2809 The Trump administration has signaled that it would like to rescind Temporary Protected  
2810 Status from several countries who have held this status for nearly two decades. In  
2811 November 2017, the Department of Homeland Security revoked the temporary  
2812 protected status from approximately 2,500 Nicaraguans living in the United States.  
2813 57,000 Hondurans received a six month extension of TPS in November rather than an  
2814 18 month extension. 50,000 Haitians and 200,000 Salvadorans will lose their legal  
2815 status in the United States unless the White House changes course and chooses to  
2816 extend it.

## 2817 Arguments in Favor of TPS

- 2818 • [https://www.ncronline.org/news/politics/study-says-doing-away-immigration-](https://www.ncronline.org/news/politics/study-says-doing-away-immigration-program-would-harm-economy)  
2819 [program-would-harm-economy](https://www.ncronline.org/news/politics/study-says-doing-away-immigration-program-would-harm-economy)
- 2820 • [https://www.insightcrime.org/news/analysis/5-ways-ending-tps-central-america-](https://www.insightcrime.org/news/analysis/5-ways-ending-tps-central-america-impact-security/)  
2821 [impact-security/](https://www.insightcrime.org/news/analysis/5-ways-ending-tps-central-america-impact-security/)
- 2822 • <https://nacla.org/news/2017/10/20/temporary-protected-status-limbo>

## 2823 Arguments Against TPS

- 2824 • <https://www.fairus.org/issue/legal-immigration/temporary-protected-status>
- 2825 • <https://www.nationalreview.com/corner/tps-permanent-temporary-status/>
- 2826 • [https://thehill.com/opinion/immigration/357305-temporary-status-for-immigrants-](https://thehill.com/opinion/immigration/357305-temporary-status-for-immigrants-shouldnt-mean-permanent-residency)  
2827 [shouldnt-mean-permanent-residency](https://thehill.com/opinion/immigration/357305-temporary-status-for-immigrants-shouldnt-mean-permanent-residency)

2828

## **Unaccompanied Immigrant Children**

2829

**(Document C)**

### **2830Context or Scope of Issue**

2831Due to increasing violence in the Northern Triangle, the number of unaccompanied  
2832minors attempting to cross the border to the United States surged, reaching peak  
2833numbers in 2014. Nearly 70,000 unaccompanied minors were stopped by U.S. Border  
2834Patrol in 2014, a significant increase from 2013 (39,000) and 2012 (24,000). The  
2835majority of minors were from Honduras (27%), Guatemala (25%), and El Salvador  
2836(24%), and many of them were much younger than child immigrants historically. In  
28372014, approximately one quarter of the unaccompanied minors from Honduras and El  
2838Salvador were younger than twelve years old.

2839Protections for minors were strengthened in the Trafficking Victims Protection Act of  
28402000, which was reauthorized under both the Bush and Obama administrations. The  
2841law mandates screening of all unaccompanied minors as potential victims of human  
2842trafficking. Children from countries that do not share a border with the United States  
2843(Mexico and Canada) are afforded an immigration hearing and are assigned legal  
2844counsel. Rather than facing rapid deportation, they would be placed with family  
2845members or in “the least restrictive setting” in the best interest of the child.

### **2846Unaccompanied Immigrant Minors Policy**

2847In 1997, the Flores settlement required that unaccompanied minors detained at the  
2848border must be released as quickly as possible to adult relatives or be housed in the  
2849least restrictive setting under the supervision of the Department of Health and Human  
2850Services Office of Refugee Resettlement. The ruling acknowledged that immigrants  
2851under eighteen traveling alone were often escaping desperate life conditions and were  
2852particularly vulnerable to exploitation. Immigration detention facilities were deemed an  
2853inappropriate policy response to a humanitarian need.

## 2854Recent Developments

2855The Trump administration is attempting to reduce the number of unaccompanied minors  
2856entering the United States in a variety of ways. Customs and Border Protection officers  
2857have begun sharing information about children's relatives with Immigration and  
2858Customs Enforcement. Rather than reunifying children with family members, family  
2859members are being detained and possibly deported for immigration violations.  
2860Furthermore, the administration is trying to roll back existing legal protections for the  
2861length of stay and quality of treatment at immigration detention centers. There have  
2862been attempts to scale back Special Immigrant Juvenile Status, a pathway to legal  
2863residency for immigrant children who have been abused, abandoned, or neglected.  
2864Finally, the federal government is trying to restrict the ability to apply for asylum status  
2865from outside the borders of the United States.

## 2866Arguments in Favor of Protections for Unaccompanied Immigrant Minors

- 2867
- 2868 • <https://www.americanimmigrationcouncil.org/research/guide-children-arriving-border-laws-policies-and-responses>
  - 2869 • <https://www.americanprogress.org/issues/immigration/news/2014/06/18/92056/5-things-you-need-to-know-about-the-unaccompanied-minors-crisis/>
  - 2871 • <https://www.migrationpolicy.org/news/what-right-policy-toward-unaccompanied-children-us-borders>
- 2872

## 2873Arguments Opposed to Protections for Unaccompanied Immigrant Minors

- 2874
- 2875 • <https://www.dailysignal.com/2016/02/22/the-unaccompanied-minor-children-immigration-crisis-never-really-ended/>
  - 2876 • <https://www.fairus.org/qa-border-crisis-unaccompanied-alien-minors>
  - 2877 • <https://www.washingtontimes.com/news/2015/apr/6/illegal-immigrant-children-surge-across-border-at/>
- 2878

2879

## Immigration Gallery Walk: Newspaper Articles

### 2880DACA Headlines

- 2881 • Trump ends DACA program protecting young immigrants

2882 <https://www.chicagotribune.com/news/immigration/ct-daca-deportation-delay->

2883 [dreamers-20170905-story.html](https://www.chicagotribune.com/news/immigration/ct-daca-deportation-delay-dreamers-20170905-story.html)

- 2884 • Bipartisan DACA, spending talks set to commence with White House: The 'Big

2885 Four' congressional leaders will meet Wednesday with senior White House

2886 officials. <https://www.politico.com/story/2017/12/29/trump-congress-daca-talks->

2887 [319628](https://www.politico.com/story/2017/12/29/trump-congress-daca-talks-319628)

### 2888TPS Newspaper Headlines

- 2889 • Protected status no longer justified for Central Americans and Haitians in U.S.,

2890 State Dept. says [https://www.washingtonpost.com/world/central-americans-and-](https://www.washingtonpost.com/world/central-americans-and-haitians-no-longer-need-protected-status-state-dept-says/2017/11/03/647cbd5c-)

2891 [haitians-no-longer-need-protected-status-state-dept-says/2017/11/03/647cbd5c-](https://www.washingtonpost.com/world/central-americans-and-haitians-no-longer-need-protected-status-state-dept-says/2017/11/03/647cbd5c-)

2892 [c0ba-11e7-959c-fe2b598d8c00\\_story.html?](https://www.washingtonpost.com/world/central-americans-and-haitians-no-longer-need-protected-status-state-dept-says/2017/11/03/647cbd5c-c0ba-11e7-959c-fe2b598d8c00_story.html?)

2893 [noredirect=on&utm\\_term=.aa360c8d8c49](https://www.washingtonpost.com/world/central-americans-and-haitians-no-longer-need-protected-status-state-dept-says/2017/11/03/647cbd5c-c0ba-11e7-959c-fe2b598d8c00_story.html?noredirect=on&utm_term=.aa360c8d8c49)

- 2894 • Central Americans Fear Trump May End Immigration Program

2895 <https://www.voanews.com/a/central-americans-fear-donald-trump-end->

2896 [temporary-protected-status-immigration-program/4092205.html](https://www.voanews.com/a/central-americans-fear-donald-trump-end-temporary-protected-status-immigration-program/4092205.html)

### 2897Unaccompanied Immigrant Children Newspaper Headlines

- 2898 • Children From Central America Flood the Border Again

2899 <https://www.usatoday.com/story/news/nation/2016/09/23/unaccompanied-minors->

2900 [central-america-rushing-across-us-border/90911644/](https://www.usatoday.com/story/news/nation/2016/09/23/unaccompanied-minors-central-america-rushing-across-us-border/90911644/)

- 2901 • U.S. ends program for Central American minors fleeing violence

2902 <https://www.reuters.com/article/us-usa-immigration-minors/u-s-ends-program-for->

2903 [central-american-minors-fleeing-violence-idUSKCN1AW2OZ](https://www.reuters.com/article/us-usa-immigration-minors/u-s-ends-program-for-central-american-minors-fleeing-violence-idUSKCN1AW2OZ)

2904

**Document for Immigration Policy Debate Notes**

2905 Model/Exemplar on the topic of Sanctuary Cities

2906 Argument: Cities and states should provide a sanctuary for undocumented immigrants  
2907 by refusing to work with Immigration and Customs Enforcement (ICE) in order to foster  
2908 positive relationships between law enforcement and immigrant communities.

| <b>Evidence</b>  | <b>Analysis</b>   |
|--|---|
| <p>The chief of police in Montgomery County, a large district just outside of DC with a large immigrant population, said:</p> <p>"To do our job we must have the trust and respect of the communities we serve. We fail if the public fears their police and will not come forward when we need them. Whether we seek to stop child predators, drug dealers, rapists or robbers—we need the full cooperation of victims and witnesses" (American Immigration Council).</p> | <p>Leaders of the best police departments in the country agree that the police's role is to prevent and prosecute crime so that all members of the community, no matter their status, are safe. Forcing them to assist ICE will make their job more difficult, increasing the crime rate.</p> |
| <p>In Tucson, Arizona, an undocumented immigrant stopped a criminal who was trying to steal a car with children inside.</p> <p>"The immigrant held the criminal long enough for local police to arrive, then cooperated with detectives in the follow-up investigation. As a result, the suspect was charged with kidnapping, auto theft and burglary" (LA Times).</p>   |   |

2909 Arguments in FAVOR of Policy Protecting Immigrants

2910Argument #1:

2911\_\_\_\_\_

2912\_\_\_\_\_

2913\_\_\_\_\_

| <b>Evidence</b> | <b>Analysis</b> |
|-----------------|-----------------|
|                 |                 |
|                 |                 |

2914

2915

2916Argument #2:

| <b>Evidence</b> | <b>Analysis</b> |
|-----------------|-----------------|
|                 |                 |
|                 |                 |

2917

2918

2919 Arguments OPPOSED to Policy Protecting Immigrants

2920 Argument #1:

2921 \_\_\_\_\_

2922 \_\_\_\_\_

2923 \_\_\_\_\_

| <b>Evidence</b> | <b>Analysis</b> |
|-----------------|-----------------|
|                 |                 |
|                 |                 |

2924

2925

2926Argument #2:

2927 \_\_\_\_\_

2928 \_\_\_\_\_

2929 \_\_\_\_\_

| <b>Evidence</b> | <b>Analysis</b> |
|-----------------|-----------------|
|                 |                 |
|                 |                 |

2930

2931

2932

### Debate Protocol and Document for Notes

2933 Today you will participate in two debates to practice arguments for and against a  
2934 particular immigration policy. You will use the protocol below and will take notes to  
2935 record the arguments and evidence that are the most convincing and the  
2936 counterarguments that your opponent will have. The goal is to strengthen your  
2937 arguments before you write a persuasive essay defending your position.

#### 2938 Round One (10 minutes)

- 2939 1. Meet your opponent for a debate
- 2940 2. Decide who will argue which side and who will present first
- 2941 3. Start the first two minute timer
- 2942 4. Person One presents the best arguments and evidence in support of the position
- 2943 5. Person Two takes notes
- 2944 6. When the first timer runs out, switch roles and repeat steps 3-5

Notes on your Opponent's Best Arguments, Evidence, and Reasoning

2945 **Round One Debrief (5 minutes)**

2946 1. Start the timer for one minute

2947 2. Person Two tells Person One which arguments, evidence, and reasoning were  
2948 the most convincing and why

2949 3. Person One tells Person Two which arguments, evidence and reasoning were  
2950 the most convincing and why

Notes on What Your Opponent Thought was the Most Convincing

2951

**2952 Round One Counterarguments (10 minutes)**

- 2953 1. Plan a rebuttal to your opponent's best argument. Explain why the evidence  
2954 wasn't convincing, why the reasoning was illogical, or what important ideas your  
2955 opponent ignored.

Plan a Rebuttal to Your Opponent's Best Argument:

2956

- 2957 2. Start a one minute timer  
2958 3. Person One presents his/her rebuttal to Person Two's argument  
2959 4. Start a one minute timer  
2960 5. Person Two presents his/her rebuttal to Person One's argument

2961 All class members will now have the opportunity to argue the other side of the  
2962 debate. If they were in favor of a particular immigration policy, they will now be  
2963 opposed, and vice versa. Students should find a different partner who is arguing the  
2964 opposite position and complete the steps for Round Two of the flash debates.

2965

**2966 Round Two (10 minutes)**

2967 1. Meet your opponent for a debate

2968 2. Decide who will argue which side and who will present first

2969 3. Start the first two minute timer

2970 4. Person One presents the best arguments and evidence in support of the position

2971 5. Person Two takes notes

2972 6. When the first timer runs out, switch roles and repeat steps 3-5

Notes on your Opponent's Best Arguments, Evidence, and Reasoning

2973

**2974 Round Two Debrief (5 minutes)**

2975 1. Start the timer for one minute

2976 2. Person Two tells Person One which arguments, evidence, and reasoning were  
2977 the most convincing and why

2978 3. Person One tells Person Two which arguments, evidence and reasoning were  
2979 the most convincing and why

Notes on What Your Opponent Thought was the Most Convincing

2980

2981 **Round Two Counter arguments (10 minutes)**

2982 1. Plan a rebuttal to your opponent's best argument. Explain why the evidence  
2983 wasn't convincing, why the reasoning was illogical, or what important ideas your  
2984 opponent ignored.

2985 2. Start a one minute timer

Plan a Rebuttal to Your Opponent's Best Argument:

2986

2987 3. Person One presents his/her rebuttal to Person Two's argument

2988 4. Start a one minute timer

2989 5. Person One presents his/her rebuttal to Person Two's argument

2990 6. Start a one minute timer

2991 7. Person Two presents his/her rebuttal to Person One's argument

2992 Lesson Modification/Accommodations for Students with Diverse Needs: For students  
2993 that have anxiety or phobia of public speaking, they will create a research poster  
2994 informing about a specific immigration policy.

2995 Assessment, Application, Action, and Reflection:

- 2996 • Students will represent their mastery of the lesson objectives via group  
2997 presentations, letters to elected officials and will compose an argumentative  
2998 essay based on the knowledge gained from each day's activities.
  - 2999 • Students will research past and present Immigration policies, and compose pro  
3000 and con arguments that support or oppose such policies. Students will  
3001 demonstrate knowledge of the policies and how they affect immigrants from  
3002 Central America by participating in a debate or Socratic seminar format. Parents,  
3003 student peers, and other community members will be invited to be part of the  
3004 audience.
  - 3005 • Students that have anxiety or phobia of public speaking will participate in a  
3006 poster session that will inform audiences of the pros and cons of the immigration  
3007 policies and how such policies affect positively or negative immigrants in this  
3008 country, with special attention to Central American immigrants that immigrated as  
3009 war refugees.
- 3010

## 3011Asian American Studies Course Outline

3012Course Title: Asian American and Pacific Islander Experience

3013Note on Disciplinary Naming: Asian American Studies

3014Throughout Ethnic Studies, the study of people of Asian descent has taken on various  
3015academic field names, including Asian American Studies and Asian American and  
3016Pacific Islander Studies. Additionally, various subfields have emerged out of Asian  
3017American Studies as a means of including groups that have been historically  
3018marginalized and understudied within the field. Arab and Muslim American Studies,  
3019Southeast Asian Studies, Filipina/o Studies, Filipinx Studies, and Pacific Islander  
3020Studies are just a few. While the Ethnic Studies Model Curriculum does not endorse any  
3021particular field or subfield over another, we strongly encourage Ethnic Studies educators  
3022and administrators to consider student demographics, needs, interests, and current  
3023events when crafting a course or lesson, as this may help determine what iteration of  
3024the field will be most useful for the class. For example, if you are teaching a class with a  
3025large amount of first generation Hmong and Vietnamese students, perhaps a Southeast  
3026Asian Studies approach would be most beneficial.

3027Course Overview: This course is designed to be an introduction to the socio-political  
3028construction of Asian American identity in the United States. Students will explore the  
3029history, cultures, struggles, and politics of Asian Americans as part and parcel of the  
3030larger Asian diaspora. This course will contend with how race, gender, and class shape  
3031life in the United States for people of Asian descent, while simultaneously introducing  
3032students to concepts like Pan-Asianism, and transnationalism. Ultimately, this course  
3033will consider the re/formation of Asian identity, culture, and politics within the United  
3034States.

3035Course Content: This course will explore a broad range of topics and events pertaining  
3036to the Asian American and Pacific Islander experience, and examine their contributions  
3037to U.S. history. Topics may include: immigration, intergenerational conflict, and the myth  
3038of the model minority, to name a few.

### 3039 Sample Topics:

- 3040 • Asian Immigration to the United States
- 3041 • The History of Anti-Asian Immigration Policies (Chinese Exclusion Act of 1882,  
3042 Gentleman's Agreement, etc.)
- 3043 • Anti-Asian Violence (e.g., Chinese Massacre of 1871 in Los Angeles, Rock  
3044 Springs Massacre, Tacoma Method of removing Chinese in 1885, Galveston Bay  
3045 KKK attacks on Vietnamese Fishermen in the 1970s, Stockton school yard  
3046 shooting in 1989, etc.)
- 3047 • The Formation of U.S. Asian Enclaves (i.e. Koreatowns, Chinatowns,  
3048 Japantowns, Little Saigon, Cambodia Town, Pachappa camp, etc.)
- 3049 • Coolie Labor and The Early Asian American Work Force
- 3050 • Yellow Peril and Anti-Asian Sentiment (e.g., Dr. Seuss racist political cartoons  
3051 during World War II, William Randolph Hearst's racist propaganda against Asian  
3052 Americans, etc.)
- 3053 • World War II and Japanese Incarceration
- 3054 • The Model Minority Myth
- 3055 • The Asian American Movement, Yellow Power, and Asian American Radicalism
- 3056 • Deportations of Cambodian Americans for old crimes
- 3057 • Southeast Asian resettlement in the U.S.
- 3058 • The Vietnam War and the Southeast Asian Refugee Crisis
- 3059 • Hurricane Katrina: Vietnamese and African Americans unite to get more  
3060 resources

- 3061 • Asian Americans and Access to Higher Education
- 3062 • Desi American Cultural Production
- 3063 • Filipino Americans and the Farm Labor Movement
- 3064 • Asian Americans in California Politics
- 3065 • The Hapa Movement
- 3066 • Pacific Islander Cultures
- 3067 • Asian American Feminism
- 3068 • Asian American Foodways
- 3069 • Contemporary Asian American Youth Movements
- 3070 • Asian American Entrepreneurship and Co-operative Economics
- 3071 • From K-Pop to Kawaii: Asian Popular Culture in the U.S.
- 3072 • Mixed Asian Identities and Colorism
- 3073 • Asian Americans in the Media Challenging Stereotypes (e.g., Margaret Cho,  
3074 Awkwafina, Jacqueline Kim, Ken Jeong, Mindy Kaling, Hasan Minaj, Ali Wong)
- 3075 • Asian Law Caucus
- 3076 • Asian Women United
- 3077 • Center for Asian American Media (National Asian American Telecommunications  
3078 Association)
- 3079 • Gidra
- 3080 • I Wor Kuen

- 3081 • International Hotel Tenants Association
- 3082 • KDP (Union of Democratic Filipinos) Katipunan ng Demokratikong Pilipino
- 3083 • Kearny Street Workshop
- 3084 • Visual Communications
- 3085 • Yellow Brotherhood

3086 Potential Significant Figures to Cover (this list is in no way exhaustive):

- 3087 • Queen Liliuokalani
- 3088 • Eddy Zheng
- 3089 • Mitsuye Endo
- 3090 • Fred Korematsu
- 3091 • “Dosan” Anh Chang Ho
- 3092 • Philip Ahn
- 3093 • Susan Ahn Cuddy
- 3094 • Jose Antonio Vargas
- 3095 • March Fong Eu
- 3096 • Fred Ho
- 3097 • Larry Itliong
- 3098 • Grace Lee Boggs
- 3099 • Yuri Kochiyama

- 3100 • Young Oak Kim
- 3101 • Tam Nguyen
- 3102 • Dalip Singh Saund
- 3103 • Vincent Chin
- 3104 • Bhagat Singh Thind
- 3105 • Edward Said
- 3106 • Dawn Mabalon
- 3107 • Isao Fujimoto
- 3108 • Sammy Lee
- 3109 • Angela Oh
- 3110 • K.W. Lee (Kyung Won Lee)

3111

3112 Sample Lesson 1

3113 Title and Grade Level: Little Manila, Filipino Laborers, and the United Farm Workers

3114 (UFW) Movement, 9–12

3115 Ethnic Studies Values and Principles Alignment: 1, 2, 6

3116 Standards Alignment:

3117 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 3; Historical

3118 Interpretation 1

3119 CA CCSS for ELA/Literacy: RH.9–10.1, 4, 5, 9; WHST.9–10.1, 2, 4, 9

3120CA ELD Standards: ELD.PI.9–10.1, 2, 5, 6, 7, 9, 10, 11a.

3121Lesson Purpose and Overview:

3122Students will be introduced to the history of the United Farm Workers (UFW) Movement,  
3123Filipino migration to Stockton, the formation of “Little Manila,” and protest music.

3124Students will be introduced to the organizing and intercultural relations between the  
3125Filipino and Mexican farmworkers. Students will also complete a cultural analysis  
3126assignment on the topic.

3127Key Ethnic Studies Terms and Concepts: United Farm Workers (UFW), Pinay and  
3128Pinoy, strike, protest music, labor union, intercultural relations

3129Content and Language Objectives (Students will be able to...):

3130 1. Understand the history of the UFW movement and how it brought together both  
3131 Filipino and Mexican laborers.

3132 2. Understand Filipino migration to Stockton, California.

3133 3. Further develop their oral presentation, public speaking, and analysis skills via  
3134 the cultural analysis assignment.

3135Essential Questions:

3136 1. How do you build solidarity within social movements?

3137 2. What is the role of art and culture within social movements?

3138Lesson Steps/Activities:

3139Day 1

3140 1. Provide an introduction of the United Farm Workers movement, highlighting the  
3141 work of Larry Itliong, Cesar Chavez, Dolores Huerta, and others, while  
3142 foregrounding the goals, tactics, and accomplishments of the movement.

- 3143 2. Following the introduction, screen the KVIE produced short film, *Little Manila:*  
3144 *Filipinos in California's Heartland*. Before starting the video, tell students that they  
3145 are responsible for taking thorough notes (refer to a graphic organizer or note  
3146 taking tool) and will be expected to have a discussion around the following  
3147 guiding questions:
- 3148 a. Why was Stockton a popular landing place for Filipino immigrants?
- 3149 b. What crop did Filipinos primarily harvest in Stockton?
- 3150 c. How did Filipino farm workers build community and develop a new social  
3151 identity in Stockton?
- 3152 d. How did colonialism shape Filipino immigrants' impression of the U.S.?
- 3153 e. What U.S. policies were implemented to limit Filipino immigration? How did  
3154 Filipinos in Stockton resist these policies?
- 3155 f. Discuss the political and strategic differences of Cesar Chavez and Larry  
3156 Itliong?
- 3157 g. What role did Filipinos play in the formation of the United Farm Workers?
- 3158 h. How did urban redevelopment aid in the destruction of Little Manila?
- 3159 3. Provide the following key terms for students to define using context clues from  
3160 the film:
- 3161 a. Mestizos
- 3162 b. Anti-miscegenation
- 3163 c. Race riots
- 3164 d. Naturalization
- 3165 e. War brides

- 3166 f. Pinay and Pinoy
- 3167 g. Urban redevelopment
- 3168 h. Labor union
- 3169 4. Following the film, divide the students into groups of four to five. Each group is  
3170 given twenty minutes to read the following excerpt, discuss the film, respond to  
3171 the aforementioned guiding questions, and come up with definitions for the terms  
3172 listed above.
- 3173 5. Excerpt from *Our Stories in Our Voices* “Filipinos and Mexicans for the United  
3174 Farm Workers Union” by James Sobredo:
- 3175 a. *By the 1950s and 1960s, the remaining Filipinos in the United States are*  
3176 *now much older. They were also working side-by-side with other Mexican*  
3177 *farm workers. Then in 1965, under the leadership of Larry Itliong, Filipinos*  
3178 *went on strike for better salaries and working conditions in Delano. Itliong*  
3179 *had been a long-time labor union organizer, but although they won strikes*  
3180 *in the past, they had never been able to gain recognition as a union for*  
3181 *farm workers. To make matters worse, when Filipinos went on strike,*  
3182 *Mexican farm workers were brought in by the farmers to break the strike; in*  
3183 *the same way, when Mexican farm workers went on strike, Filipinos were*  
3184 *brought in to break their strike. Itliong recognized this problem, so he*  
3185 *asked Cesar Chavez and Dolores Huerta, who had been organizing*  
3186 *Mexican farm workers, to meet with him. Itliong asked Chavez to join the*  
3187 *Filipino grape strike, but Cesar refused because he did not feel that they*  
3188 *were ready. It was Huerta, who had known Itliong when she lived and*  
3189 *worked in Stockton, who convinced Chavez to join the Filipino strike. Thus,*  
3190 *for the first time in history, Filipinos and Mexicans joined forces and had a*  
3191 *unified strike for union recognition and workers’ rights. This led to the*  
3192 *establishment of the United Farm Workers union (UFW), which brought*  
3193 *together the Filipino workers of the Agricultural Workers Organizing*

3194 *Committee (AWOC) and the Mexican workers of the National Farm*  
3195 *Workers Association (NFWA) in a joint strike.*

3196 *One of the important labor actions the UFW did to gather support for the*  
3197 *Grape Strike was a 300-mile march from the UFW headquarters in Delano*  
3198 *in the Central Valley to the State Capitol in Sacramento. The march started*  
3199 *on March 17, 1966, when 75 Filipino and Mexican farm workers started*  
3200 *their long trek down from Delano, taking country roads close to Highway*  
3201 *99, all the way up to Sacramento. They were stopping and spending the*  
3202 *night at small towns along the way, giving speeches, theater*  
3203 *performances, and singing songs. They were following the tradition of*  
3204 *nonviolent protests started by Mahatma Gandhi in India and Dr. Martin*  
3205 *Luther King, Jr. in the South. The march to Sacramento was very*  
3206 *successful. By the time, the Filipinos and Mexicans arrived in Sacramento,*  
3207 *they were now 10,000 marchers strong, and the march brought more*  
3208 *media coverage and national support to the UFW grape strike...*

3209 *The connection to the Filipino and Mexican farmworkers remains a strong*  
3210 *thread in the California Assembly. Rob Bonta (Democrat, 18 District) is the*  
3211 *first Filipino American Assembly member to be elected to office. He is the*  
3212 *son of Filipino labor union organizers and grew up in La Paz, in Kern*  
3213 *County, in a "trailer just a few hundred yards from Cesar Chavez's home."*  
3214 *His parents were civil rights activists and labor union organizers who*  
3215 *worked with the UFW to organize Filipino and Mexican farm workers...*

3216 6. While students are working in groups, write down the seven key terms on the  
3217 white board, leaving plenty room between each. After the time has expired, signal  
3218 to students that it is time to come back together. Facilitate a discussion where  
3219 students are able to respond to each of the guiding questions aloud. Finally, ask  
3220 one member from each group to go to the board. Each student is assigned a  
3221 word and is expected to write their definition of the word with their group's  
3222 support. After completing this task, the class talks through each term. Provide

3223 additional information, examples, and support to better clarify and define the  
3224 terms.

3225 7. Close with student and community reflection.

3226Day 2

3227 1. Bring to class a carton of strawberries and grapes, several pieces of sugar cane,  
3228 and a few asparagus spears. Engage the class by asking how many students  
3229 have ever worked on a farm or have grown their own food? Then ask if anyone  
3230 knows how the food items brought in are grown and/or harvested? Let students  
3231 know that the food items brought in are among some of the most labor-intensive  
3232 to harvest, are in high demand, and are largely hand-picked or cut by often  
3233 under-paid farm workers. Proceed to display images detailing the process of  
3234 each crop being harvested. Be sure to highlight that farm labor is often repetitive  
3235 and menial, yet damaging to the body. After completing this overview, allow the  
3236 students to eat the food items brought in.

3237 2. After the discussion about harvesting crops, play “Brown-Eyed Children of the  
3238 Sun”, a song by Daniel Valdez that was popularized during the United Farm  
3239 Workers Movement. After listening to the song, ask students what the song is  
3240 about? Allow for about ten minutes of discussion followed by an overview on  
3241 protest songs and music that were played/sung while Filipino and Mexican  
3242 workers toiled the fields and during protests. The overview should foreground the  
3243 Filipino contribution in the UFW, like the book *Journey for Justice: The Life of*  
3244 *Larry Itliong*. Then proceed to describe how protest and work songs provided a  
3245 unifying message, energized crowds during rallies and marches, and helped  
3246 amplify dissent.

3247 3. Following this overview, divide students into pairs. Each pair is then assigned a  
3248 protest or work song from the list below (students also have the option to create  
3249 their own protest song):

- 3250 a. “Brown-Eyed Children of the Sun” by Daniel Valdez, Sylvia Galan, and Pedro  
3251 Contreras
- 3252 b. “El Picket Sign” by Lis Valdez
- 3253 c. “Huelga En General”/ “General Strike” by Luis Valez
- 3254 d. “El Esquirol”/ “The Scab” by Teatro Campesino
- 3255 e. No Nos Morrean
- 3256 f. “Pastures of Plenty” by Woody Guthrie
- 3257 g. “Solidaridad (Pa) Para Siempre” (Solidarity forever)
- 3258 h. “Nosotros Venceremos” (We shall overcome)
- 3259 4. Let the pairs know that they will be responsible for completing a two-page cultural  
3260 analysis essay that must address the following steps and prompts:
- 3261 a. Find the lyrics and an audio recording of your assigned song.
- 3262 b. Analyze the song and identify three to five key themes or points.
- 3263 c. What is the purpose and/or meaning of this song?
- 3264 d. Who is the intended audience?
- 3265 e. What types of instruments, sounds, poetic devices, etc. are used?
- 3266 f. How does this song situate within the history of Filipino farm workers and the  
3267 broader United Farm workers’ movement?
- 3268 5. Allow the pairs to use the remainder of the class period to listen to their songs  
3269 and take notes. In addition, students can invite other classes and have a listening  
3270 party. Give the students ample time in class for the next two days to work on their  
3271 essays. During those days offer writing support, carving out time to help each

3272 pair craft their thesis statement, core arguments, and better structure their  
3273 essays overall.

3274 6. On the final day, each pair exchanges their essay with another pair. The pairs are  
3275 given fifteen minutes to conduct a brief peer review of each essay. After the  
3276 review, have a “listening party”. The entire class is given the opportunity to listen  
3277 to the various songs. After each song is played, the pair that wrote an essay on  
3278 the song, and the pair that reviewed the song, are able to briefly share their  
3279 thoughts and analysis of the cultural text to the class.

3280 Assessment, Application, Action, and Reflection:

3281 Students will complete a cultural analysis essay where they are expected to analyze  
3282 protest songs (or other cultural texts) that were assigned to them in class. Their analysis  
3283 should include themes that emerged in the songs, connecting them back to the history,  
3284 struggles, tactics, leaders, and goals of the UFW.

3285 Materials and Resources:

3286 • Asian Americans Advancing Justice. “Filipino American Farm Worker History  
3287 Timeline” [https://www.advancingjusticela.org/sites/default/files/ESUSHELAPVC](https://www.advancingjusticela.org/sites/default/files/ESUSHELAPVC%20Filipino_Am_Farm_Worker_History_Timeline.pdf)  
3288 [%20Filipino\\_Am\\_Farm\\_Worker\\_History\\_Timeline.pdf](https://www.advancingjusticela.org/sites/default/files/ESUSHELAPVC%20Filipino_Am_Farm_Worker_History_Timeline.pdf)

3289 • University of California, San Diego Archives. “The UFW: Songs and Stories Sung  
3290 and Told by UFW Volunteers”  
3291 [https://libraries.ucsd.edu/farmworkermovement/media/Scott/INTRODUCTIONTOSO](https://libraries.ucsd.edu/farmworkermovement/media/Scott/INTRODUCTIONTOSONGSANDCOMMENTARY(FINAL).pdf)  
3292 [NGSANDCOMMENTARY\(FINAL\).pdf](https://libraries.ucsd.edu/farmworkermovement/media/Scott/INTRODUCTIONTOSONGSANDCOMMENTARY(FINAL).pdf)

3293 • University of California, San Diego Archives. “Song Lyrics With Translations”  
3294 [https://libraries.ucsd.edu/farmworkermovement/media/Scott/SONGLYRICSWITHTR](https://libraries.ucsd.edu/farmworkermovement/media/Scott/SONGLYRICSWITHTRANSLATIONS(COMBINED).pdf)  
3295 [ANSLATIONS\(COMBINED\).pdf](https://libraries.ucsd.edu/farmworkermovement/media/Scott/SONGLYRICSWITHTRANSLATIONS(COMBINED).pdf)

3296 • The Little Manila Center- <https://www.littlemanila.org/>

- 3297• *Little Manila: Filipinos in California's Heartland* (short film)
- 3298 [https://www.pbssocal.org/programs/viewfinder/kvie-viewfinder-little-manila-filipinos-](https://www.pbssocal.org/programs/viewfinder/kvie-viewfinder-little-manila-filipinos-californias-heartland/)
- 3299 [californias-heartland/](https://www.pbssocal.org/programs/viewfinder/kvie-viewfinder-little-manila-filipinos-californias-heartland/)
- 3300• Bohulano Mabalon, Dawn. "Little Manila is in the Heart: The Making of the Filipina/o  
3301 American Community in Stockton, California. Durham, NC: Duke University Press,  
3302 2013.
- 3303• Scharlin, Craig and Lilia V. Villanueva Philip Vera Cruz. "Philip Vera Cruz/A Personal  
3304 History of Filipino Immigrants and the Farmworkers Movement": University of  
3305 Washington Press, 2000.
- 3306• Delano Manongs: Forgotten Heroes of the United Farm Workers Movement  
3307 <http://www.delanomanongs.com>
- 3308• Dollar A Day, Ten Cents A Dance <https://vimeo.com/45513418>
- 3309
- 3310Sample Lesson 2
- 3311Title and Grade Level: Myths and Realities Surrounding the Asian Pacific Islander  
3312American Community, 9–12
- 3313Ethnic Studies Guiding Values and Principles Alignment: 2, 6
- 3314Standards Alignment:
- 3315CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1, 2; Historical  
3316Research, Evidence, and Point of View 1, 2, 3; Historical Interpretation 1, 2, 3
- 3317CA CCSS for ELA/Literacy: RH.9–10.1, 4, 5, 9; WHST.9–10. 1, 2, 4, 6, 7
- 3318CA ELD Standards: ELD.PI.9–10.1, 2, 3, 5-8, 10b, 11a
- 3319Lesson Purpose and Overview:

3320 This lesson introduces students to the complexity of the term ‘Asian American,’  
3321 ultimately coming to understand the various ethnic groups and politics associated with  
3322 the identity marker. Additionally, students will also be exposed to the concept of the  
3323 model minority myth. This course will provide for students the implications that result  
3324 when lumping all Asian groups together and labeling them the Model Minority. For  
3325 example, marginalized groups (i.e. Pacific Islanders, Southeast Asians) suffer from  
3326 being cut out of programs and resources. It presents a false narrative that Asian  
3327 Americans have overcome racism and prejudice. It glosses over the violence, harm,  
3328 and legalized racism that Asian Americans have endured, e.g., the Chinese massacre in  
3329 Los Angeles in 1871, the annexation of Hawaii, and the shooting of Southeast Asian  
3330 school children in Stockton.

3331 Furthermore, students will understand how this label for the Asian American becomes a  
3332 hindrance to expanding democratic structures and support, and worst how it creates a  
3333 division among the Asian American community and places a wedge between them and  
3334 African Americans and other oppressed groups.

3335 Key Ethnic Studies Terms and Concepts: assimilation, stereotype, identity, model  
3336 minority, racism

3337 Content and Language Objectives (Students will be able to...):

- 3338 1. Analyze the misconceptions of the use of the model minority to describe some  
3339 Asian Americans and Pacific Islanders.
- 3340 2. Differentiate the various identities, nationalities, and ethnicities that make up the  
3341 Asian American and Pacific Islander community.
- 3342 3. Learn to analyze legislation that directly impacts communities of color.

3343 Essential Questions:

- 3344 1. What does Asian American mean? Who is Asian American?

3345 2. How has the model minority myth been used to oppress and/or stymie certain  
3346 Asian American and Pacific Islander communities?

3347 Lesson Steps/Activities:

3348 1. Place four large pieces of flip chart paper in each corner of the room along with  
3349 three to five markers. Engage the class by asking students what does Asian  
3350 American mean? Before delving too deeply into discussion, divide the class up  
3351 into four groups. Each group is assigned to a corner and instructed to take ten  
3352 minutes as a group to respond to the aforementioned question. Also ask the  
3353 groups to list the various ethnic groups that comprise 'Asian American'.

3354 2. After about ten minutes, signal for the groups to stop what they are doing. Allow  
3355 each group to share what they discussed with the class. After each group has  
3356 shared, provide a definition for Asian American and begin listing some of the  
3357 various ethnic groups (see below for a sample list).

3358 a. Sample Ethnic Groups (this list is in no way exhaustive)

3359 i. Chinese

3360 ii. Korean

3361 iii. Vietnamese

3362 iv. Japanese

3363 v. Filipino

3364 vi. Pakistani

3365 vii. Indian

3366 viii. Bangladeshi

3367 ix. Burmese

- 3368           x.   Hmong
- 3369           xi.   Laotian
- 3370           xii.   Cambodian
- 3371           xiii.   Malay
- 3372           xiv.   Thai
- 3373           xv.   Iranian
- 3374           xvi.   Fijian
- 3375           xvii.   Samoan
- 3376           b.   Definition of Asian American: The term Asian American was born out of the  
3377           Asian American Movement (1968-1975) as a means of identifying people  
3378           of Asian descent living in the United States. During the late 1960s, the  
3379           term was largely seen as radical and unifying, a rejection of ‘oriental’ and  
3380           other pejoratives that were associated with people of Asian descent. The  
3381           collective coining of the term was an act of self-naming and self-  
3382           determination, and aligned with the broader goals of the Asian American  
3383           movement—equality, justice, and anti-racism.
- 3384    3.   After sharing the definition and ethnic groups listed above, reiterate that Asian  
3385           American is a loaded term that encompasses dozens of different Asian ethnic  
3386           groups that have settled in the U.S., with large populations settling in California.
- 3387    4.   While still in groups, also ask students to name some stereotypes about Asian  
3388           Americans that they have heard. Before asking this question remind students to  
3389           be respectful and considerate. After writing down some of the various  
3390           stereotypes on the board, emphasize that this exercise is not to validate said  
3391           stereotypes, but to highlight how stereotypes can be harmful.

- 3392 5. Of the various stereotypes listed are, “Asians are smart,” “Asians are good at  
3393 math,” and “Asians are successful”. State that these stereotypes are a product of  
3394 the model minority myth. Project images of William Petersen’s 1966 *New York*  
3395 *Times* article, “Success Story: Japanese American Style” on the board or screen.  
3396 Also provide a quick summary of the article’s main point.
- 3397 6. Note that this article inherently pitted Japanese Americans (arguably Asian  
3398 Americans more broadly) against African Americans, with Petersen identifying  
3399 the latter group as the “problem minority.” Following internment, Japanese  
3400 Americans were able to achieve some level of social and economic mobility,  
3401 rendering them the “model minority,” for their ability to thrive in the face of  
3402 adversity unlike their African American counterparts. Petersen believed Japanese  
3403 Americans were able to achieve this success because of their value of education,  
3404 pride in heritage, tight knit family structures and community, and respect for  
3405 authority.
- 3406 7. Have students read the article for themselves, reminding them to ask for help if  
3407 they need support defining any unfamiliar words or terms. After reading the  
3408 piece, explain to students that this article is the first time the term “model  
3409 minority” was used (or coined) and marks the beginning of the stereotyping of  
3410 Asian Americans as inherently “smart” and “successful”.
- 3411 8. Teacher models counter arguments. For homework, asks students to list three  
3412 counter arguments refuting Petersen’s article.

### 3413Day 2

- 3414 1. Start the class by asking students to share their counter arguments with the  
3415 groups that they were in yesterday. After each groupmate has shared their  
3416 counter arguments, ask the groups to share what they believe to be the strongest  
3417 counter argument with the entire class. Be sure to provide your own analysis of  
3418 the article and a counter argument. Stress that Petersen’s article and model  
3419 minority helped render ‘Asian American’ monolithic. Also point out that the

3420 experience that Petersen mentioned were not reflective of all Asian Americans,  
3421 as Southeast Asian and Pacific Islander ethnic groups remain largely  
3422 marginalized and are disproportionately impacted by poverty, mental health  
3423 issues, low-wage jobs, and access to higher education, among other barriers.

3424 2. To better illustrate the problems with 'model minority,' play a short video, "Re-  
3425 Examined: Does Disaggregated Data Matter in Education?" Following the  
3426 screening, explain what it means to disaggregate data and its connection to the  
3427 model minority myth. Point back to the flip chart papers around the room that lists  
3428 the various ethnic groups within Asian American. Underscore how this term that  
3429 was intended to be a unifying identity-marker has created some problems,  
3430 including rendering smaller ethnic groups (often those in the most need) less  
3431 visible, and not being inclusive enough of a term, especially for those of the Asian  
3432 diaspora that have origins from islands in the Pacific (i.e. Filipinos, Melanesians,  
3433 Polynesians, etc.), hence the more updated identity-marker, Asian Americans  
3434 and Pacific Islanders.

3435 3. During the second half of class hand out copies of California Assembly Bill 1726  
3436 (Data Collection). Have students take turns reading the bill aloud popcorn style.  
3437 After the in-class reading, provide necessary context on what a bill is, and  
3438 summarize how bills become laws. Additionally, define any words or terms  
3439 students may be struggling with. In groups, have students discuss the purpose of  
3440 the bill, impact that it will have on Asian American communities, and how the  
3441 legislation helps dispel the model minority myth.

3442 4. As a homework, ask students to complete a "mini bill analysis" of Assembly Bill  
3443 1726 using the worksheet below. Let students know that they should refer to  
3444 analyses of the bill available on [www.leginfo.legislature.ca.gov](http://www.leginfo.legislature.ca.gov) and other  
3445 sources.

3446 Assessment, Application, Action, and Reflection:

- 3447 • Students will read and analyze an article and legislative document, providing  
3448 their own informed critiques, opinions, and feedback on the sources. Students  
3449 will further analyze how the document supports or argues against the model  
3450 minority myth.

3451 Materials and Resources:

- 3452 • “Re-Examined: Does Disaggregated Data Matter in Education?”  
3453 [https://www.nbcnews.com/news/asian-america/california-data-disaggregation-bill-](https://www.nbcnews.com/news/asian-america/california-data-disaggregation-bill-sparks-debate-asian-american-community-n638286)  
3454 [sparks-debate-asian-american-community-n638286](https://www.nbcnews.com/news/asian-america/california-data-disaggregation-bill-sparks-debate-asian-american-community-n638286)
- 3455 • “How Does a Bill Become a Law?” Infographic/Handout [https://www.usa.gov/how-](https://www.usa.gov/how-laws-are-made#item-213608)  
3456 [laws-are-made#item-213608](https://www.usa.gov/how-laws-are-made#item-213608)
- 3457 • “Unmasking the Myth of the Model Minority”  
3458 [https://usu.instructure.com/courses/372330/files/58303434/download?](https://usu.instructure.com/courses/372330/files/58303434/download?verifier=RDvnl8Oi8VfGK4sAeOZjoscdO2lyDrkusGTWQPrMandwrap=1)  
3459 [verifier=RDvnl8Oi8VfGK4sAeOZjoscdO2lyDrkusGTWQPrMandwrap=1](https://usu.instructure.com/courses/372330/files/58303434/download?verifier=RDvnl8Oi8VfGK4sAeOZjoscdO2lyDrkusGTWQPrMandwrap=1)
- 3460 • Petersen, William. “Success Story, Japanese-American Style” *New York Times*,  
3461 1966. Digital pdf download:  
3462 [http://inside.sfuhs.org/dept/history/US\\_History\\_reader/Chapter14/modelminority.pdf](http://inside.sfuhs.org/dept/history/US_History_reader/Chapter14/modelminority.pdf)
- 3463 • California Assembly Bill 1726  
3464 [https://leginfo.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB1726](https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1726)
- 3465 • Wu, Ellen. *The Color of Success: Asian Americans and the Origins of the Model*  
3466 *Minority*. Princeton, NJ: Princeton University Press, 2014.
- 3467 • Fuchs, Chris. “Behind the 'Model Minority' Myth: Why the 'Studious Asian'  
3468 Stereotype Hurts.” NBC News.com, August 27, 2017.  
3469 [https://www.nbcnews.com/news/asian-america/behind-model-minority-myth-why-](https://www.nbcnews.com/news/asian-america/behind-model-minority-myth-why-studious-asian-stereotype-hurts-n792926)  
3470 [studious-asian-stereotype-hurts-n792926](https://www.nbcnews.com/news/asian-america/behind-model-minority-myth-why-studious-asian-stereotype-hurts-n792926).

- 3471• Blackburn, Sarah-SoonLing. "What Is the Model Minority Myth?" Teaching  
3472 Tolerance.com, March 21, 2019. [Page 168 of 300](https://www.tolerance.org/magazine/what-is-the-<br/>3473 <u>model-minority-myth</u></a><br/>3474</p></div><div data-bbox=)

3475

## Bill Analysis Worksheet

3476• Bill Information (Name, Legislative Year, and Author):

3477

3478

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3482• What does this bill aim to do? What does it address?

3483

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3488• What, if any, are the social and/or economic benefits of this bill?

3489

3490

3491

3492

3493

3494• Does this bill directly or indirectly impact your community and/or family? If so, how?

3495

3496

3497

3498

3499

3500

3501• Do you agree with what this bill seeks to do? Please explain.

3502 \_\_\_\_\_

3503 \_\_\_\_\_

3504 \_\_\_\_\_

3505 \_\_\_\_\_

3506 \_\_\_\_\_

3507• Beyond legislation, what can be done to address the issue this bill calls attention to?

3508 \_\_\_\_\_

3509 \_\_\_\_\_

3510 \_\_\_\_\_

3511 \_\_\_\_\_

3512

3513 Sample Lesson 3

3514 Title and Grade level: Chinese Railroad Workers, 9–12

3515 Ethnic Studies Values and Principles Alignment: 1, 2, 4

3516 Standards Alignment:

3517 HSS Analysis Skills (9–12): Historical Research, Evidence, and Point of View 2;

3518 Historical Interpretation 1

3519 CA CCSS for ELA/Literacy: RH.9–10.1, 2, 6, 9; SL.9–10.1.A, 1.B, 1.C.

3520 Lesson Purpose and Overview:

3521 The fact that there is one sentence or a paragraph in the U.S. History textbooks on the  
3522 Chinese railroad workers is testament to the minimizing of the role of people of color in  
3523 building the economic apparatus of the United States. Chinese Americans are  
3524 Americans and have played a key role in building this country. Had it not been for this  
3525 work force, the greatest engineering feat of the 19th century (the railroad), would not  
3526 have been built within the allotted timeline. Asian Americans have been active labor  
3527 organizers and strikers throughout history to fight racism and exploitation. The image of  
3528 the transcontinental railroads meeting at Promontory Point on May 10th, 1869 with no  
3529 Chinese workers exemplifies the white supremacy view of U.S. history.

3530 Key Ethnic Studies Terms and Concepts: systems of power, assimilate,

3531 transcontinental, Central Pacific Railroad Company (CPRR), congenial, amassed

3532 Content and Language Objectives (Students will be able to...):

3533 1. Understand how Asian Americans have been active labor organizers and strikers  
3534 throughout history to fight racism and exploitation.

3535 2. Develop an appreciation for the contributions of Chinese Americans to U.S.  
3536 history and infrastructure.

3537 3. Students will develop their speaking skills through a Socratic seminar discussion.

3538 Essential Questions:

3539 1. How have Asian Americans responded to repressive conditions in U.S. history?

3540 2. What role have Asian Americans played in the labor movement?

3541 3. Why is it important to recognize the contributions of immigrant labor in building

3542 the wealth of the United States?

3543 4. Why is it important to remember the Chinese Railroad Strike?

3544 Lesson Steps/Activities:

3545 Overview:

3546 Day 1 – Transcontinental Railroad and Chinese Immigration

3547 Day 2 – Chinese Labor and the Building of the Transcontinental Railroad

3548 Day 3 – Socratic Seminar – addressing key questions

3549 Day 4 – Commemoration of the Golden Spike

3550 Detailed Daily Lesson Procedures

3551 Day 1 – Transcontinental Railroad and Chinese Immigration

3552 1. Post the image of a Chinese railroad worker on the screen.

3553 a. Teacher will ask students what they know about Chinese Americans and

3554 their contribution to the U.S.

3555 2. Introduce the lesson with the key overarching question:

3556 a. Why is it important to recognize the contributions of immigrant labor to

3557 building the wealth of the U.S.?

- 3558 3. Read “The Chinese Experience in 19th Century America – Background for  
3559 Teachers”, and the “Chinese Railroad Workers in North America Project” at  
3560 Stanford University.
- 3561 a. Have students read in pairs using any reading strategy for the level of the  
3562 class (annotation, mark the text, Cornell notes, choral reading, etc.)
- 3563 b. Respond to Key Questions and answer the questions on the students’  
3564 handout (see attached).

3565 Day 2 – Chinese Labor and the Building of the Transcontinental Railroad

- 3566 1. Teacher discusses the answers to the questions students have completed and  
3567 asks the question:
- 3568 a. To what extent have Chinese Railroad workers been given credit for their  
3569 contribution to the building of the transcontinental railroad?
- 3570 b. Have students look up “transcontinental railroad” in the index of their US  
3571 History textbook and have them look for text on Chinese laborers.
- 3572 2. Show on the screen the image of the May 10, 1869, Promontory Point  
3573 celebration.
- 3574 3. Have students analyze the photograph.
- 3575 a. What do they see and notice?
- 3576 b. Are there any Chinese laborers in the picture?
- 3577 4. Show video on YouTube: [https://www.youtube.com/watch?v=rQUP8-](https://www.youtube.com/watch?v=rQUP8-DJpMsandt=6s)  
3578 [DJpMsandt=6s](https://www.youtube.com/watch?v=rQUP8-DJpMsandt=6s), tell the students to pay special attention to Connie Young Yu’s  
3579 interview from 1:59–2:31. The whole video is 5:31 minutes.

3580 5. In the last half of class, individually, in pairs, or in groups, create an item to  
3581 remember the Chinese laborers: video of a skit, children's book made of  
3582 construction paper, poster, flyer, drawing, poem, etc.

3583 Day 3 – Socratic Seminar – addressing key questions

3584 Key Questions:

- 3585 1. Describe the process from the beginning to end in getting Chinese immigrants to  
3586 come to the U.S to build the transcontinental railroad and the conditions and  
3587 treatment they endured.
- 3588 2. Why is it important to remember the Chinese Railroad strike?
- 3589 3. Why is it important to recognize the contributions of immigrant labor in building  
3590 the wealth of the U.S.?

3591 Socratic Seminar Procedures and Norms:

3592 Teacher creates a circle of 9–10 chair/desks depending on how many students are in  
3593 the class. Arrange Seating:

- 3594 1. Divide students into groups of 3 or 4.
- 3595 2. Number the students 1–4.
- 3596 3. Each number will have a role but the role will rotate so each student will be  
3597 performing each role.

3598 Assign and Explain Roles:

3599 Participant #1 – Discussant. Sits in Socratic seminar circle and talks.

3600 Participant #2 – Tally-er. Tallies how many times their person talks.

3601 Participant #3 – Research Supporter. Supports the speaker with facts from research.

3602 Participant #4 – Questioner. Thinks of questions the participant can ask and to whom.

3603 Teacher states the goal of the Socratic seminar: To learn and build on each other's  
3604 knowledge. Teacher note: It is important to emphasize that the seminar is not a debate,  
3605 but an opportunity to think deeply (both individually and collectively) about the guiding  
3606 questions.

3607 Use phrases "I agree with (name of student) and I would like to add....", (name of  
3608 student) makes a good point because..., Use examples from this lesson on Chinese  
3609 Railroad Workers, from what you have learned in any of their history classes, from the  
3610 media or from their own experiences.

3611 Establish Norms: No raising hands to talk, each person needs to talk at least once, be  
3612 respectful, and refrain from side discussions.

3613 Teacher can be the discussion leader or choose a student to lead. The role of the leader  
3614 is to choose someone to start the discussion and then keep the discussion going by  
3615 calling on someone if there is a lull in the discussion.

3616 Start the discussion with 5 minute rotations. The participant will sit and talk, while the  
3617 others in the group stand behind the participant and perform their roles.

3618 Teacher calls out the rotations, for example, "1s you are in the circle, 2s tally-ers, 3s  
3619 research supporter, and 4 questioner, next round 2s are in the circle, 3s are tally-ers, 4s  
3620 research supporter and 1s questioner, etc. Each rotation addresses the questions.

3621 Teacher can issue points every time a student participates.

3622 Assessment, Application, Action, and Reflection:

3623 Commemoration of the Golden Spike

3624 Day 4: Every year, on May 10, the Golden Spike Foundation commemorates the coming  
3625 together of the Central Pacific and Union Pacific Railroads to create the  
3626 Transcontinental Railroad. Every year, there is little to no representation of the Chinese

3627laborers who have built the central pacific railroad. What are your ideas of how this  
3628committee should recognize the Chinese laborers? Use your creativity and imagination  
3629and write a letter to the committee and propose a way in which Chinese laborers can be  
3630put into the program and paraphernalia of this annual commemoration.

3631What is the best way to commemorate the building of the transcontinental railroad?

3632Discuss this question with your partner or in your group expressing your viewpoint on  
3633how Chinese should be included in every celebration and commemoration of the of the  
3634transcontinental railroad, not in a simplistic, nominal, “Oh I forgot to mention...” manner,  
3635but in a deep, integral method that gives true tribute to the labor that has built this  
3636country.

3637Write a letter to the Golden Spike Foundation, 60 South 600 East, Suite 150, Salt Lake  
3638City, Utah 84102.

3639Participation in a Socratic Seminar using the overarching questions and letter to the  
3640Golden Spike Foundation.

3641A letter to the Golden Spike Foundation and/or a representation of what you have  
3642learned in this lesson: video of a skit, children’s book made of construction paper,  
3643poster, flyer, drawing, or poem.

3644Materials and Resources:

- 3645 • “150 Years Ago, Chinese Railroad Workers Staged the Era's Largest Labor  
3646 Strike”, NBC News, June 21, 2017 <https://www.nbcnews.com/news/asian-america/150-years-ago-chinese-railroad-workers-staged-era-s-largest-n774901>  
3647
- 3648 • “The Chinese Experience in 19<sup>th</sup> Century America – Background for Teachers”\_  
3649 [http://teachingresources.atlas.illinois.edu/chinese\\_exp/introduction04.html](http://teachingresources.atlas.illinois.edu/chinese_exp/introduction04.html)
- 3650 • Chang, Gordon, Shelley Fishkin, *Chinese Railroad Workers in North America*  
3651 *Project at Stanford University, Key Questions*  
3652 <https://web.stanford.edu/group/chineserailroad/cgi-bin/website/>

- 3653 • Kwan, Rick, "CHSA tribute to the Chinese Railroad Workers", August 11, 2014.  
3654 1:59-2:31 (Connie Young Yu describes how Chinese are not recognized at the  
3655 100th anniversary of the May 10 Promontory Point Anniversary)\_  
3656 <https://www.youtube.com/watch?v=rQUP8-DJpMsandt=6s>
- 3657 • Image of the Celebration of the final golden spike being pounded in to the track  
3658 at Promontory Point where the Union Pacific and Central Pacific railroads met to  
3659 create the Transcontinental Railroad. (No Chinese laborers are in the picture)

3660 Other sources:

- 3661 • Chew, William R., *Nameless Builders of the Transcontinental Railroad*, Trafford  
3662 Publishing, 2004.
- 3663 • SPICE Lesson: Modules on the Chinese Railroad Workers.\_  
3664 [https://spice.fsi.stanford.edu/multimedia/chinese-railroad-workers-north-america-](https://spice.fsi.stanford.edu/multimedia/chinese-railroad-workers-north-america-project)  
3665 [project](https://spice.fsi.stanford.edu/multimedia/chinese-railroad-workers-north-america-project)
- 3666 • Gordon H. Chang and Shelley Fisher Fishkin, editors, with Hilton Obenzinger and  
3667 Roland Hsu, [The Chinese and the Iron Road: Building the Transcontinental](#)  
3668 [Railroad](#), Stanford University Press, 2019.
- 3669 •

3670 Handout A

3671 Transcontinental Railroad and Chinese Immigration

3672 Read "The Chinese Experience in 19<sup>th</sup> Century America – Background for Teachers",

3673 [http://teachingresources.atlas.illinois.edu/chinese\\_exp/introduction04.html](http://teachingresources.atlas.illinois.edu/chinese_exp/introduction04.html)

3674 Answer the questions below:

3675 1. When did the Chinese first start emigrating to the U.S.?

3676 2. What were the push factors (conditions in China that pushed Chinese out) for  
3677 why Chinese were immigrating to the U.S. in the early 1800s?

3678 3. What were the pull factors (conditions in the U.S. that pulled Chinese in)?

3679 Use this source to answer the questions below:

3680 Read the Key Questions section [https://web.stanford.edu/group/chineserailroad/cgi-](https://web.stanford.edu/group/chineserailroad/cgi-bin/website)

3681 [bin/website](https://web.stanford.edu/group/chineserailroad/cgi-bin/website) (Gordon Chang and Shelley Fishkin, Chinese Railroad Workers in North

3682 America Project at Stanford University)

3683 1. Explain why and how Chinese were sought after to come to the U.S. to build the  
3684 transcontinental railroad.

3685 2. Describe the types of repression and discrimination Chinese railroad workers  
3686 endured under the railroad companies and management.

3687 3. Discuss the details of the Chinese railroad strike that occurred in 1867 and their  
3688 demands.

3689 4. To what extent was the strike a success?

3690

3691 Sample Lesson 4

3692 Title and Grade Level: Hmong Americans – Community, Struggle, Voice, 9–12

3693 Ethnic Studies Values and Principles Alignment: 1, 2, 4

3694 Standards Alignment:

3695 HSS Content Standard 11.11.1

3696 CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 7; W.9–10.1; SL.9–10.1

3697 Lesson Purpose and Overview:

3698 Overview: Hmong Americans are seen as Asian Americans, yet they have a very unique  
3699 experience and history in the U.S. The goal of this lesson is to delve deeply into their  
3700 experience and understand their formation as a community and as a voice within  
3701 American society. This lesson uses the voices of Hmong women, men, girls, and boys,  
3702 as well as an article from the *Amerasia Journal* to create an understanding of the issues  
3703 and experiences of the Hmong American Community.

3704 Takeaways:

- 3705 • Understand the distinct experience of the Hmong American community, as a  
3706 subgroup in Asian American community, that it is complex and not monolithic.
- 3707 • Use the inspiration of the spoken word examples of two Hmong teenagers to  
3708 create a spoken word poem to reflect on individual experiences and explore  
3709 identity.

3710 Key Ethnic Studies Terms and Concepts:

3711 Hmong – Minority Ethnic Group located in the mountains of southern China and  
3712 Southeast Asia. Most Hmong Americans are from Laos and Vietnam.

3713 Oral history – Stories told from experience passed down through the generations.

3714Laos – country located in Southeast Asia.

3715CIA – Central Intelligence Agency that conducted the Secret War in Laos during the  
3716Vietnam War.

3717Refugee Resettlement Act of 1980 – Law passed to add an amendment onto the  
3718Naturalization Act of 1965 that allowed Southeast Asian immigrants to the U.S. for  
3719humanitarian reasons.

3720Asian American – Americans of Asian ancestry including all countries in Asia.

3721Secret War in Laos – During the Vietnam War, Kennedy and then Nixon directed the  
3722CIA to conduct a secret war without telling Congress, utilizing Hmong, Lu Mien, Laotians,  
3723and other Southeast Asians to fight the communists, Pathet Laos.

3724Patriarchy - a system of society or government in which men hold the power and  
3725women are largely excluded from it.

3726Content and Language Objectives (Students will be able to...):

3727Students will be able to understand the diversity of the Hmong American experience  
3728through spoken word poems, oral histories, and articles as evidenced by creating a  
3729spoken word poem expressing their own experience, or by addressing each essential  
3730question with a well written paragraph.

3731Essential Questions:

3732 1. What is the history of Hmong immigration to the U.S?

3733 2. Based on the videos of Hmong Americans speaking about their lives, how can  
3734 you best describe how they came here and their experience here in the U.S?

3735 3. Compare the experiences of the first generation Hmong immigrants to their  
3736 children who were born in the U.S. and differentiate the experiences between the  
3737 girls and the boys.

3738 Lesson Steps/Activities:

- 3739 1. Ask the question – Is anyone here Hmong? (If anyone raises their hand, ask  
3740 them to feel free add and comment to any content that is being presented as this  
3741 lesson on Hmong Americans – their experiences and identity. But to not feel any  
3742 pressure to represent their whole community.)
- 3743 2. Today we are going to learn about the Hmong in American and focus on these  
3744 essential questions (read essential questions 1–3 aloud).
- 3745 3. But first we are going to learn some basic information about the Hmong, which is  
3746 a group within the Asian American community. What are questions you have  
3747 about the Hmong? (Teacher solicits questions and writes the on the white board.)
- 3748 4. Let's read aloud together the Quick Fact Sheet about the Hmong community in  
3749 the U.S. And see if some of these questions will be answered. (Alternate choral  
3750 reading – teacher reads one fact, the whole class reads the next fact, teacher  
3751 walks around the room as students and teacher read the facts – Quick Fact  
3752 Sheet attached.)
- 3753 5. Based on this information, which questions have we answered? Go through the  
3754 questions and answers.
- 3755 6. These are general facts about the Hmong community but let's go deeper in trying  
3756 to understand what the Hmong experience here in the U.S. What is Hmong  
3757 American experience? What was their experience in getting here to the U.S.?  
3758 And let's compare the experiences of the first generation Hmong immigrants to  
3759 their children who were born in the U.S. and differentiate the experiences  
3760 between the girls and the boys.
- 3761 We are going to watch a video interview of a Hmong couple who immigrated to  
3762 the U.S. and learn about how they came to the U.S. As you watch, you must read

3763 the subtitles, as they speak Hmong. Think about the question what hardships did  
3764 they endure to get to the U.S as you watch the video:

3765 “Starting Again in the Refugee Camp” A short Documentary about Pang Ge Yang  
3766 and Mee Lee. An incredible story of Love, Loss and Hope. At the end of the  
3767 Secret War, Pang Ge Yang escapes from Laos into Thailand. Through the harsh  
3768 journey through the jungle, Pang Ge's pregnant wife dies and he is unable to  
3769 leave her body for three days. Mee Lee also is fleeing war torn Laos, and her  
3770 husband dies during the escape. Mee found herself as a near death, broken  
3771 widow in the Thailand refugee camps. After losing everything, a miracle happens  
3772 and these two widows find each other and a new reason for life again in each  
3773 other. 9 mins <https://www.youtube.com/watch?v=eDWU5zP-B6g>

3774 7. We are going to watch two spoken word poems of two teenage Hmong females.  
3775 As you watch them, think about how they have developed their identity as being  
3776 Hmong American. As you watch them, think about what it is like to be a young  
3777 Hmong American woman. <https://www.youtube.com/watch?v=N6XxuyYI6ho>

3778 8. After the videos do a Think, Write, Pair/Share exercise: Let students think about  
3779 the question you have written on the board (what it is like to be a young Hmong  
3780 American woman?) for one minute in silence, then write for one minute and then  
3781 share their written thoughts with a partner.

3782 Some important things to point out in the discussion:

3783 • being caught between two worlds, with their parents and the pressures of  
3784 American society, language barrier with parents and not fully accepted into  
3785 the American society

3786 • the frustration they feel not being appreciated for being Hmong but rather  
3787 being called Chinese or from Hong Kong

3788 • living in a patriarchy and family expectations, and family hypocrisies

- 3789 • feeling ashamed not meeting the high expectations of the American  
3790 educational system
  - 3791 • feeling proud to be Hmong and a daughter
  - 3792 • learning how to embrace their heritage and culture but at the same time  
3793 pursue their dreams of going to college
  - 3794 • developing an identity of their own as proud Hmong Americans
- 3795 9. We are going to read an excerpt from “Criminalization and Second Generation of  
3796 Hmong American Boys.” As you read this excerpt think about a similar question  
3797 what it is like to be a young Hmong American male? (pages 113-116,  
3798 “Criminalization and Second Generation Hmong American Boys” by Bao Lo.)
- 3799 a. As students read the article, give them the annotation chart and direct  
3800 them to annotate as they read. (Adding a symbol next to a sentence that  
3801 corresponds to their thinking or feeling about the text – annotation sheet  
3802 attached.) Tell the students to be ready to answer the question using  
3803 evidence from the text.
  - 3804 b. Hold a reflective class discussion: What is it like to be a young Hmong  
3805 American male?
  - 3806 c. Some important things to point out in the discussion:
    - 3807 i. Similar to African American and Latino young males, Hmong young  
3808 males are thought of as gangsters, drop outs and delinquents by  
3809 law enforcement and authority figures.
    - 3810 ii. The invisibility of Asian American and Pacific Islander groups  
3811 regarding incarceration and criminalization in research and public  
3812 policy shows a need to understand it better.

- 3813 iii. Teachers often treat the dress of baggy clothing, quietness, and  
3814 swaggering of the Hmong boys as deviant.
- 3815 iv. This implicit bias among authority members leads to racial profiling  
3816 of Hmong boys and leads to the boys feeling of isolation and  
3817 frustration.
- 3818 v. The criminalization of men and boys of color goes hand in hand  
3819 with the decriminalization of white males as a result white  
3820 criminality is less controlled, surveilled and punished while black,  
3821 Latino, and Southeast Asian criminality is treated as threatening and  
3822 in need of punishment.
- 3823 10. Assessment – To show evidence of what you have learned you can choose one  
3824 of two assignments:
- 3825 a. Write a paragraph of 5–10 sentences answering each essential question  
3826 using the evidence from the sources we used, or
- 3827 b. Write a spoken word poem expressing your identity – follow these  
3828 directions on this website: [https://www.powerpoetry.org/actions/5-tips-](https://www.powerpoetry.org/actions/5-tips-spoken-word)  
3829 [spoken-word](https://www.powerpoetry.org/actions/5-tips-spoken-word), you will get extra credit for performing your poem in class.

### 3830 Lesson Modifications/Accommodations for Students with Diverse Needs

- 3831 1. During the video of the Hmong couple who speak Hmong, read the subtitles out  
3832 loud over a microphone if available.
- 3833 2. Show the spoken word video twice to give students time to grasp the information.
- 3834 3. Give students more time to think and write.
- 3835 4. On the Think Write Pair/Share Handout, use sentence starter frames.

- 3836 5. If available, have a special education aide read the hand out with a student or  
3837 group of students and ask the key questions.
- 3838 6. If available, have the special education aide lead a small group discussion on the  
3839 handout that will help prompt the students in their writing.
- 3840 7. Read “Criminalization and Second Generation Hmong American Boys” out loud  
3841 and have students read along with the teacher.
- 3842 8. Provide a paragraph frame: Topic Sentence, evidence, explanation, commentary.

3843 Assessment, Application, Action, and Reflection: See Step 10 above.

3844 Materials and Resources:

3845 Create a Spoken Word Poem Directions Handout from the website:

3846 <https://www.powerpoetry.org/actions/5-tips-spoken-word>

3847 “Starting Again in the Refugee Camp” - A short Documentary about Pang Ge Yang and

3848 Mee Lee. <https://www.youtube.com/watch?v=eDWU5zP-B6g>

3849 Lo, Bao “Criminalization and Second-Generation Hmong American Boys”, *Ameriasia*

3850 *Journal* 44:2, 113-126. UCLA Asian American Studies Center Press, 2018

3851 “Hmong Story 40 Project” (a series of video interviews and documentaries of Hmong

3852 refugees and immigrants) <https://www.youtube.com/channel/UCZ->

3853 [kAFGMfquHnAy7IJV5rhg](https://www.youtube.com/channel/UCZ-kAFGMfquHnAy7IJV5rhg)

3854 Quick Fact Sheet (below)

3855 Think Write Pair/Share Handout (below)

3856 Annotation Chart (below)

3857

3858

## Quick Fact Sheet about the Hmong in the U.S.

3859

3860

3861

3862

- The Hmong are an ethnic group that lives in the mountains primarily in southern China, Laos, Burma, northern Vietnam and Thailand. They are a subgroup of the Miao ethnic group and have more than one dialect within and among the different Hmong communities.

3863

3864

3865

3866

3867

- During the Vietnam War, Laos also experienced a civil war in which three princes sought control over the Royal Lao government. One of the princes sought support from the Vietnamese communists, while the other sought support from the U.S. Both sides swept in and recruited Hmong to join their military forces.

3868

3869

- The most successful was the Royal Lao government, which was backed by the U.S. CIA.

3870

3871

3872

- In 1961, 18,000 young Hmong men joined the U.S. backed armies in the Secret War in Laos with the promise that the Royal Lao government and the U.S. would take care of them if Laos fell to the communists.

3873

3874

3875

3876

- When Vietnam and Laos fell to the communists in 1973, the Hmong were persecuted by the communists causing most to flee their homeland. The majority crossed the Mekong River and made their way to Thailand to live in refugee camps.

3877

3878

- Several families stayed in these camps for years until being processed and either returned to their home countries or sent to the U.S.

3879

3880

- The U.S. refugee resettlement Act of 1980 brought in over 200,000 Hmong families to live in cities spread across the U.S. from 1980-2000.

3881

3882

- Over the years, the Hmong migrated to specific Hmong ethnic enclaves within U.S. cities within California, Minnesota, and Wisconsin.

- 3883 • From the mid-1980s–2000s there has been a gradual rise in undergraduate  
 3884 college enrollment particularly in Minnesota, Wisconsin, and California. This has  
 3885 led to college courses on Hmong language and Hmong American history and  
 3886 culture.
- 3887 • Today there are large Hmong communities in Fresno, St. Paul, Minneapolis,  
 3888 Sacramento, Merced, Milwaukee, Wausau, and Green Bay, with the total  
 3889 population over 300,000.
- 3890 • The Hmong have played a key role in helping the farm communities grow and  
 3891 flourish.
- 3892 • The rich Hmong culture involved embroidery, story clothes, ghost stories, and  
 3893 many rituals.
- 3894 • Although the Hmong fall under the category of Asian American in the U.S., they  
 3895 endure one of the highest poverty rates at 37.8 in 2004 among all ethnic groups  
 3896 so they do not receive the services they need because they have been lumped  
 3897 into the Asian American group.
- 3898 • The Hmong struggle with the dual identities of being labeled as the Model  
 3899 Minority or as criminals for the young males.

3900 Sources:

- 3901 "Hmong Timeline." *Minnesota Historical Society*, [www.mnhs.org/hmong/hmong-](http://www.mnhs.org/hmong/hmong-timeline)  
 3902 [timeline](http://www.mnhs.org/hmong/hmong-timeline)
- 3903 Her, Vincent K, and Mary Louise Bulby-Meissner, *Hmong and American From*  
 3904 *Refugees to Citizen*. Minnesota Historical Society Press. 2012.
- 3905 Lo, Bao "Criminalization and Second-Generation Hmong American Boys",  
 3906 *Ameriasia Journal* 44:2, 113-126. UCLA Asian American Studies Center  
 3907 Press, 2018.

- 3908      Thao, Dee, director. "Searching For Answers: Retracing a Hmong Heritage,"  
3909              YouTube, 4 June 2013, [www.youtube.com/watch?v=sF6pm6gYfk4](http://www.youtube.com/watch?v=sF6pm6gYfk4).
- 3910      Xiong, Yang Sao, "An Analysis of Poverty in Hmong America" - *Diversity in*  
3911              *Diaspora Hmong Americans in the Twenty-First Century*, edited by Mark  
3912              Edward Pfeifer, Monica Chiu, and Kou Yang University of Hawai'i Press,  
3913              Honolulu, 2012.
- 3914

3915

## Think Write Pair/Share

3916 Essential Question: \_\_\_\_\_

3917 **Think** for one minute about how the source had details that answered the  
3918 essential question.

3919 **Write** for one minute about the details and facts you can remember from the  
3920 source which addresses the essential question.

3921 \_\_\_\_\_  
3922 \_\_\_\_\_  
3923 \_\_\_\_\_  
3924 \_\_\_\_\_

3925 **Pair/Share** for one minute per person, share out your thinking and writing  
3926 about the essential question using the sources provided. Be ready to share out the  
3927 information your partner provided if the teacher calls on you.

3928

3929

**Annotation Chart**

| Symbol | Comment/Question/Response                                   | Sample Language Support  |
|--------|---|--|
| ?      | Questions I have<br>Confusing parts for me                  | The sentence, "...”is unclear because...<br>I don't understand what is meant when the author says...   |
| +      | Ideas/statements I agree with                               | I agree with the author's statement that... because...<br>Similar to the author, I also believe that... because                                    |
| -      | Ideas/statements I disagree with                            | I disagree with the author's statement that... because...<br>The author claims that... However, I disagree because...                              |
| *      | Author's main points<br>Key ideas expressed                 | One significant idea in this text is...<br>One argument the author makes is that...  |
| !      | Shocking statements or parts<br>Surprising details/claims   | I was shocked to read that...(further explanation)<br>The part about _____ made me feel... because...  |
| 0      | Ideas/sections you connect with<br>What this reminds you of | This section reminded me of...<br>I can connect with what the author said because...<br>This experience connects with my own experience in that... |

3930

3931 Sample Lesson 5

3932 Title and Grade Level: Cambodian Americans – Deportation Breaking Families Apart, 9–  
3933 12

3934 Ethnic Studies Values and Principles Alignment: 1, 3, 4, 5, 6

3935 Standards Alignment:

3936 HSS Content Standards: 10.9.3, 11.9.3, 11.11.7

3937 CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 6, 7; W.9–10.1; SL.9–10.1

3938 Lesson Purpose and Overview:

3939 Cambodian Americans are a sub Asian American group that are experiencing numerous  
3940 deportations as a result of a repatriation act passed in the 1990s. This act focuses on  
3941 deporting Cambodian Refugee felons for petty crimes even after they have served their  
3942 time. Over 500 mainly Cambodian American males have been deported back to  
3943 Cambodia to live in a society that is unwelcoming to them. They are culturally American  
3944 yet they are barred from ever returning to the U.S. Many of them have wives and  
3945 children in the U.S. These family separations are causing generational trauma to the  
3946 wives, children, and parents. They are forced to live in a “borderland” as they are also  
3947 not treated as equals in Cambodia. This criminalization of Cambodian male youth  
3948 mirrors the experiences of Chicana/o/x and Latina/o/x youth with the added Cambodian  
3949 U.S. repatriation act. Fortunately there are organizations recognizing this is a human  
3950 rights issue and are making this issue known.

3951 Key Ethnic Studies Terms and Concepts:

3952 Cambodia – Southeast Asian country that got caught in the Vietnam War due to the  
3953 secret bombings.

3954 Immigration Naturalization Act – This law defines who can immigrate to the U.S. and  
3955 causes for deportation.

3956 U.S. involvement in the Vietnam War – During the Cold War era, the U.S. became  
3957 militarily involved in the Vietnam War to stop the spread of communism. The war spread  
3958 to neighboring Southeast Asian Countries like Cambodia and Laos causing instability,  
3959 chaos, death, destruction and a refugee crisis.

3960 U.S. secret bombing of Cambodia – From 1969 to 1973, under the Nixon administration,  
3961 the U.S. Air Force secretly dropped bombs in Cambodia near the border of Vietnam  
3962 to try to destroy the Ho Chi Minh trails that the Viet Cong used to travel down to South  
3963 Vietnam to attack.

3964 Pol Pot – The communist leader who fought the U.S. backed Cambodian government  
3965 who took power and tried to weed out anything that had any U.S. or western influence  
3966 as a reaction to the bombings. This caused a period of time called the Killing Fields in  
3967 which 10% of the population was killed.

3968 Killing Fields – genocide in which the Cambodian government killed any person  
3969 suspected of siding with the U.S. or being influenced by the U.S. Doctors, teachers, and  
3970 anyone educated was killed.

3971 Refugee – a person forced to leave their home country for fear of losing their lives, or of  
3972 suffering.

3973 Khmer Rouge – Pol Pot's political organization that was staffed with youth, child soldiers.

3974 Genocide – mass murder of an entire group of people.

3975 Trauma – a deeply distressing or disturbing experience that causes negative  
3976 psychological effects, i.e. depression, anxiety, etc.

3977 Content and Language Objectives (Students will be able to...):

- 3978 1. Understand the history of how the U.S. involvement in the Vietnam War drew  
3979 Cambodia into political turmoil, leading to the killing fields and forcing many  
3980 Cambodians to flee to the U.S. as refugees.

3981 2. Understand the specific issues that Cambodian Americans face, including high  
3982 poverty rates, high incarceration rates, and high rates of deportations.

3983 3. Understand the impact of these deportations on the Cambodian American  
3984 community.

3985 Essential Questions:

3986 1. What is the history of Cambodian immigration to the U.S? Why and how did they  
3987 come to the U.S.?

3988 2. Describe the Cambodian American community today, and in particular the issue  
3989 of deportations that they are dealing with.

3990 3. What impact are these deportations having on Cambodian American families and  
3991 why are advocacy groups calling it a human rights issue?

3992 Lesson Steps/Activities:

3993 Day 1

3994 1. Ask the question – How many people know where Cambodia is on the world  
3995 map? If a student raises their hand, ask them to come point out where it is on a  
3996 world map or globe. Also project a picture of the Cambodian Flag on the screen if  
3997 you are able.

3998 2. Today we are going to learn about Cambodian Americans, their history of  
3999 immigration to the U.S. and what issues they are facing today (read essential  
4000 questions 1-3 aloud).

4001 3. In pairs, bring up the source: “Cambodian Americans” [http://www.asian-  
4003 nation.org/cambodian.shtml#sthash.G71688Ox.dpbs](http://www.asian-<br/>4002 nation.org/cambodian.shtml#sthash.G71688Ox.dpbs) and answer the questions  
4004 on the handout “Cambodian Americans – Immigration and Experience in  
America.”

4005 4. Have students work in pairs to answer the questions on the hand out. They can  
4006 take turns reading to each other and listening. Turn it in at the end of class.

4007Day 2

4008 5. Jigsaw Export/Home groups – break students into groups of 4, number them 1-4.  
4009 Tell them they are currently in their home groups, and that each number is going  
4010 to become an expert on a source that will give them more information about the  
4011 deportation issue within the Cambodian American community.

4012 6. Before they break into the expert groups – Discuss the deportation issue with  
4013 your class, give a short 5-10 minute lecture on why and how are Cambodian  
4014 Americans who were born in refugee camps, have green cards and have lived in  
4015 the U.S. the majority of their lives are now at risk of being deported.

4016 Mini Lecture –The NPR article, “The U.S. Immigration and Nationality Act”  
4017 outlines how non-U.S. citizens may be deported back to their country of origin,  
4018 even if they're in the country legally. "Violation of law" is listed as a deportable  
4019 offense. <https://www.uscis.gov/ilink/docView/SLB/HTML/SLB/0-0-0-1/0-0-0-29/0-0-0-5684.html>  
4020

4021 The U.S. has been repatriating Cambodian immigrants since 2002, when an  
4022 agreement was made between Washington and Phnom Penh that said  
4023 Cambodia would accept deportees. That deal fell apart last year  
4024 ([https://www.straitstimes.com/asia/se-asia/cambodia-suspends-repatriation-  
4025 agreement-with-us](https://www.straitstimes.com/asia/se-asia/cambodia-suspends-repatriation-agreement-with-us)), prompting the Trump administration to impose visa  
4026 sanctions on some Cambodian officials and families  
4027 ([https://www.voanews.com/a/united-states-cambodia-agree-on-  
4028 deportations/4248241.html](https://www.voanews.com/a/united-states-cambodia-agree-on-deportations/4248241.html)). The two governments eventually worked out a new  
4029 agreement in early 2018 and Cambodia began accepting Cambodian nationals,  
4030 this time in even greater numbers than before.” Many times Cambodian  
4031 Americans are deported for a crime they committed when they were young and  
4032 they did their time, they move on with their lives, marrying and having kids. As

4033 mature husbands and fathers, they are now being deported for something they  
4034 thought was a part of their past and dealt with. (Check for understanding)

4035 7. Expert Groups – Tell them they will be given a source to access online through  
4036 their Chromebooks, or teachers can make hard copies and set up video watching  
4037 stations and that while they are reading and watching to use critical literacy to  
4038 think about the information they are learning. Questions they should think about  
4039 while they are analyzing their sources are:

4040 a. What is the legal basis for these deportations?

4041 b. Why are these deportations unfair?

4042 c. What effect are these deportations having on the deportees and the  
4043 families still living in the U.S?

4044 d. What groups are doing something about the deportations and what are  
4045 they doing?

4046 Since they will be the only person reporting back to their home group on their  
4047 source, they really need to pay attention and take good notes. (All of these  
4048 directions are on the two page handout – make hard copies for every student).

4049 8. Home Groups – Tell students to return to their home groups and report to their  
4050 groups their findings from their sources. They take turns from 1-4 presenting their  
4051 facts, quotes and evidence while the rest of the group takes notes from listening  
4052 to the expert. At the end of the time period, all of their quadrants should be filled  
4053 out completely.

4054 9. Assessment

4055 a. Reflect on your learning: What effects are these deportations having on  
4056 the Cambodian American community? Why are advocacy groups calling  
4057 these deportations a human rights violation?

4058 10. Action: To show evidence of your learning from this lesson you can choose one  
4059 of the three options below:

4060 • Write a letter to or call your congressperson to advocate and end to these  
4061 deportations as well as to the deportations of undocumented immigrants from  
4062 the Latino community.

4063 • Join one of the organizations that is working towards helping these families  
4064 that are dealing with a loved one being deported and report back how you are  
4065 participating.

4066 • Create a public service announcement that educates others about this issue  
4067 and post it on Instagram or Facebook. It must include a way for people to get  
4068 involved.

4069 Lesson Modifications/Accommodations for Students with Diverse Needs

4070 1. As an alternative, instead of jigsaw expert groups, you can show the videos and  
4071 read the articles as a whole class and then have students take notes in groups.

4072 2. Use sentence frames to help students access the assessments (writing a letter to  
4073 their congressperson).

4074 Assessment, Application, Action, and Reflection: See steps 9 and 10 above.

4075 Materials and Resources:

4076 Dunst, Charles, "Cambodian Deportees Return to a 'Home' They've Never Known", The  
4077 Atlantic, 16 Jan 2019.

4078 [https://www.theatlantic.com/international/archive/2019/01/america-deports-cambodian-](https://www.theatlantic.com/international/archive/2019/01/america-deports-cambodian-refugees/580393/)  
4079 [refugees/580393/](https://www.theatlantic.com/international/archive/2019/01/america-deports-cambodian-refugees/580393/)

4080 Couture, Denise, "U.S. Deports Dozens More Cambodian Immigrants, Some For  
4081 Decades-Old Crimes", NPR, 18 Dec 2018.

4082 [https://www.npr.org/2018/12/18/677358543/u-s-deports-dozens-more-cambodian-](https://www.npr.org/2018/12/18/677358543/u-s-deports-dozens-more-cambodian-immigrants-some-for-decades-old-crimes)  
4083 [immigrants-some-for-decades-old-crimes](https://www.npr.org/2018/12/18/677358543/u-s-deports-dozens-more-cambodian-immigrants-some-for-decades-old-crimes)

4084 “Deported from U.S., Cambodians fight immigration policy” PBS Newshour, 7 May 2017

4085 <https://www.youtube.com/watch?v=AQMuGOXc-i4>

4086 “Deported: Forced Family Separation (Part 2 of 5) | NBC Asian America”, NBC News,

4087 16 Mar 2017 <https://www.youtube.com/watch?v=dULdy78KOLU>

4088 “Cambodian Americans”, Asian Nation, Asian American History Demographics and

4089 Issues (This article is an edited chapter on the major historical events and contemporary

4090 characteristics of the Cambodian American community, excerpted from *The New Face*

4091 of *Asian Pacific America: Numbers, Diversity, and Change in the 21st Century*, edited by

4092 Eric Lai and Dennis Arguelles in conjunction with AsianWeek Magazine and published

4093 by the UCLA Asian American Studies Center.)

4094 <http://www.asiannation.org/cambodian.shtml#sthash.G7I688Ox.dpbs>

## 4095 Native American Studies Course Outline

4096 Course Title: Native American Experience

4097 Note on Disciplinary Naming: Native American Studies

4098 Throughout Ethnic Studies, the study of Native and indigenous people have taken on  
4099 various academic field names, including, American Indian Studies, Native American  
4100 Studies, and Indigenous Studies. While they all cover the histories, contributions,  
4101 politics, and cultures of indigenous people, the specific academic field names are often  
4102 used to denote specific groups. While American Indian and Native American Studies  
4103 refer to the study of indigenous people in the Americas, Indigenous Studies takes a  
4104 more global approach and is used to discuss indigenous and aboriginal people beyond  
4105 the U.S. While Mexican Americans and Latina/o/x Americans have native ancestry, their  
4106 indigenous histories are addressed in the Chicana/o/x and Latina/o/x course outline. In  
4107 the U.S. and Canada, all native groups have been impacted by their status and federal  
4108 recognition.

4109 Course Overview: The course will explore the complexity and diversity of Native  
4110 American experiences from the pre-contact era to the present, highlighting key concepts  
4111 like indigeneity, settler colonialism, environmental justice, cultural retention, cultural  
4112 hegemony, imperialism, genocide, language groups, self-determination, land  
4113 acknowledgement, and tribal sovereignty. The course will provide students with a  
4114 comprehensive understanding of how the role of imperialism, settler colonialism,  
4115 and genocide, both cultural and physical, of North American Native Americans  
4116 contributed to the formation of the United States. Students will be exposed to the history  
4117 and major political, social, and cultural achievements of various Native American tribes.  
4118 Overall, students will have an opportunity to critically engage readings, materials, and  
4119 sources from indigenous perspectives.

4120 Course Content: The course will: (1) Foreground the rich history of sovereign and  
4121 autonomous Native American tribes as dynamic civilizations and holistic human beings.  
4122 (2) Delve into the implications of genocide and forced land removal on Native American

4123populations. (3) Grapple with the cultural and ideological similarities and differences  
4124amongst various tribes in and outside of the California region. Students will identify  
4125salient values, traditions, and customs relevant to California-based Native American  
4126populations. And (4), highlight major periods of resistance and social activism, like the  
4127American Indian Movement (AIM), and recent movements around the Emeryville  
4128Shellmounds and the Dakota Access Pipeline.

4129Sample Topics:

- 4130 • Pre-contact Native American knowledge, epistemologies, and culture
- 4131 • Cahokia Pyramids Cliff Dwellings
- 4132 • Settler Colonialism and Land Removal
- 4133 • Land acknowledgement and the recognition of the different regions (California  
4134 Region, Plains, Northeast, Northwest, Southwest, Southeast)
- 4135 • The Doctrine of Discovery and Manifest Destiny<sup>6</sup>
- 4136 • The History and Implications of Broken Treaties
- 4137 • The Enslavement of California Native Americans during the Gold Rush and  
4138 Mission Periods
- 4139 • Symbolism of Regalia Worn at Pow Wows.
- 4140 • Destruction of the Ecology, Sacredness of Nature, and traditional ecological  
4141 knowledge (TEK)
- 4142 • Native American Enslavement and Genocide in California Missions
- 4143 • The Medicine Wheel

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26 6 The Doctrine of Discovery is a papal policy created in Europe that gave the right to  
27 Europeans to take the land of non-Christians around the world.

- 4144 • The Peace and Dignity Journeys
- 4145 • The Prophecy of the Eagle and the Condor
- 4146 • Genocide, Past and Present, in Native Communities
- 4147 • Native Americans and their Relationship to the United Nations Definition on  
4148 Genocide
- 4149 • American Indian Religious Freedom Act
- 4150 • Native American Graves Protection and Reparation Act
- 4151 • Forced Assimilation and American Indian Boarding Schools
- 4152 • Native American Foodways and Seed Protection
- 4153 • The Contributions of Native Americans During World War II
- 4154 • The American Indian Movement (AIM)
- 4155 • From Acorns to the Three Sisters: Native American Cultural Retention
- 4156 • The Occupation of Alcatraz
- 4157 • The Struggle for and Separation of Native American Sacred Lands
- 4158 • Native Americans and the Environmental Justice Movement
- 4159 • Contemporary Debates on the Appropriation of Native American Culture
- 4160 • Native American Identity and Federal Recognitions
- 4161 • Native American Literature and Folklore
- 4162 • The Native American Oral Tradition

- 4163 • Identification of Contemporary Debates on Claiming Indigeneity and Blood
- 4164 • Quantum Restrictions
- 4165 • Life on Reservations and Rancherias, and Forced Urban Relocation
- 4166 • Native American Intergenerational Health Disparities and Healing
- 4167 • Native American Feminism
- 4168 • Eighteen California Treaties that were Unratified
- 4169 • Native American Mascot Controversy in Mainstream Sports
- 4170 Potential California Tribes to Cover<sup>7</sup> (this list is in no way exhaustive):
- 4171 • Patwin Wintun
- 4172 • Ohlone
- 4173 • Hupa
- 4174 • Maidu
- 4175 • Chumash
- 4176 • Yurok
- 4177 • Winnemen Wintu
- 4178 • Tuolumne Band Me-Wuk
- 4179 • Wiwok
- 4180 • Cahuilla

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287 It is recommended that teachers do an intensive research on local indigenous groups  
29and their current status.

4181 • Kumeyaay

4182 • Tataviam

4183 • Tongva

4184 • Shoshone

4185 Potential Significant Historical Figures to Cover (this list is in no way exhaustive)

4186 • Zitkala Sa Chase Iron Eyes

4187 • Jim Thorpe

4188 • Diane Almendariz

4189 • Corrina Gould

4190 • Caleen Sisk

4191 • Toypurina

4192 • Xiuhtezcatl Martinez

4193 • John Trudell

4194 • Pomponio

4195 • Geronimo

4196 • Dennis Banks

4197 • Sharice Davids

4198 • Winona Laduke

4199 • Sitting Bull

- 4200 • Vine Deloria
- 4201 • Gregory Cajate
- 4202 • Sandy Grande
- 4203 • Sasheen Little Feather
- 4204 • Donald Fixico
- 4205 • Jacque Nunez
- 4206 • Deb Haaland
- 4207 • Shannen Koostachin
- 4208 • Wilma Mankiller

4209

4210Sample Lesson 1

4211Title and Grade Level: Develop or Preserve? The Shellmound Sacred Site Struggle, 9–

421212

4213Ethnic Studies Values and Principles Alignment: 2, 3

4214Standards Alignment:

4215CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 4; Historical

4216Research, Evidence, and Point of View 1, 2, 4; Historical Interpretation 1, 5.

4217CA CCSS for ELA/Literacy: RH.9–10.1, 4, 6, 9; WHST. 9–10.1, 4, 5, 6, 7.

4218CA ELD Standards: ELD PI.9–10. 1, 2, 3, 6, 9, 10, 11.

4219Lesson Purpose and Overview:

4220 This lesson exposes students to a highly contentious and ongoing debate around Native  
4221 American sacred sites. Students will be introduced to the history of the Ohlone people,  
4222 the significance of shellmounds, and ongoing protests that have been organized to  
4223 protect sacred sites. Students will engage sources that both support the preservation of  
4224 these sites and those that are in favor of development. Finally, students will develop a  
4225 persuasive essay where they are able to offer their own opinion on the issue supported  
4226 by primary and secondary source research.

4227 Key Terms and Ethnic Studies Concepts: marginalization, sacred sites, shellmounds,  
4228 preservation, repatriation

4229 Content and Language Objectives (Students will be able to...):

- 4230 1. Learn about the significance of shellmounds and sacred sites for Native  
4231 Americans, specifically for the Ohlone people.
- 4232 2. Analyze how redevelopment and gentrification further settler colonial practices  
4233 and violate the sovereignty of indigenous lands and sacred sites.

4234 Essential Questions:

- 4235 1. Should indigenous lands and sacred sites be saved and protected? If so, what  
4236 are the challenges in doing so?
- 4237 2. Who should determine what happens to indigenous lands and sacred sites?
- 4238 3. What should be done to reclaim and restore sacred lands?

4239 Lesson Steps/Activities:

4240 \*Lesson Note: This lesson focuses on the San Francisco Bay Area, but can be adapted  
4241 to highlight a number of sacred sites that are currently or have been a space of  
4242 contention. For example, a similar lesson on the Puvungna burial site located at  
4243 California State University, Long Beach or the Standing Rock Movement, would also

4244introduce students to contemporary debates and struggles regarding the use of sacred  
4245lands.

4246Day 1

- 4247 1. Begin with a community building activity (5-10 minutes). A sample list of  
4248 community building activities are provided in the glossary.
- 4249 2. Engage the class by asking how many students have shopped or visited the  
4250 movie theater at the Emeryville Bay Street Mall. While students briefly discuss  
4251 their experiences at Bay Street Mall, project a current image of the mall next to a  
4252 1924 image of the Emeryville Shellmound.
- 4253 3. Explain to the students that the second image depicts what parts of Berkeley and  
4254 Emeryville looked like prior to development, specifically noting that the Bay Street  
4255 Mall was constructed atop of one of the largest shellmound sites in the area.  
4256 Mention that shellmounds often served as burial grounds and sacred sites where  
4257 Ohlone people would meet for rituals and traditions thousands of years before  
4258 the formation of the United States. Point out that there was once over 400  
4259 shellmounds all around the San Francisco Bay Area, making the region part of  
4260 the Ohlone people’s sacred geography.
- 4261 4. As a class, read aloud a local news article, “Emeryville: Filmmaker tells story of  
4262 forgotten Indian burial ground disrupted by quest for retail”. After reading the  
4263 article, screen two short videos, “A New Vision for the West Berkeley  
4264 Shellmound” and “The Shellmound: Berkeley’s Native Monument.” Prior to  
4265 screening the videos remind students to be attentive and take notes.
- 4266 5. After screening the videos, ask students to define the following terms in their own  
4267 words: shellmound, monument, sacred geography, burial grounds, development,  
4268 and repatriation, using context clues from the sources they recently read and  
4269 watched. After taking five minutes to define the terms on their own, have students  
4270 talk through each term aloud. Following the discussion, divide the class into four  
4271 groups and ask them to respond to the following questions:

- 4272 a. What is the significance of shellmounds and land in the  
4273 Berkeley/Emeryville area to the Ohlone people?
- 4274 b. Why are the West Berkeley and Bay Street sites highly sought after by  
4275 non-Native American groups?
- 4276 c. How does the struggle for shellmounds intersect with environmental  
4277 issues in the region?
- 4278 d. Do you think places where shellmounds are or once stood should be  
4279 preserved?
- 4280 e. Are there any sacred or historical sites that members in your community  
4281 and/or family revere? If so, please share with the group.
- 4282 6. After allowing the groups to discuss the five reflection questions for fifteen to  
4283 twenty minutes, provide a few minutes for the class to come together and debrief  
4284 what was discussed in groups.

#### 4285Day 2

- 4286 1. Continue the second day of class by introducing a new assignment. Have  
4287 students conduct research on both sides (the position of the Ohlone people and  
4288 those in support of further developing the area) of the Berkeley/Emeryville  
4289 Shellmound struggle and write a persuasive essay noting whether they believe  
4290 the sites should be preserved, destroyed and/or developed, or propose a solution  
4291 that would address both sides. The persuasive essay should be assigned as  
4292 homework, however, students should be provided ample time in class over the  
4293 next three days to conduct research, draft an outline and thesis statement, and  
4294 have their work peer-reviewed.
- 4295 2. For additional guidance, create a grading rubric for the persuasive essay,  
4296 compile a brief list of recommended sources, and let students know that their  
4297 essays must include the following:

- 4298 a. Your persuasive essay must be five paragraphs (introduction, three body  
4299 paragraphs, and a conclusion), be typed in 12 point times new roman font,  
4300 and include a bibliography listing at least four sources (scholarly and  
4301 credible) in MLA format.
- 4302 b. Your persuasive essay must have a well-conceived thesis statement that  
4303 includes your three major talking points/arguments.
- 4304 c. Each of your talking points/arguments must be supported with evidence.
- 4305 d. Your essay should be well organized and include rhetorical devices.
- 4306 3. After a week, students should submit their persuasive essays in class. Provide  
4307 each student with a 3x5 index card where they are tasked with writing down their  
4308 three talking points/arguments. After everyone has finished filling out their index  
4309 card, randomly selects students to come to the front of the class and share their  
4310 three talking points and the overall premise of their persuasive essay. Limit  
4311 student presentations to two to three minutes each.

#### 4312 Assessment, Application, Action, and Reflection:

- 4313 • Students will conduct research on Native American sacred lands. They will  
4314 analyze the positions of both the Ohlone people and developers in the ongoing  
4315 movement around sacred sites.
- 4316 • Students will write a five paragraph persuasive essay detailing their position on  
4317 sacred sites. They will also present their research findings and arguments to the  
4318 class.

#### 4319 Materials and Resources:

- 4320 • "A New Vision for the West Berkeley Shellmound"  
4321 <https://www.youtube.com/watch?v=QZoapMtyRsA>

- 4322 • “The Shellmound: Berkeley’s Native Monument”  
 4323 <https://www.youtube.com/watch?v=YL4LaCkEnNE>
- 4324 • “Emeryville: Filmmaker tells story of forgotten Indian burial ground disrupted by  
 4325 quest for retail” [https://www.sfgate.com/bayarea/article/Emeryville-Filmmaker-](https://www.sfgate.com/bayarea/article/Emeryville-Filmmaker-tells-story-of-forgotten-2690138.php#ixzz15O32O3N7)  
 4326 [tells-story-of-forgotten-2690138.php#ixzz15O32O3N7](https://www.sfgate.com/bayarea/article/Emeryville-Filmmaker-tells-story-of-forgotten-2690138.php#ixzz15O32O3N7)
- 4327 • Sacred Land Film Project Website <https://sacredland.org/>
- 4328 • The Phoebe A. Hearst Museum of Anthropology “San Francisco Bay  
 4329 Shellmounds” Website <https://hearstmuseum.berkeley.edu/shellmounds/>
- 4330 • “There Were Once More Than 425 Shellmounds in the Bay Area. Where Did  
 4331 They Go?” (article and audio interview)  
 4332 [https://www.kqed.org/news/11704679/there-were-once-more-than-425-](https://www.kqed.org/news/11704679/there-were-once-more-than-425-shellmounds-in-the-bay-area-where-did-they-go)  
 4333 [shellmounds-in-the-bay-area-where-did-they-go](https://www.kqed.org/news/11704679/there-were-once-more-than-425-shellmounds-in-the-bay-area-where-did-they-go)
- 4334 • Nelson, N.C. “Shellmounds of the San Francisco Bay Region”  
 4335 <http://digitalassets.lib.berkeley.edu/anthpubs/ucb/text/ucp007-006-007.pdf>
- 4336 • Indian People Organizing for Change  
 4337 <http://ipocshellmoundwalk.homestead.com/index.html>
- 4338 • *An Indigenous People’s History of the United States*. By Rachel Dunbar-Ortiz
- 4339 • *California through Native Eyes: Reclaiming History*. By William J. Bauer Jr.
- 4340 • Films: *Beyond Recognition* and *In the White Man’s Image*
- 4341
- 4342 Sample Lesson 2
- 4343 Title and Grade Level: Context of Oppression and Struggle, 9–12
- 4344 Ethnic Studies Values and Principles Alignment: 1, 2, 3, 4

4345Standards Alignment:

4346CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 4; Historical

4347Research, Evidence, and Point of View 1, 2, 4; Historical Interpretation 1, 5.

4348CA CCSS for ELA/Literacy: RH.9–10. 1, 4, 6, 9; WHST. 9–10. 1, 4, 5, 6, 7.

4349CA ELD Standards: ELD PI. 9–10. 1, 2, 3, 6, 9, 10, 11.

4350Lesson Purpose and Overview: The goal of this lesson is to expose students to the  
4351complexities behind the absence of Native oral and cultural history in traditional history  
4352textbooks. Students will examine policies, resolutions and broken treaties in U.S. history  
4353that have oppressed and marginalized Native American tribes in the past, and the  
4354current oppressive conditions for all indigenous communities. Students will begin to  
4355understand how these historical practices play out in the realm of public policy, politics  
4356and sovereignty and resistance in tribal communities.

4357Key Terms and Ethnic Studies Concepts: Tribal sovereignty, self-determination,  
4358oppression, domination and resistance, doctrine of discovery, genocide, sovereignty,  
4359broken treaties, institutional policies, *Cherokee v. Georgia*, *Worcester v. Georgia*,  
4360Unratified Treaties of 1851, California Indian Slavery, status, federally and non-federally  
4361recognized tribes, California Indian, homeland, historical trauma, cultural survival,  
4362cultural revitalization, and Pan-Indian movements.

4363Content and Language Objectives (Students will be able to...):

4364 1. Develop critical thinking skills by researching and analyzing how institutional  
4365 policies have shaped the historical status and oppressive realities of Native  
4366 American tribes—specifically California Indian.

4367 2. Develop and compose editorial letters to their local newspaper to bring  
4368 awareness to California Indigenous culture, ecology, health, and education.  
4369 Students will also discuss the importance of past broken treaties, policies and  
4370 resolution affecting Native American Tribes, in particular to California.

4371 Essential Questions:

- 4372 1. How have Native Americans in California resisted oppression and survived  
4373 physically, ethnically, and culturally?
- 4374 2. What is tribal sovereignty and self-determination?

4375 Lesson Steps/Activities:

- 4376 1. Begin lesson with a community builder or energizer. See appendix for examples.
- 4377 2. Introduce students to the concepts of domination and oppression, and resistance  
4378 and resilience. It is recommended that teachers post definitions of the terms and  
4379 provide examples for additional context. Within this discussion, also emphasize  
4380 that Natives Americans are survivors and have been disproportionately impacted  
4381 by the aforementioned concepts. Also note that Native Americans contribute to  
4382 contemporary society and the political economy. For example, California Native  
4383 American Casinos help support the State economy and contribute to many  
4384 humanitarian causes (e.g., food pantries, schools, and hospitals).
- 4385 3. Have students work in collaborative groups to research, explain, and clarify the  
4386 impacts and implications of the following policies, resolutions and treaties:
- 4387 • Doctrine of Discovery
  - 4388 • Mission system
  - 4389 • Trail of Tears
  - 4390 • *Cherokee v. Georgia*
  - 4391 • *Worcester v. Georgia*
  - 4392 • Manifest Destiny
  - 4393 • 18 Unratified Treaties of 1851-1852

- 4394           • California Indian Slavery
- 4395           • The Gold, Greed, and Genocide Period on the Status of California Indians
- 4396   4. After students have conducted research on the concepts and topics listed above,  
4397       have the entire class gather for a community dialogue and reflection. Go through  
4398       each concept and/or topic, allowing for defining and reflection.
- 4399   5. Following discussion, let students know that they will need to write an editorial  
4400       letter (500 words minimum) to help raise awareness about an issue, policy, or  
4401       resolution (or lack thereof) that is important to Native Americans, specifically  
4402       California Indian culture, ecology, health, or education. Their letter must include  
4403       some language or mentioning of the research they conducted during the first half  
4404       of class. In preparation for this assignment, allow students to draft an outline in  
4405       class and conduct any additional research. Provide time in class the following  
4406       day for students to complete the assignment. If necessary, also make the  
4407       assignment homework.

4408 Assessment, Application, Action, and Reflection:

- 4409   • Students will conduct research on Native American history, politics, and  
4410       engagement with the U.S. government.
- 4411   • After researching various treaties, policies, and topics concerning Native  
4412       Americans, students will write an editorial letter advocating for California Indians'  
4413       rights. This letter can be addressed to a politician or lawmaker, non-profit,  
4414       advocacy group, funder, or news outlet.
- 4415   • Students will have time to reflect on the treatment of Native Americans by the  
4416       U.S. government during whole class discussion.

4417 Materials and Resources:

- 4418   • *We Shall Remain* by PBS

- 4419 • *California through Native Eyes: Reclaiming History* book by William J. Bauer
- 4420 • *Gold, Greed, Genocide* [https://www.youtube.com/watch?v=FeksO\\_rGepw](https://www.youtube.com/watch?v=FeksO_rGepw)
- 4421 • *StoryCorps: Laurel Phillips Seban and Diana Almandariz*
- 4422 [https://www.youtube.com/watch?v=5\\_w4e1n2OQA](https://www.youtube.com/watch?v=5_w4e1n2OQA)
- 4423 • *Beyond Recognition* Directed by Michelle Steinberg (2014)
- 4424 • Seeds of our Ancestors – Native Youth Awakening to Foodways
- 4425 <https://www.youtube.com/watch?v=nEAg7KQISbw>
- 4426 • "Buried" – Injunuity <https://www.youtube.com/watch?v=OFovOCyRACI&list=PLKu19WczxIAhqnChDfeWkK0oCGDs7g5nC>
- 4427 <https://www.youtube.com/watch?v=OFovOCyRACI&list=PLKu19WczxIAhqnChDfeWkK0oCGDs7g5nC>
- 4428 • *Tending the Wild Native American Knowledge and the Management of California*
- 4429 *Natural Resources* book by Kat Anderson
- 4430 • Mother Earth (music video) <https://www.youtube.com/watch?v=XtHHBlxKvxs>
- 4431 • Native Plants Will Take root Again (Sample of letter to an Editor)
- 4432 <https://www.davisenterprise.com/forum/letters/native-plants-will-take-root-again/>
- 4433
- 4434 Sample Lesson 3
- 4435 Title and Grade level: This is Indian Land: The Purpose, Politics and Practice of Land
- 4436 Acknowledgment, 9–12
- 4437 Ethnic Studies Values and Principles Alignment: 3, 5
- 4438 Standards Alignment:
- 4439 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical
- 4440 Research, Evidence, and Point of View 3; Historical Interpretation 4.

4441 Lesson Purpose and Overview:

4442 Students will be introduced to the purpose, politics, and practice of indigenous land  
4443 acknowledgement in order to: show respect for indigenous peoples and recognize their  
4444 enduring relationship to the land, raise awareness about histories that are often  
4445 suppressed or forgotten, recognize that colonization is an ongoing process, and to  
4446 inspire critically conscious action and reflection. Students will be introduced to the  
4447 concept of settler colonialism, and identify counter hegemonic truth telling and  
4448 reconciliation efforts.

4449 Key Terms and Ethnic Studies Concepts: hegemony, counter-hegemony, indigenous,  
4450 land acknowledgement, pre-contact, settler colonialism, genocide, master narrative,  
4451 counter-narrative

4452 Prerequisite Skills and Knowledge:

4453 Students should understand the Ethnic Studies concepts of narrative/counter-narrative  
4454 and hegemony/counter-hegemony. They should also be familiar with the legacy of  
4455 colonialism, the transatlantic slave trade, the doctrine of discovery, the civilizations of  
4456 the First Nations prior to European colonization, and the perspectives of colonizers like,  
4457 Christopher Columbus.

4458 Content and Language Objectives (Students will be able to...):

- 4459 1. Recognize Indigenous people's enduring relationship to the land.
- 4460 2. Analyze histories that are often suppressed or forgotten, and critique ongoing  
4461 systems of colonization.
- 4462 3. Collaborate to create, deliver, and propose their own First Nations land  
4463 acknowledgement statement as part of a broader historical truth telling  
4464 campaign.

4465 Essential Questions:

- 4466 1. What makes someone a guest? Do you consider people in your community to be  
4467 guests? Why or why not?<sup>8</sup>
- 4468 2. What does “guests” mean to Native and non-Native communities?
- 4469 3. What are the Indigenous protocols involved in being a “guest” and what are our  
4470 responsibilities towards our host, Mother Earth? To what extent are our events,  
4471 actions benefiting our host, Mother Earth?”

4472 Lesson Steps/Activities:

- 4473 1. Start the lesson by asking the class the following questions and having students  
4474 respond to them in small groups. After each group has responded to the  
4475 questions, have one point person share their group’s discussion with the larger  
4476 class.
- 4477 a. When guests come to your home or neighborhood, what, if anything is  
4478 expected to them? As a host, how do you communicate hospitality?
- 4479 b. When you are a guest in someone’s house or neighborhood, how might  
4480 you show respect?
- 4481 2. Next, have each student write a written response to the following  
4482 quotes/prompts:
- 4483 a. “When the blood in your veins returns to the sea, and the earth in your  
4484 bones returns to the ground, perhaps then you will remember that the land  
4485 does not belong to YOU, it is YOU that belong to the land.” -Chief Seattle

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308 The use of “guests” throughout this lesson draws on Native American epistemology  
31 that places high reverences on land and the environment, and considers all human  
32 beings as “guests” on Earth. However, this analogy of “guests” can also be used to  
33 discuss settler colonialism and how non-Native people are also “guests” on lands that  
34 formerly belonged to indigenous people. When using the latter analogy, it is important to  
35 recognize that some non-Native people, such as African Americans, have more complex  
36 histories of forced migration, thus, the notion of “guests” will not always adequately  
37 capture the nature of non-Native positionalities on the land.

- 4486           b. “We all need relationships. I don’t believe in fake relationships, instead I  
4487           try to establish genuine relationships everywhere I go. As a guest/visitor,  
4488           you do that by being respectful and then this will be  
4489           reciprocated...because in the end, we’re only from one place.” -Nipsey  
4490           Hussle
- 4491   3. After providing students with 10-15 minutes to respond to the aforementioned  
4492       quotes, ask students to share their writing and thoughts with the larger class.  
4493       Below are some key takeaways that should be emphasized as the teacher  
4494       facilitates this discussion:
- 4495           a. Indigenous peoples have had, and continue to have, an enduring  
4496           relationship to Mother Earth.
- 4497           b. We should strive for a genuine and respectful relationships wherever we  
4498           go.
- 4499   4. After discussing the quotes above, have students reflect on one of the lesson’s  
4500       essential question:
- 4501           a. What are the Indigenous protocols involved in being a “guest” and what  
4502           are our responsibilities towards our host Mother Earth?
- 4503   5. After splitting the class into two groups, have the first group read an excerpt from  
4504       *An Indigenous People’s History of the United States*- ([http://www.beacon.org/An-  
4505       Indigenous-Peoples-History-of-the-United-States-P1164.aspx](http://www.beacon.org/An-Indigenous-Peoples-History-of-the-United-States-P1164.aspx), click on  
4506       “Excerpt”). Meanwhile, have the second group read the introduction from *A  
4507       Patriot’s History of the United States: From Columbus’s Great Discovery to the  
4508       War on Terror*- (excerpted below). Ask each group to have a discussion  
4509       addressing the following prompts and questions after they have finished reading  
4510       their assigned text:
- 4511           a. What are the main arguments? What does the author assume? Do you  
4512           agree or disagree?

- 4513            b. In mixed pairs (one person from each group), compare and contrast the  
4514            two authors' perspectives on how the nation was built and why this  
4515            matters.
- 4516            c. In those same pairs, discuss which perspective you would identify as the  
4517            master narrative and why? Which perspective might be the counter  
4518            narrative?
- 4519    6. Create three stations around the room that have copies of the articles and  
4520    handouts listed below. Allow students to spend at least five minutes at each  
4521    station to review the provided handouts.
- 4522            a. Station 1: Purpose of Land Acknowledgement: Indigenous Land  
4523            Acknowledgement, Explained  
4524            ([https://www.teenvogue.com/story/indigenous-land-acknowledgement-  
4525            explained](https://www.teenvogue.com/story/indigenous-land-acknowledgement-explained))
- 4526            b. Station 2: Politics of Land Acknowledgement: Native Artists Speak: This is  
4527            \_\_\_\_\_ Land Artistic Posters (<https://usdac.us/nativeland>)
- 4528            c. Station 3: Practice of Land Acknowledgement: TDSB schools now pay  
4529            daily tribute to Indigenous lands they're built on  
4530            ([https://www.cbc.ca/news/canada/toronto/tdsb-indigenous-land-  
4531            1.3773050](https://www.cbc.ca/news/canada/toronto/tdsb-indigenous-land-1.3773050))
- 4532    7. After each student has visited all three stations, have students reflect on the  
4533    following in pairs:
- 4534            a. What are First Nations land acknowledgements and why are they done?
- 4535            b. Should our school begin morning announcements with a land  
4536            acknowledgement? If so, what might this announcement sound like and  
4537            would it be part of a broader historical truth telling campaign?

- 4538 8. While still in pairs, have students work together to create their own land  
4539 acknowledgement statement and poster. Start this activity by having each pair  
4540 identify an area in the state that they would like to learn more about, specifically  
4541 around the indigenous people from that area. Have each pair visit [https://native-](https://native-land.ca/)  
4542 [land.ca/](https://native-land.ca/) to research which tribes inhabit the area that they've identified, as well  
4543 as any traditions, customs, languages, practices, etc.
- 4544 9. After each pair has finished conducting research on the area of their choosing,  
4545 they should begin to draft language to formulate a land acknowledgement  
4546 statement. Express that there is no exact template or script, so they will need to  
4547 incorporate their research and draw from examples. Be sure to provide students  
4548 with an example of your own or the one below:
- 4549 a. At minimum, a land acknowledgement should include the following: "We  
4550 acknowledge that we are on the traditional land of the \_\_\_\_\_ People."  
4551 Beginning with just this simple sentence would be a meaningful  
4552 intervention in most U.S. gathering spaces. However, this statement could  
4553 also include a recognition of sacred sites, elders, the local environment,  
4554 history specific to the tribe, among other topics, to make the statement  
4555 more tailored and robust. Below are other examples:
- 4556 1. Often, statements specifically honor elders:
- 4557 "I would like to acknowledge that this meeting is being held on the  
4558 traditional lands of the \_\_\_\_\_ People, and pay my respect to elders  
4559 both past and present."
- 4560 2. Some allude to the caring, reciprocal relationship with land:
- 4561 "I want to respectfully acknowledge the \_\_\_\_\_ People, who have  
4562 stewarded this land throughout the generations."
- 4563 3. Acknowledgments may also make explicit mention of the occupied  
4564 nature of the territory in which a gathering is taking place:

4565 “We would like to begin by acknowledging that the land on which we  
4566 gather is the occupied/unceded/seized territory of the \_\_\_\_\_  
4567 People.”

4568 “I would like to begin by acknowledging that we are in \_\_\_\_\_, the  
4569 ancestral and unceded territory of the \_\_\_\_\_ People.

4570 10. After each pair has come up with their land acknowledgement statement and  
4571 written it out on a poster board (this can also be decorated), have them share  
4572 their statement with the class. Teachers should also consider hosting a larger  
4573 event where other students, faculty, parents, and community members can hear  
4574 the students present their land acknowledgement statements.

4575 11. To close out the lesson, reiterate the following:

4576 a. Acknowledgment should be approached not as a set of obligatory words  
4577 to rush through. These words should be offered with respect, grounded in  
4578 authentic reflection, presence, and awareness.

4579 b. Statements of acknowledgment do not have to be confined to spoken  
4580 words.

4581 c. Any space presents an opportunity to surface buried truths and priming  
4582 our collective culture for deeper truth and reconciliation efforts.

4583 Lesson Modifications/Accommodations for Students with Special Needs:

4584 • Consider writing the lesson steps and directives on PowerPoint slides or use  
4585 other presentation software (e.g., google slides, Keynote, etc.) to better support  
4586 visual learners.

4587 • Teachers should regularly check for understanding, and reteach points if  
4588 necessary, before moving on.

4589 • Students should be utilized as resources to support peers in their learning.

4590 Assessment, Application, Action, and Reflection:

- 4591 • Students will conduct research on different Native American tribes and draft a  
4592 land acknowledgement statement and corresponding poster.

4593 Materials and Resources:

- 4594 • Honor Native Land Guide  
4595 ([https://drive.google.com/file/d/0B\\_CAyH4WUfQXTXo3MjZHRC00ajg/view?](https://drive.google.com/file/d/0B_CAyH4WUfQXTXo3MjZHRC00ajg/view?usp=sharing)  
4596 [usp=sharing](https://drive.google.com/file/d/0B_CAyH4WUfQXTXo3MjZHRC00ajg/view?usp=sharing))
- 4597 • Native Artists Posters on Land Acknowledgement (<https://usdac.us/nativeland>)
- 4598 • “Indigenous land acknowledgement explained”  
4599 (<https://www.teenvogue.com/story/indigenous-land-acknowledgement-explained>)
- 4600 • Map of Native Lands (<https://native-land.ca/>)
- 4601 • “What does it mean to acknowledge the past?”  
4602 ([https://www.nytimes.com/2016/12/31/opinion/sunday/what-does-it-mean-to-](https://www.nytimes.com/2016/12/31/opinion/sunday/what-does-it-mean-to-acknowledge-the-past.html)  
4603 [acknowledge-the-past.html](https://www.nytimes.com/2016/12/31/opinion/sunday/what-does-it-mean-to-acknowledge-the-past.html))
- 4604 • “America Before Columbus”  
4605 ([https://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/2437/America](https://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/2437/America%20Before%20Columbus.pdf)  
4606 [%20Before%20Columbus.pdf](https://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/2437/America%20Before%20Columbus.pdf))
- 4607 • Interactive Time-Lapse Map of the Conquest of America  
4608 ([http://www.slate.com/blogs/the\\_vault/2014/06/17/interactive\\_map\\_loss\\_of\\_india](http://www.slate.com/blogs/the_vault/2014/06/17/interactive_map_loss_of_indian_land.html)  
4609 [n\\_land.html](http://www.slate.com/blogs/the_vault/2014/06/17/interactive_map_loss_of_indian_land.html))
- 4610 • An Indigenous Peoples' History of the United States ([http://www.beacon.org/An-](http://www.beacon.org/An-Indigenous-Peoples-History-of-the-United-States-P1164.aspx)  
4611 [Indigenous-Peoples-History-of-the-United-States-P1164.aspx](http://www.beacon.org/An-Indigenous-Peoples-History-of-the-United-States-P1164.aspx))
- 4612 • A Patriot’s History of the United States (see excerpt below)

- 4613 • TDSB schools now pay daily tribute to Indigenous lands they're built on  
4614 (<https://www.cbc.ca/news/canada/toronto/tdsb-indigenous-land-1.3773050>)
- 4615 • Article: "Beyond Territorial Acknowledgements"  
4616 (<https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>)
- 4617

4618 Excerpt from the Introduction of *A Patriot's History of the United States: From*  
4619 *Columbus's Great Discovery to the War on Terror* by Larry Schweikart and Michael  
4620 Allen (New York: Penguin Group, 2004)

4621 Is America's past a tale of racism, sexism, and bigotry? Is it the story of the conquest  
4622 and rape of a continent? Is U.S. history the story of white slave owners who perverted  
4623 the electoral process for their own interests? Did America start with Columbus's killing  
4624 all the Indians, leap to Jim Crow laws and Rockefeller crushing the workers, then finally  
4625 save itself with Franklin Roosevelt's New Deal? The answers, of course, are no, no, no,  
4626 and NO.

4627

4628 One might never know this, however, by looking at almost any mainstream U.S. history  
4629 textbook. Having taught American history in one form or another for close to sixty years  
4630 between us, we are aware that, unfortunately, many students are berated with tales of  
4631 the Founders as self-interested politicians and slaveholders, of the icons of American  
4632 industry as robber-baron oppressors, and of every American foreign policy initiative as  
4633 imperialistic and insensitive. At least Howard Zinn's *A People's History of the United*  
4634 *States* honestly represents its Marxist biases in the title!

4635

4636 What is most amazing and refreshing is that the past usually speaks for itself. The  
4637 evidence is there for telling the great story of the American past honestly—with flaws,  
4638 absolutely; with shortcomings, most definitely. But we think that an honest evaluation of  
4639 the history of the United States must begin and end with the recognition that, compared  
4640 to any other nation, America's past is a bright and shining light. America was, and is, the  
4641 city on the hill, the fountain of hope, the beacon of liberty. We utterly reject "My country  
4642 right or wrong"—what scholar wouldn't? But in the last thirty years, academics have  
4643 taken an equally destructive approach: "My country, always wrong!" We reject that too.

4644

4645 Instead, we remain convinced that if the story of America's past is told fairly, the result  
4646 cannot be anything but a deepened patriotism, a sense of awe at the obstacles  
4647 overcome, the passion invested, the blood and tears spilled, and the nation that was  
4648 built. An honest review of America's past would note, among other observations, that  
4649 the same Founders who owned slaves instituted numerous ways—political and  
4650 intellectual—to ensure that slavery could not survive; that the concern over not just  
4651 property rights, but all rights, so infused American life that laws often followed the  
4652 practices of the common folk, rather than dictated to them; that even when the United  
4653 States used her military power for dubious reasons, the ultimate result was to liberate  
4654 people and bring a higher standard of living than before; that time and again America's  
4655 leaders have willingly shared power with those who had none, whether they were  
4656 citizens of territories, former slaves, or disenfranchised women. And we could go on.

4657

4658 The reason so many academics miss the real history of America is that they assume  
4659 that ideas don't matter and that there is no such thing as virtue. They could not be more  
4660 wrong. When John D. Rockefeller said, "The common man must have kerosene and he  
4661 must have it cheap," Rockefeller was already a wealthy man with no more to gain.

4662When Grover Cleveland vetoed an insignificant seed corn bill, he knew it would hurt him  
4663politically, and that he would only win condemnation from the press and the people—but  
4664the Constitution did not permit it, and he refused.

4665

4666Consider the scene more than two hundred years ago when President John Adams—  
4667just voted out of office by the hated Republicans of Thomas Jefferson—mounted a  
4668carriage and left Washington even before the inauguration. There was no armed  
4669struggle. Not a musket ball was fired, nor a political opponent hanged. No Federalists  
4670marched with guns or knives in the streets. There was no guillotine. And just four years  
4671before that, in 1796, Adams had taken part in an equally momentous event when he  
4672won a razor-thin close election over Jefferson and, because of Senate rules, had to  
4673count his own contested ballots. When he came to the contested Georgia ballot, the  
4674great Massachusetts revolutionary, the “Duke of Braintree,” stopped counting. He sat  
4675down for a moment to allow Jefferson or his associates to make a challenge, and when  
4676he did not, Adams finished the tally, becoming president. Jefferson told confidants that  
4677he thought the ballots were indeed in dispute, but he would not wreck the country over a  
4678few pieces of paper. As Adams took the oath of office, he thought he heard Washington  
4679say, “I am fairly out and you are fairly in! See which of us will be the happiest!”<sup>1</sup> So  
4680much for protecting his own interests! Washington stepped down freely and  
4681enthusiastically, not at bayonet point. He walked away from power, as nearly each and  
4682every American president has done since.

4683

4684These giants knew that their actions of character mattered far more to the nation they  
4685were creating than mere temporary political positions. The ideas they fought for together  
4686in 1776 and debated in 1787 were paramount. And that is what American history is truly  
4687about—ideas. Ideas such as “All men are created equal”; the United States is the “last,  
4688best hope” of earth; and America “is great, because it is good.”

4689

4690Honor counted to founding patriots like Adams, Jefferson, Washington, and then later,  
4691Lincoln and Teddy Roosevelt. Character counted. Property was also important; no  
4692denying that, because with property came liberty. But virtue came first. Even J. P.  
4693Morgan, the epitome of the so-called robber baron, insisted that “the first thing is  
4694character...before money or anything else. Money cannot buy it.”

4695

4696It is not surprising, then, that so many left-wing historians miss the boat (and miss it,  
4697and miss it, and miss it to the point where they need a ferry schedule). They fail to  
4698understand what every colonial settler and every western pioneer understood: character  
4699was tied to liberty, and liberty to property. All three were needed for success, but  
4700character was the prerequisite because it put the law behind property agreements, and  
4701it set responsibility right next to liberty. And the surest way to ensure the presence of  
4702good character was to keep God at the center of one’s life, community, and ultimately,  
4703nation. “Separation of church and state” meant freedom to worship, not freedom from  
4704worship. It went back to that link between liberty and responsibility, and no one could be  
4705taken seriously who was not responsible to God. “Where the Spirit of the Lord is, there  
4706is liberty.” They believed those words.

4707

4708As colonies became independent and as the nation grew, these ideas permeated the  
4709fabric of the founding documents. Despite pits of corruption that have pockmarked  
4710federal and state politics—some of them quite deep—and despite abuses of civil rights  
4711that were shocking, to say the least, the concept was deeply imbedded that only a  
4712virtuous nation could achieve the lofty goals set by the Founders. Over the long haul,  
4713the Republic required virtuous leaders to prosper.

4714

4715Yet virtue and character alone were not enough. It took competence, skill, and talent to  
4716build a nation. That's where property came in: with secure property rights, people from  
4717all over the globe flocked to America's shores. With secure property rights, anyone  
4718could become successful, from an immigrant Jew like Lionel Cohen and his famous  
4719Lionel toy trains to an Austrian bodybuilder-turned-millionaire actor and governor like  
4720Arnold Schwarzenegger. Carnegie arrived penniless; Ford's company went broke; and  
4721Lee Iacocca had to eat crow on national TV for his company's mistakes. Secure  
4722property rights not only made it possible for them all to succeed but, more important,  
4723established a climate of competition that rewarded skill, talent, and risk taking.

4724

4725Political skill was essential too. From 1850 to 1860 the United States was nearly rent in  
4726half by inept leaders, whereas an integrity vacuum nearly destroyed American foreign  
4727policy and shattered the economy in the decades of the 1960s and early 1970s. Moral,  
4728even pious, men have taken the nation to the brink of collapse because they lacked  
4729skill, and some of the most skilled politicians in the world—Henry Clay, Richard Nixon,  
4730Bill Clinton—left legacies of frustration and corruption because their abilities were never  
4731wedded to character.

4732

4733Throughout much of the twentieth century, there was a subtle and, at times, obvious  
4734campaign to separate virtue from talent, to divide character from success. The latest in  
4735this line of attack is the emphasis on diversity—that somehow merely having different  
4736skin shades or national origins makes America special. But it was not the color of the  
4737skin of people who came here that made them special, it was the content of their  
4738character. America remains a beacon of liberty, not merely because its institutions have  
4739generally remained strong, its citizens free, and its attitudes tolerant, but because it,  
4740among most of the developed world, still cries out as a nation, "Character counts."  
4741Personal liberties in America are genuine because of the character of honest judges  
4742and attorneys who, for the most part, still make up the judiciary, and because of the  
4743personal integrity of large numbers of local, state, and national lawmakers.

4744

4745No society is free from corruption. The difference is that in America, corruption is viewed  
4746as the exception, not the rule. And when light is shown on it, corruption is viciously  
4747attacked. Freedom still attracts people to the fountain of hope that is America, but  
4748freedom alone is not enough. Without responsibility and virtue, freedom becomes a  
4749soggy anarchy, an incomplete licentiousness. This is what has made Americans  
4750different: their fusion of freedom and integrity endows Americans with their sense of  
4751right, often when no other nation in the world shares their perception.

4752

4753 Sample Lesson 4

4754 Title and Grade Level: Native American Mascots, 11–12

4755 Ethnic Studies Values and Principles Alignment: 1–6

4756 Standards Alignment:

4757 CA CCSS for ELA/Literacy: RH.11–12.1, 2, 7; WHST.11–12.1, 4

4758 Lesson Purpose and Overview: Students will examine past and present historical  
4759 portrayals of Native American iconography and culture used as mascots for major U.S.  
4760 sports teams. Students will explore and discuss how mascots can be viewed as  
4761 negative or prideful. Students will have an opportunity to read and analyze various  
4762 articles and sources on the topic and determine if the use of Native American mascots  
4763 should be continued or banned.

4764 Key Terms and Ethnic Studies Concepts: Redskins, Stereotypes, Chief Wahoo, Florida  
4765 State's Chief Osceola Renegade, Tomahawk Chop, Colonialism, Disenfranchisement,  
4766 Hegemony

4767 Content and Language Objectives (Students will be able to...):

- 4768 1. Continue conversations about Native Americans from a historical context and  
4769 today.
- 4770 2. Examine stereotypes and myths about Native Americans.
- 4771 3. Compare and contrast the relationship between Native American tribes that  
4772 support the use mascots and those that do not.
- 4773 4. Listen to opposing points of view.
- 4774 5. Examine economic reasons for using Native Americans as mascots.

4775 6. Examine sports teams that have changed the mascot/nicknames from Native  
4776 Americans.

4777 7. Analyze viewpoints, take a position, and write a thesis and paragraph.

4778 Essential Questions:

4779 1. How have Native Americans in the U.S. been portrayed historically?

4780 2. How has the use of Native American iconography, imagery, and culture impacted  
4781 Native Americans today?

4782 3. Should sports teams continue to use these problematic mascots? Why or why  
4783 not?

4784 Lesson Steps:

4785 Day 1

4786 1. Introduce the lesson by writing the following on the board: "Why might Native  
4787 American mascots be considered offensive to some and prideful to others?"  
4788 Have students respond to this question on a sheet of paper. After completing  
4789 their written responses, have each student share their work with a neighbor. After  
4790 allowing about three to five minutes for the pairs to share, have a whole class  
4791 discussion responding to the question.

4792 2. Ask two students to come to the board and list sports teams that use Native  
4793 American imagery, iconography, or cultural traits as part of their mascots, team  
4794 names, or nicknames. Below is a sample list just in case students struggle to  
4795 identify some teams:

4796 a. Atlanta Braves

4797 b. Kansas City Chiefs

4798 c. Washington Redskins

- 4799 d. Florida State Seminoles
- 4800 e. Chicago Blackhawks
- 4801 f. Cleveland Indians
- 4802 g. San Diego State Aztecs



4803

4804 3. After drafting the list, project some images of the mascots, logos, etc. on the  
4805 other side of the board. Feel free to use some of the images provided below.  
4806 Again, ask students if they find the images to be disrespectful.

4807 4. After projecting the images, show the following video clips of the Florida State  
4808 Seminoles pre-game ceremony performed by Chief Osceola Renegade, as well  
4809 as a clip of the Kansas City Chiefs and Atlanta Braves Tomahawk chop. Ask that  
4810 student take notes on the videos and reflect on the earlier questions.

4811 a. Florida State Seminoles: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=J20wsKNV0NI)  
4812 [v=J20wsKNV0NI](https://www.youtube.com/watch?v=J20wsKNV0NI)

4813 b. Kansas City Chiefs Tomahawk chop: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=N4P6z_DTHf8)  
4814 [v=N4P6z\\_DTHf8](https://www.youtube.com/watch?v=N4P6z_DTHf8)

4815 c. Atlanta Braves Tomahawk chop: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=2bN7f4AlaGM)  
4816 [v=2bN7f4AlaGM](https://www.youtube.com/watch?v=2bN7f4AlaGM)

4817 5. If time permits, hand out a copy of the NPR article, “Are You Ready for Some  
4818 Controversy?” and have students read it in class. If no time remains during the

4819 class period, assign the reading as homework. Ask students to also respond to  
4820 the following questions:

4821 a. What do those who refuse to say the name “Redskin” call the team?

4822 b. What media outlets have protested the use of the name Redskins?

4823 c. When was the term “Redskin” first recorded, and whom was it used by?  
4824 Why was it used?

4825 d. How did Earl Edmonds’ book, “Redskins Rime” portray Native Americans  
4826 and the name Redskin?

4827 e. What did the Washington Redskins owner say about the possibility of  
4828 changing the name?

4829Day 2

4830 1. Start the second day of the lesson by asking students to pull out their homework.  
4831 Ask the student to discuss their answers with a neighbor. After about five minutes  
4832 of discussion be sure to collect the homework assignment.

4833 2. First play commercial “Proud to Be”- [https://www.youtube.com/watch?v=mR-  
4834 tbOxIhV\\_E](https://www.youtube.com/watch?v=mR-tbOxIhV_E). Next, play “Redskins is a Powerful Name”-  
4835 <https://www.youtube.com/watch?v=40SFqadRTQ0>

4836 3. Ask students what are the differences between these two videos? Discuss in  
4837 pairs and later as a whole class. Also ask students, “Is there a difference  
4838 between what Chief Osceola Renegade does at the beginning of Florida State  
4839 University’s games versus what occurs at the Kansas City Chiefs and Atlanta  
4840 Braves games?”

4841 4. If time permits, have student research the Florida State University’s relationship  
4842 with the Seminole tribe. This can also be assigned as homework. As a starting  
4843 point, have students review the website listed below:

- 4844 a. Seminole Tribe of Florida Website- <https://www.semtribe.com/stof>
- 4845 b. "Relationship with the Seminole Tribe of Florida"-
- 4846 <https://unicomm.fsu.edu/messages/relationship-seminole-tribe-florida/>
- 4847 c. National Congress of Indian Americans. "Anti-Defamation & Mascots"-
- 4848 [http://www.ncai.org/policy-issues/community-and-culture/anti-defamation-](http://www.ncai.org/policy-issues/community-and-culture/anti-defamation-mascots)
- 4849 [mascots](http://www.ncai.org/policy-issues/community-and-culture/anti-defamation-mascots)

4850Day 3

- 4851 1. Start the day by having students report back what they learned from the
- 4852 homework assignment to the whole class.
- 4853 2. Ask students if there are any sports teams that have removed/retired Native
- 4854 American mascots or names. If students are unable to respond to the question,
- 4855 emphasize that the following teams and/or institutions have removed or retired
- 4856 the use Native American imagery from their sports teams marketing: Stanford
- 4857 University, the University of Illinois, the Golden State Warriors, the University of
- 4858 Oklahoma, Marquette University, Marquette University, Dartmouth College,
- 4859 Syracuse University, and Coachella Valley High School. Provide some images of
- 4860 the retired mascots for additional reference. Two examples are included below.

4861

4862

4863

4864



- 4865 3. Show an excerpt of the film "In Whose Honor"- [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=8IUf95ThI7s)
- 4866 [v=8IUf95ThI7s](https://www.youtube.com/watch?v=8IUf95ThI7s)

- 4867 4. After watching the film, have students complete the handout provided below.

4868 5. After completing the handout, have students share their answers with each other  
4869 in pairs.

4870 Assessment, Application, Action, and Reflection:

4871 • Students will conduct research on the history of Native American iconography,  
4872 culture, and imagery being used in the marketing of U.S. sports teams.

4873 • Students will engage in class dialogue and debate around the highly contentious  
4874 topic.

4875 • Students will have several opportunities to reflect on the differing positions of  
4876 Native American tribes related to this topic.

4877 Materials and Resources:

4878 • “Anti-Defamation & Mascots”- [http://www.ncai.org/policy-issues/community-and-](http://www.ncai.org/policy-issues/community-and-culture/anti-defamation-mascots)  
4879 [culture/anti-defamation-mascots](http://www.ncai.org/policy-issues/community-and-culture/anti-defamation-mascots)

4880 • “Sports Teams That Retired Native American Mascots, Nicknames”-  
4881 [https://www.sportingnews.com/us/baseball/list/washington-redskins-native-](https://www.sportingnews.com/us/baseball/list/washington-redskins-native-american-mascot-controversies-history/1wmax2elthrth1kvstmdeyre65)  
4882 [american-mascot-controversies-history/1wmax2elthrth1kvstmdeyre65](https://www.sportingnews.com/us/baseball/list/washington-redskins-native-american-mascot-controversies-history/1wmax2elthrth1kvstmdeyre65)

4883 • “Redskins Is a Powerful Name”- [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=40SFqadRTQ0)  
4884 [v=40SFqadRTQ0](https://www.youtube.com/watch?v=40SFqadRTQ0)

4885 • National Congress of American Indians. “Proud to Be (Mascots)”-  
4886 <https://www.youtube.com/watch?v=mR-tbOxlhvE>

4887 • “The Final Chop at Turner Field”- [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=2bN7f4AlaGM)  
4888 [v=2bN7f4AlaGM](https://www.youtube.com/watch?v=2bN7f4AlaGM)

4889 • “Kansas City Chiefs Tomahawk Chop- Loudest Crowd in the World (Guinness  
4890 World Record).”- [https://www.youtube.com/watch?v=N4P6z\\_DTHf8](https://www.youtube.com/watch?v=N4P6z_DTHf8)

- 4891 • “FSU Football Chief Osceola Renegade at Doak Tomahawk Chop”-  
4892 <https://www.youtube.com/watch?v=J20wsKNV0NI>
- 4893 • “Are You Ready For Some Controversy? The History of ‘Redskin’-  
4894 [for-some-controversy-the-history-of-redskin](https://www.npr.org/sections/codeswitch/2013/09/09/220654611/are-you-ready-<br/>4895 <a href=)
- 4896 • “Relationship with the Seminole Tribe of Florida”-  
4897 <http://unicomm.fsu.edu/messages/relationship-seminole-tribe-florida/>
- 4898 • “Two Years Later, Effect of California Racial Mascots Act Looks Diminished”-  
4899 [mascots-act-looks-diminished/](https://www.dailycal.org/2017/10/09/two-years-later-effect-california-racial-<br/>4900 <a href=)
- 4901

4902

## “In Whose Honor” Video Questions

4903 This documentary profiles Charlene Teeters, a Native American activist who tries to  
4904 educate the University of Illinois community about the negative impact of the “Chief  
4905 Illiniwek” mascot, which is an inaccurate, stereotypical portrayal of a Native American.

4906 1. Why is Charlene Teeters Upset?

4907 2. Why does she find the use of Native American iconography and imagery in  
4908 mascots offensive?

4909 3. What forms of resistance does she use against the university?

4910 4. What is the reaction from the community?

4911 5. What is the university’s response to Charlene’s protest?

4912 6. What resolution is made?

4913 7. What is your opinion of the university's use of the mascot?

4914 •

## 4915 Arab American Studies Course Outline

4916 Course Overview: This course will provide students with a comprehensive  
4917 understanding of Arabs and Arab Americans, and offer support for inclusive teaching  
4918 strategies to provide a welcoming environment for Arab-American students. Students  
4919 will be exposed to the experiences of Arab Americans and see them as a diverse group  
4920 with a history stretching back over a century in California and across the country. This  
4921 course will address how class conflict, migration, exile, interethnic relations, religious  
4922 diversity, transnational politics and gender, etc. impact Arab Americans, while  
4923 introducing students to concepts such as race, Orientalism, Islamophobia, hegemony  
4924 and Xenophobia. Ultimately, this course will examine the formation of Arab American  
4925 identity, culture, and politics within the United States using a variety of sources and  
4926 centering the Arab voice.

4927 Course Content: This course will explore a broad range of topics and events pertaining  
4928 to the complex and diverse experiences of Arab Americans. This course will focus on  
4929 the history of Arab Americans, starting from their first immigration into the country to  
4930 present day, highlighting their contributions and how they have—similar to other  
4931 communities of color—struggled against racism, discrimination, harmful stereotypes,  
4932 and social, political, and economic marginalization. For example, students will be  
4933 exposed to how Arab Americans, along with non-Arab Muslims, South Asians, Sikhs,  
4934 and others, have suffered from being perceived as a domestic enemy in the wake of the  
4935 terrorist attacks of September 11, 2001. These negative sentiments toward Arab  
4936 Americans stem primarily from ignorance, but they also reflect a troubled relationship  
4937 between the US and the Arab world as a result of US imperialism.

4938 Sample Topics:

- 4939 • The Arab World vs. The Middle East
- 4940 • Defining Arab and Muslim
- 4941 • Islamophobia

- 4942 • Arab Immigration to the United States
- 4943 • *Dow v. United States* (1915)
- 4944 • Race and the Arab-American Experience
- 4945 • The history of Anti-Arab Immigration Policies
- 4946 • The Muslim Ban Executive Order 13769
- 4947 • Terrorism Against Arabs: Arab American and Civil Liberties post-9/11
- 4948 • Orientalism and Arab Representations in the Media
- 4949 • Arab and Muslim Women in the United States
- 4950 • Anti-Arab and Muslim Violence
- 4951 • Direct Action Front for Palestine and Black Lives Matter
- 4952 • Call to Boycott, Divest, and Sanction Israel
- 4953 • Comparative Border Studies: Palestine and Mexico
- 4954 Potential Significant Figures to Cover (this list is in no way exhaustive):
- 4955 • Mustafa az-Zammouri
- 4956 • Kahlil Gibran
- 4957 • Philip Hitti
- 4958 • Nagi Daifullah
- 4959 • Edward Wadie Said
- 4960 • Ralph Nader

- 4961 • Jack George Shaheen
- 4962 • Candy Lightner
- 4963 • Kemal Amin "Casey" Kasem
- 4964 • Alia Martine Shawkat
- 4965 • Linda Sarsour
- 4966 • Rashida Harbi Tlaib
- 4967 • Ilhan Abdullahi Omar
- 4968 • George John Mitchell Jr.
- 4969 • Helen Thomas

4970

4971 Sample Lesson 1

4972 Title and Grade Level: Arab Immigration to the US (Modified Lesson Plan from the Arab  
4973 Cultural), Grade 11

4974 Ethnic Studies Values and Principles Alignment: 1, 2

4975 Standards Alignment:

4976 HSS Content Standards: 11.3.4; 11.11.1; 11.11.7

4977 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical

4978 Interpretation 3

4979 CA CCSS for ELA/Literacy: RH.11–12.1, 2, 3

4980 Lesson Purpose and Overview:

4981 This lesson introduces students to the history of Arab immigration to the United States,  
4982 patterns of settlement, and issues faced by Arab Americans. This lesson plan can be  
4983 used any time immigration is being discussed but is specially designed to be used in the  
4984 eleventh-grade curriculum, which calls for studying immigration policy and reform and  
4985 the diversifying effect of immigration on American society.

4986 Key Ethnic Studies Terms and Concepts: Immigration Act of 1924 (Johnson-Reed Act),  
4987 Immigration and Nationality Act of 1965, the Nakba, Immigration and Nationality Act of  
4988 1965, Special Registration Program, Race, Ethnicity, Nativist, Nationality, Solidarity

4989 Prerequisite Skills and Knowledge: This lesson should proceed lessons on the meaning  
4990 of the “Arab World”; the difference between Arab and Muslim; the attacks of 9/11. It is  
4991 also recommended that students have a clear understanding of the meanings of race,  
4992 ethnicity, nationality, and culture. Students should be able to mark a text purposefully  
4993 and view digital media with the goal of identifying essential information. Students should  
4994 be able to analyze song lyrics and poems.

4995 Content and Language Objectives (Students will be able to...):

- 4996 1 Students will describe the course of Arab immigration to the United States.
- 4997 2 Students will explain the reasons for Arab immigration to the United States.
- 4998 3 Students will identify major US policies toward immigrants, specifically those from  
4999 the Arab world.
- 5000 4 Students will make connections between labor and immigration patterns.
- 5001 5 Students will explain some intersections between attitudes toward race and  
5002 immigration.
- 5003 6 Students will link Arab immigration to immigration in other communities,  
5004 particularly Latinos.

5005 Essential Questions:

- 5006 1. What are the similarities and differences between the immigration patterns  
5007 among Arabs throughout US history?
- 5008 2. What are the similarities and differences in the experiences of Arab groups after  
5009 immigrating to America?
- 5010 3. How are the experiences of Arab immigrants connected to those of other  
5011 communities?

5012 Lesson Steps/Activities:

5013 Time Required: 100-150 minutes

- 5014 ● Teacher distributes the “History of Arab Immigration to the United States”  
5015 handout to students the day before the lesson. Depending on time, teacher can  
5016 either have students read the handout for homework or as a warm up. Students  
5017 are assigned to mark three points that surprised them and write out three  
5018 questions they have after reading the handout.
- 5019 ● Teacher distributes a blank map of North Africa and the Middle East. Students  
5020 write in the names of any countries they recognize and mark each Arab country  
5021 with a star. When student have finished, the teacher projects the same map and  
5022 fills it in along with the students. To wrap up the exercise, students identify the  
5023 ways that one might identify a country as “Arab,” (e.g. predominantly Arabic-  
5024 speaking, member of the Arab League). If time permits, students highlight  
5025 Lebanon, Syria, Israel-Palestine, and Iraq, and for each country teacher explains  
5026 what time periods saw significant immigration from each of those countries to the  
5027 US. (10 min)
- 5028 ● Teacher has students take out the handout that they read for homework along  
5029 with their questions. Teacher asks students to share what points surprised them.  
5030 Teacher collects their questions and uses them to inform the next day of  
5031 teaching. (5-10 min)

- 5032 ● Teacher divides students into three groups, and gives each group copies of one  
5033 of the three immigrant narratives. Students read the narratives, discuss, and  
5034 answer the questions. Afterwards, teacher calls on one member of each group to  
5035 summarize the narrative for the rest of the class. Teacher leads a class  
5036 discussion on the similarities and differences among the narratives, using the  
5037 following questions for each: What challenges has the author faced as an Arab in  
5038 America? What opportunities has the author encountered? How has the author  
5039 been labeled and categorized based on his or her identity? (30 min)
- 5040 ● Extension Writing Activity: Students write a final paragraph in response to the  
5041 following prompt: “How have these individuals been affected by labels that others  
5042 have applied to them? What labels have people applied to you that ignore your  
5043 right to define yourself, and what effect has that had on you?”
- 5044 ● Day 2: Teacher distributes the “Arab American Immigration and Labor” handout  
5045 to students. Depending on time, teacher can either have students read the  
5046 handout for homework or as a warm up. Students read the handout and mark  
5047 three points that surprised them and write out three questions they have after  
5048 reading the handout.
- 5049 ● Students write down three reasons why a person might leave his or her native  
5050 country and immigrate to a new land. Students share their ideas and reflect on  
5051 whether they know anyone (including themselves and their own families) who  
5052 has immigrated for any of those reasons. (5 min)
- 5053 ● Teacher projects the figure 2: Arab Population in the U.S. from the Arab American  
5054 Settlement handout or has students look at the map in the packet. Teacher  
5055 explains the key and helps the students understand the meaning of the map,  
5056 then has students identify which states and metropolitan areas have the highest  
5057 concentration of Arabs. (5 min)
- 5058 ● If students have computer access in the classroom, they can visit the Mapping  
5059 History website and the New York Times interactive Immigration Explorer to

5060 answer the questions on the handout singly or in pairs. If students do not have  
5061 computer access, teacher should guide them through the relevant demographic  
5062 data. Students complete the map then teacher projects the map and has student  
5063 volunteers mark the appropriate areas. (15 min)

5064 ● Teacher leads the class in a discussion about the relationship between  
5065 immigration and industry. Teacher distributes the handout of immigrant profiles  
5066 and assigns one to each student. Teacher instructs them that, they are to decide  
5067 where in America they would try to reach and write a paragraph explaining their  
5068 choice. They should address the following: family, community, work. (Depending  
5069 on time and student need, this can be done as homework, in pairs or individually)

5070 ● Teacher distributes the handout on connections among immigrant communities.  
5071 Teacher leads students in a discussion comparing the immigrant experience of  
5072 Arabs and Latinos. Teacher asks the following:

5073 What challenges do they face in common? What experiences are unique  
5074 to each community? How has reaction to immigration from one community  
5075 affected the other (e.g.: militarization of US-Mexico border for anti-terror  
5076 reasons)? How did the experience of Naji Daifullah and the other Arab  
5077 American and Latino farm workers differ from the promise of the “land of  
5078 opportunity”? (5 min)

5079 ● Optional: Play videos from the MEARO website on the Arab American  
5080 experience. Have the students answer the questions from the website.

5081 ● Using the information in all the handouts, books or on the Internet, have the  
5082 students complete the following assignment: students imagine they are a laborer  
5083 and write a letter to a family member back in their home country. Within the letter  
5084 they describe what they think it means to be “Arab” within the US; what are the  
5085 similarities and differences among various “Arab” groups. Students also explain  
5086 the work they are doing and make connections among other immigrant  
5087 communities they work with. (20 min)

5088 Lesson Modifications/Accommodations for Students with Diverse Needs:

5089 Direct and written instructions can be used to relay information on rules, procedures and  
5090 strategies. Students will be placed in mixed ability groups when reading. Readings can  
5091 be broken into various lexiles if needed, like those found in Newsela. Sentence starters  
5092 can be created for letter. Examples can also be used. Students will receive constructive  
5093 feedback and opportunity for revision if need be.

5094 Assessment, Application, Action, and Reflection:

5095 Assessment: The summative assessment for the lesson is a letter addressed to a family  
5096 member from the perspective of an Arab laborer describing their experiences in  
5097 America. Students will be assessed on their ability to address the following topics within  
5098 their letter: what it means to be “Arab” within the US; what are the similarities and  
5099 differences among various “Arab” group; connections among other immigrant  
5100 communities they work with.

5101 Application: Students will apply Ethnic Studies principles 1 and 6 to their letters.

5102 Action: Students can do a number of things with what they learned. First, they can use  
5103 the material to analyze immigration policy that is important today. The teacher can  
5104 include an extension activity so that students can contact a local politician or ACLU to  
5105 make their voices heard on issues of immigration policy. Another possibility would be to  
5106 present the material they learned to the history department, encouraging them to teach  
5107 about the diverse group that unionized farm workers. Americans who know anything  
5108 about the farm workers movement know it was started by César Chávez. In reality,  
5109 Arab, Chicano/a, Mexican, Filipino/a, black, and white farm workers founded it too.

5110 Reflection: Students should reflect critically on both the assignment and their habits  
5111 around how they approached and took this assignment to completion [or not].  
5112 Furthermore, teachers should reflect on the effectiveness of the lesson based on  
5113 student work and reflections.

5114 Example student reflections:

- 5115 1. How much did you know about the writing genre or content before we started?
- 5116 2. What does this piece reveal about you as a learner? What did you learn about  
5117 yourself as you worked on this piece?
- 5118 3. What does this piece say about your understanding of the Ethnic Studies Values  
5119 and Principles?
- 5120 4. If you were the teacher, what comments would you make about this piece as it is  
5121 now?
- 5122 5. If someone else were only looking at the piece of writing, what might they learn  
5123 about who you are?
- 5124 6. What is one aspect of the work you would like to improve upon?

5125 Materials and Resources:

## 5126 **THE HISTORY OF ARAB IMMIGRATION TO THE UNITED STATES**

5127 Immigration has always been a central characteristic of the American experience. The  
5128 settlers who established the original colonies were immigrants from Britain, and  
5129 subsequent waves of immigration have diversified American society in each generation.  
5130 Arabs began to arrive in the United States in significant numbers in the late nineteenth  
5131 century. Beginning around 1870, there were three major waves of Arab immigration. The  
5132 first wave came mostly from a region of the Ottoman Empire then called Syria (which  
5133 includes the modern states of Syria, Lebanon, and Palestine/Israel), in particular the  
5134 region of Mount Lebanon. Many of these immigrants, about 200,000 in all, were young  
5135 men pursuing economic opportunity in the United States. First wave immigrants were  
5136 generally called Syrians or Turks, and in fact many did not necessarily think of  
5137 themselves primarily as Arab. They often identified as members of a particular religious  
5138 group or geographic area: Christians, Muslims, or Jews, from Lebanon, Aleppo, or  
5139 Jerusalem.

5140The influx of immigrants from outside Western Europe in the late nineteenth century  
5141provoked a backlash in the US from some among the white majority of European origin,  
5142who believed that these immigrants would negatively influence the character of  
5143American society. This nativist trend resulted in restrictive immigration policy and legal  
5144and institutionalized discrimination against groups that did not fit the white, Western  
5145European, Protestant profile. This first wave of Arab immigration ended with the  
5146passage of the Immigration Act of 1924 (the Johnson-Reed Act), which sharply  
5147restricted the number of immigrants through a quota system. Only one hundred Arabs  
5148were allowed to immigrate each year.

5149The second wave of immigrants, in the middle of the twentieth century, arrived more  
5150slowly because of these restrictions in immigration law. This wave was smaller (less  
5151than 100,000) and much less homogeneous than the first. Immigrants both Christian  
5152and Muslim arrived from all over the Arab world, not just Syria. The largest single group  
5153was Palestinian, as hundreds of thousands of Palestinians had been displaced in the  
5154Nakba (Arabic for “Catastrophe,” the term used to describe the dispossession and  
5155dispersal of many Palestinian Arabs from the new state of Israel in the 1948 Palestine  
5156War). Most of the Arab immigrants to the US in this period, Palestinian and otherwise,  
5157were well-educated professionals because restrictive immigration laws kept out those  
5158without wealth or a trade.

5159Second wave immigrants left the Arab world at a time when Arab nationalism was rising  
5160as a powerful ideological force. Many of these new immigrants identified as Arabs and  
5161considered their Arab identity politically central. The term “Arab” is generally used to  
5162mean someone who speaks Arabic, but as with other ethnic terms, an Arab is anyone  
5163who identifies with Arab culture and history and the Arabic language.

5164The Immigration and Nationality Act of 1965 loosened the restrictions that had kept out  
5165many immigrants, ushering in a massive third wave of Arab immigration. Many Arabs in  
5166the third wave, which continues today, were fleeing violence at home. The Lebanese  
5167Civil War from 1975 to 1990 prompted thousands of Lebanese to seek security in the  
5168West. Iraqi refugees fled the Gulf War, the abuses of the regime of Saddam Hussein,

5169and the Iraq War. Many of the immigrants in this wave were Muslim, contributing to a  
5170slow demographic shift in a population that was once almost entirely Christian.

5171The terrorist attacks on September 11, 2001 resulted in increased discrimination against  
5172Arabs not only among the American public, but at the level of government policy as well.  
5173In late 2002 the government initiated the National Security Entry-Exit Registration  
5174System, commonly called the Special Registration Program. Noncitizens over the age of  
517516 who were born in any of 25 specially designated countries were required to register  
5176with authorities and be fingerprinted, photographed, and interviewed. All but one of the  
517725 countries were predominantly Muslim, and 18 of them were Arab countries. The  
5178program has been terminated, but increased monitoring of Arab Americans remains.  
5179Deportations of Arabs and Muslims from those countries increased by nearly a third in  
5180the two years after 9/11. In the post-9/11 period, immigration enforcement was brought  
5181into much closer alignment with national security agencies and priorities.

5182

### **ARAB-AMERICAN IMMIGRATION AND LABOR**

5183Labor has always been an important factor in Arab immigration to the United States.  
5184The first wave of immigrants to the United States, mostly Christians from Mount  
5185Lebanon, left their ancestral lands in a time of great change. The spread of foreign  
5186educational institutions (many set up by missionaries) and increasing economic  
5187connections with the West opened up new migration routes. Political violence,  
5188particularly the massacres of 1860, destabilized the Christian population of Mount  
5189Lebanon, and conscription and taxation by Ottoman authorities exacerbated the  
5190situation. In the end many left for economic reasons. There was a shortage of land to  
5191work, and the land under cultivation suffered from a series of droughts and blights in the  
5192late nineteenth century. The silk industry, which had been central in the economy of  
5193Mount Lebanon, also collapsed. World War I prompted a redoubling of the exodus from  
5194Mount Lebanon, which suffered immensely during the war. After conscription stripped a  
5195significant proportion of the working male population from the area, Mount Lebanon was

5196crippled by an Allied naval blockade combined with brutal administration by the Young  
5197Turk Djemal Pasha. Perhaps a quarter of the population died.

5198Whether driven away from Lebanon by famine or simply attracted by the promise of  
5199making a fortune in the US, most Arab immigrants in this period came for work. The first  
5200wave was overwhelmingly male, mostly single young men hoping to work for a few  
5201years and send money to their families or return home with their fortunes. Almost all  
5202immigrants arrived and were processed in New York, and many stayed in the city.  
5203Others moved on to cities where industry provided jobs for uneducated workers, like  
5204Detroit for the auto industry and Chicago for the meatpacking industry. Many, however,  
5205became traveling peddlers, selling goods across the country. This mobility resulted in  
5206Arab immigrants settling in small communities across the United States. Like other  
5207immigrant communities, Arabs coming to the United States in subsequent years tended  
5208to settle in areas with an existing Arab population, especially where family or friends  
5209were already living.

5210Often on foot, Syrian peddlers traveled door to door for months at a time hauling packs  
5211full of necessities and trinkets to sell to housewives. Their packs might include fabric  
5212and clothing, notions (items used for sewing), and items such as rosaries from the Holy  
5213Land (though these were often made in the United States). The Syrian peddler was a  
5214fixture in early twentieth-century American life, but this mode of work was eventually  
5215made obsolete by large stores and magazines like Sears and Roebuck. Formerly  
5216itinerant peddlers, many having saved up decent sums, settled down to other types of  
5217work in the many small Arab communities scattered across the country.

5218Of course peddling was not the only Arab occupation by any stretch. Arabs took up all  
5219manner of professions and worked in local industries. Arab-American immigrants to  
5220southern California who became agricultural laborers faced the same difficulties as the  
5221larger Latino laborer community there. Many Arabs joined the National Farm Workers  
5222Association, the union founded by Cesar Chavez. One of them, a Yemeni immigrant  
5223named Naji Daifullah, became an important NFWA activist and organized strikes for fair

5224wages and labor practices. During a protest in 1973 he was beaten in the back of the  
5225head with a flashlight by a sheriff's deputy and killed.

5226Naji Daifullah's legacy continues in cooperation between Arab and Latino groups,  
5227especially since US government policy increasingly targets both groups through the  
5228dual lenses of immigration and security. Arabs and Latinos have been the victim of  
5229increased amounts of legal, government-sanctioned surveillance and profiling. Arizona  
5230Senate Bill 1070, which overhauled enforcement of immigration law in 2010, required  
5231police officers to determine the immigration status of any individual suspected of being  
5232an illegal immigrant. It also required all immigrants aged 14 and over to register with the  
5233government after 30 days of residence in the country and to carry immigration status  
5234documents with them at all times, though these key abusive provisions of the law were  
5235struck down by the Supreme Court in 2012.

5236The increased militarization of the US-Mexico border also reflects the connection  
5237between the issues of the two communities. Large defense companies like Raytheon,  
5238Lockheed Martin, and Northrup Grumman are scrambling to secure contracts to provide  
5239weaponry, including drones, for the border to make up for the drawdown of US forces in  
5240Iraq and Afghanistan.

5241

## IMMIGRANT NARRATIVE 1

5242AMEEN RIHANI

5243*This letter is from Ameen Rihani's The Book of Khalid, considered the first Arab-*  
5244*American novel in English. Although the book is a work of fiction, it draws from Rihani's*  
5245*own experience as an Arab immigrant to the United States in the late nineteenth*  
5246*century. In this excerpt the book's protagonist, Khalid, writes to his friend Shakib about*  
5247*the life of a peddler in the Bronx.*

5248My loving Brother Shakib,

5249I have been two months here, in a neighbourhood familiar to you. Not far from the place  
5250where I sleep is the sycamore tree under which I burned my peddling-box. And perhaps  
5251I shall yet burn there my push-cart too. But for the present, all's well. My business is  
5252good and my health is improving. The money-order I am enclosing with this, will cancel  
5253the note, but not the many debts, I owe you. And I hope to be able to join you again  
5254soon, to make the voyage to our native land together. Meanwhile I am working, and  
5255laying up a little something. I make from two to three dollars a day, of which I never  
5256spend more than one. And this on one meal only; for my lodging and my lunch and  
5257breakfast cost next to nothing. Yes, I can be a push-cart peddler in the day; I can sleep  
5258out of doors at night; I can do with coffee and oranges for lunch and breakfast; but in the  
5259evening I will assert my dignity and do justice to my taste: I will dine at the Hermitage  
5260and permit you to call me a fool. And why not, since my purse, like my stomach, is now  
5261my own? Why not go to the Hermitage since my push-cart income permits of it? But the  
5262first night I went there my shabbiness attracted the discomfoting attention of the  
5263fashionable diners, and made even the waiters offensive. Indeed, one of them came to  
5264ask if I were looking for somebody. 'No,' I replied with suppressed indignation; 'I'm  
5265looking for a place where I can sit down and eat, without being eaten by the eyes of the  
5266vulgar curious.' And I pass into an arbor, which from that night becomes virtually my  
5267own, followed by a waiter who from that night, too, became my friend. For every evening  
5268I go there, I find my table unoccupied and my waiter ready to receive and serve me. But  
5269don't think he does this for the sake of my black eyes or my philosophy. That disdainful  
5270glance of his on the first evening I could never forget, billah. And I found that it could be  
5271baited and mellowed only by a liberal tip. And this I make in advance every week for  
5272both my comfort and his. Yes, I am a fool, I grant you, but I'm not out of my element  
5273there.

#### 5274Reading Questions

- 5275 1. Based on clues in the letter, identify some positives and some negatives of  
5276 Khalid's life as a peddler.
- 5277 2. What hopes and goals does Khalid express in the letter?

5278 3. How does Khalid reflect the average profile of a Lebanese Arab immigrant to the  
5279 United States during this period?

5280

## IMMIGRANT NARRATIVE 2

5281ZAFIR HANDI ELSABAWI

5282*This excerpt is taken from an oral interview with Zafir Handi Elsabawi, a Palestinian-*  
5283*American from Florida. Source: Arab Immigrants Oral History Project,*  
5284<http://ufdc.ufl.edu/AA00007498>.

5285[Pursuing medicine] was my family's decision. In Palestine, wars and the consequent  
5286hard life circumstances caused a heavy pressure on people there. This motivated them  
5287to care very much about their children's education to secure a good living and  
5288employment for themselves. I was one of those who were falling under heavy pressure  
5289that we should continue with our education, go to university, and obtain a certificate.

5290While I was [in England], I got to know a woman who later became my first wife who is  
5291now deceased, may God grant her soul peace and mercy. I went back to Egypt, but  
5292because of my status as a carrier of Palestinian refugee document, the British  
5293authorities did not allow me to go back to England to see my wife. I still remember the  
5294words of the consul when she refused to give me a visa. Her words were literally, "You  
5295are a homeless, stateless person and for that reason you can't go." It was very difficult  
5296for me. I left her office and sat outside on the street curb. I cried and prayed to Allah to  
5297ease things for me.

5298[Most Arabs in the area] are very busy from one another. We are a new generation here  
5299and we are busy with work and providing our children's needs such as cars, a good  
5300living place, education and others. This is keeping everybody busy. It is also making  
5301their visits to each other less than what it would have been if they were living in their  
5302Arab countries.

5303The West gave me a lot. It gave me settlement and a nationality, especially for a  
5304Palestinian like me who never had a nationality certificate. You remember what I told  
5305you earlier, what the British consul had said to me. Now I have both the American and  
5306the European nationalities. God has answered my prayers when I was sitting on the  
5307curb, and opened all the countries of the world for me...It gave me feeling of settling  
5308down and personal security which I lacked when I was in the Arab countries. The  
5309political and economic situations and the living conditions were very unstable there.  
5310Here things are stable.

### 5311Reading Questions

- 5312 1. What challenges did the narrator face as a stateless immigrant?
- 5313 2. How did the experience of immigration factor into Zafir Elsabawi's career choice?
- 5314 4. Identify some advantages and disadvantages to life in the United States,  
5315 according to the narrator.

5316

### IMMIGRANT NARRATIVE 3

#### 5317RASHIDA TLAIB

5318*This excerpt comes from an oral interview with Rashida Tlaib (pronounced Tah-leeb),*  
5319*the first Muslim woman to serve in the Michigan state legislature. Source: StoryCorps*  
5320*Oral Histories, <http://arabstereotypes.org/resources/storycorps>.*

5321

5322After 9/11 I was in law school and I said to myself, okay what do I need to do? And I got  
5323very very much engaged in post-9/11 issues, especially when it came to the FBI  
5324interviews, the special registration of green card holders and people with immigrant  
5325visas of Muslim faith or from Muslim countries. My husband at the time, he was a green  
5326card holder for just less than five years or so, and I immediately filed his application to

5327 become a US citizen immediately after that, and then starting doing that for a number of  
5328 other people because I was really worried.

5329 I think someone had mentioned this at one of the panels that we had, that there was this  
5330 idea of putting us in camps, and I didn't remember that until that person said that but it  
5331 was true. I remember, oh my God are they going to put us in camps, like they did people  
5332 who were from Japan? I mean we were really scared because we knew the FBI was  
5333 going to come door knocking, and they did.

5334 My mother had the first visit, when my father wasn't home. And then my father had the  
5335 SWAT team show up to his business. My brother, someone called the 800 number and  
5336 said he was a terrorist. If you know anything about my brother Rashad, he's nothing but  
5337 a partier in college, you know, just a regular young college student. It was just a number  
5338 of things, every single month, every single year passed, we were somehow being  
5339 targeted... One email that came in, it was someone that hacked in our system, and we  
5340 had over 200 employees at the time, so a lot of us got the email at the same time... It  
5341 was in these big fonts, and the word blood was in a big bolded red font, but it said  
5342 something about skinning us like sheep and blood in a river and it was just all you saw  
5343 was blood and skinning and very hateful things...

5344

### 5345 Reading Questions

- 5346 1. What effect did 9/11 have on the narrator's career choice and life path?
- 5347 2. Although the narrator herself was born in the US, how have immigration issues  
5348 affected her life?
- 5349 3. The narrator connects the Arab-American experience after 9/11 to the Japanese-  
5350 American experience in World War II. Compare and contrast the two  
5351 experiences.

5352

5353

**ACTIVITY: ARAB-AMERICAN SETTLEMENT**

5354 Before answering the following questions, take a look at the interactive map and module  
5355 on the following websites:

5356 Mapping History (University of Oregon): Industrialization 1870-1930

5357 <https://mappinghistory.uoregon.edu/english/US/US26-00.html>

5358 New York Times interactive Immigration Explorer

5359 <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

5360 1. Look at the Industrialization module 1870-1930 and read the introduction. Make  
5361 your way through the module and write three points—one from each module—  
5362 that summarizes the change in industry over time.

5363 2. Look at the Immigration Explorer map. For the years 1880, 1900, and 1930,  
5364 identify what parts of the country exhibited the highest foreign-born population.

5365 3. What do these two sources suggest about the relationship between immigration  
5366 and industry in America around the turn of the century?

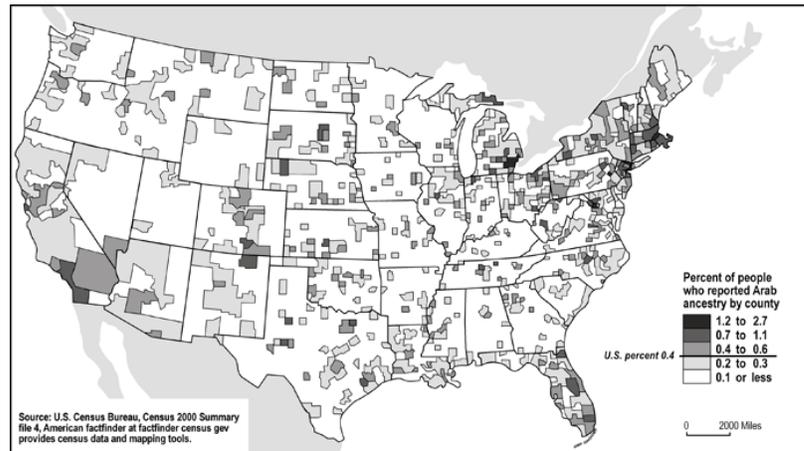
5367 Now compare the figures below:



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5369

Figure 1: North America's Industrial Areas



5370

5371

Figure 2: Arab Population in the U.S.

5372

<http://www.asjournal.org/52-2008/the-success-story-of-an-american-family/>

5373

- 5374 4. On the map below, mark the three highest concentrations of Arab Americans with  
5375 an X, and then circle the areas providing the most jobs in industry.



5376

- 5377 5. Describe the relationship between the two sets of marks you made. What does  
5378 that suggest about Arab settlement patterns in the US?

#### 5379 FURTHER RESOURCES

5380 Teaching with the News: The Iraqi Refugee Crisis [https://www.choices.edu/teaching-](https://www.choices.edu/teaching-news-lesson/iraqi-refugee-crisis/)  
5381 [news-lesson/iraqi-refugee-crisis/](https://www.choices.edu/teaching-news-lesson/iraqi-refugee-crisis/)

5382 Arab Americans: History, Culture and Contributions (Arab American National Museum)  
5383 <http://arabamericanmuseum.org/umages/Arab-Americans.pdf>

5384 Bayoumi, Moustafa. *How Does It Feel to Be a Problem?: Being Young and Arab in*  
5385 *America*. New York: Penguin Press, 2008.

5386 Haddad, Yvonne Yazbeck. *Not Quite American?: The Shaping of Arab and Muslim*  
5387 *Identity in the United States*. Waco, Texas: Baylor University Press, 2004.

5388 The Middle Eastern-American Experience: The Early Years (MEARO)  
5389 <http://www.mearo.org/lesson1.php>

5390 Middle Eastern-Americans in the Post-1965 Era (MEARO)

5391 <http://www.mearo.org/module2/lesson1/>

5392 Naff, Alixa. *Becoming American: The Early Arab Immigrant Experience*. Carbondale, IL:

5393 Southern Illinois University Press, 1985.

5394 The New Americans (PBS)

5395 [http://www.pbs.org/independentlens/newamericans/foreducators\\_index.html#resources](http://www.pbs.org/independentlens/newamericans/foreducators_index.html#resources)

5396 Orfalea, Gregory. *Before the Flames: A Quest for the History of Arab-Americans*. Austin:

5397 University of Texas Press, 1988.

5398

5399 Sample Lesson 2

5400 Title and Grade Level: Hip-hop as Resistance, 9–12

5401 Ethnic Studies Values and Principles Alignment: 2, 5, 6, 7

5402 Standards Alignment:

5403 CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical

5404 Interpretation 3

5405 CA CCSS for ELA/Literacy: RH 1, 2, 7, 10; WHST 4, 7, 10

5406 CA ELD Standards: ELD 1, 2, 4, 6, 9-12

5407 Lesson Purpose and Overview: This lesson allows students to explore how Hip-hop can

5408 be used to resist oppression and counter hegemonic beliefs perpetuated through the

5409 media. The lesson uses Arabs as a case study and introduces students to Arab-

5410 American Hip-hop. Activities in this lesson ask students to analyze, review, synthesize

5411 their learning and create new cultural material. This lesson can either be used as a

5412 stand-alone lesson or come at the end of a unit on Arab Representations in the Media.

5413Key Ethnic Studies Terms and Concepts: Hip-hop, Resistance, Oppression, Media,  
5414Critical Consciousness, Hegemony, Counter-hegemony

5415Prerequisite Skills and Knowledge: Students must be able to explain how Institutions  
5416like the media can be the vehicle for hegemonic ideas, which can shape and reinforce  
5417stereotypes. Students should also be able to identify commonly held stereotypes of  
5418Arab Americans, recognize their origins and describe how Arab Americans, along with  
5419non-Arab Muslims, South Asians, Sikhs, and others, have suffered from them. Students  
5420should have a clear understanding of the key terms and Ethnic Studies Concepts from  
5421previous lessons and/or units. Students should be able to mark a text purposefully and  
5422view digital media with the goal of identifying essential information. Finally, students  
5423should be able to analyze song lyrics.

5424Content and Language Objectives (Students will be able to...):

- 5425 1. Students will recall commonly held stereotypes of Arab-Americans and give  
5426 examples of how they are used in Hip-hop videos;
- 5427 2. Students will determine whether or not an artist should be held solely responsible  
5428 for reinforcing stereotypes;
- 5429 3. Students will recognize that Hip-hop can be used as a form of resistance and  
5430 counter-hegemonic media
- 5431 4. Students will construct their own counter-hegemonic song and perform it in front  
5432 of their peers

5433Essential Questions:

- 5434 1. How can the media empower or disempower groups within society?
- 5435 2. How can Hip-hop be used as a form of resistance against hegemonic beliefs?

5436Lesson Steps/Activities:

5437Time Required: 50-200 Min

- 5438 ● On a piece of paper, teacher asks students to recall some commonly held  
5439 stereotypes of Arab-Americans. Then teacher distributes the handout, Arab  
5440 Stereotypes: A one-pager of common stereotype from the American-Arab Anti-  
5441 Discrimination Committee (ADC) to review student answers. (5 min)
- 5442 ● Students will then watch Busta Rhyme's song, "Arab Money" and give  
5443 examples--on the same piece of paper--of how Arab American Stereotypes are  
5444 perpetuated in the video. Students share their responses. (10 min)
- 5445 ● The teacher introduces the Hip-hop artist, Narcy (formally the Narcicyst) by  
5446 projecting a picture of him and explaining the following or If time allows, teacher  
5447 can also show the video Rapper and Artist Narcy is Creating Space for Voices of  
5448 the Muslim Community: (5 min)

5449 Rap music and Hip-hop culture has its roots within the Black community of  
5450 New York. Hip-hop originated as a form of political expression and  
5451 resistance; the environment in which it emerged from in the Bronx during  
5452 the 70's is very similar to the environment in which other communities of  
5453 color find themselves today all over the US. Hip-hop, like other music can  
5454 be an effective tool for creating and expanding the awareness of social  
5455 movements, and communicating the need for social justice among all  
5456 oppressed communities.

5457 Yassin Alsalman, better known by his stage name Narcy is an Iraqi-  
5458 Canadian journalist and hip-hop artist. He currently lives in Montreal  
5459 Canada. After Busta Rhyme's released Arab Money, Narcy created a  
5460 response track critiquing the stereotypes present in Busta's song.

- 5461 ● Students listen to Narcy's "the real Arab Money" and read the lyrics. While they  
5462 are following a long, students highlight 3 lines that stand out to them and explain  
5463 why in the margins. Students can also ask questions about topics covered in the  
5464 lyrics. Students share their responses. After students discuss the song, the  
5465 teacher reviews specific lines that are important to understanding Narcy's critique

5466 of the original song. Examples can include explaining where Basra and Dubai are  
5467 and why Narcy would discuss them in his song. (10-15 min)

5468 ● Students read the article, Busta Apologizes for Releasing Arab Money where  
5469 Busta apologizes for being racist. Afterwards, students reflect on whether or not  
5470 artists should be held solely responsible for reinforcing stereotypes. If not, who  
5471 and/or what should be? (10-15 min)

5472 ● Day 2: Teacher distributes song lyrics to the song, “Somos Sur” by Ana Tijoux  
5473 and Shadia Mansour. Teacher introduces the song by explaining that:

5474 “Somos Sur” is a song off Ana Tijoux’s latest album “Vengo”. She  
5475 collaborated on this song with Shadia Mansour, who is an Arab hip-hop  
5476 artist from Palestine. Ana is from Chile, where her parents were exiled  
5477 under the dictatorship of Pinochet a few years before she was born in  
5478 France.

5479 ● Students listen to the song and are instructed to do the following:

5480 ○ While the video plays, try and follow along with the lyrics

5481 ○ Underline 3 lines that stand out to you-either in English, Spanish, or Arabic

5482 ○ Ana Tijoux is quoted as saying, “I feel that music is an amazing weapon,  
5483 an amazing tool, like to have this reflection with the world. It’s a  
5484 conversation, a dialogue with the world.”

5485 ○ Using this song and your own personal experience with music, explain  
5486 how music can be used as a weapon and how it can be used to give  
5487 people agency?

5488 ● Students share their responses to the lyrics. Teacher specifically focuses on their  
5489 responses to the quote by Ana Tijoux.

5490 ● Teacher distributes the assignment titled, Soundtrack of Hegemony. Students will  
5491 explore their own experiences with hegemony. They will use the information they  
5492 have used in the unit to create a cover for a CD that includes songs about  
5493 examples of hegemony in their own life. Teacher reads the directions and  
5494 instructs the students that they will:

5495 ○ Write a brief description of each of the 5 ways that you have experienced  
5496 hegemony in your own life. Then give each event a song title

5497 ○ On the back, you will write a song about one of those events. Your song  
5498 must have facts from everything you have learned in class

5499 ○ Create a CD cover in color with the 5 song titles and an image. Be  
5500 creative and fun! (Time will vary based on class size)

5501 ● Teacher should create their own example song about examples of hegemony in  
5502 their own life for a model and read it to the class. Students can reference this  
5503 during their own cultural creation.

5504 ● After students brainstorm examples of hegemony in their lives, the teacher must  
5505 review student work before moving onto the song creation in order to check for  
5506 understanding. Teacher must allow time for revision if necessary.

5507 ● Once students are done, they should give their poem a title and practice reading  
5508 it aloud before peer presentations. After students have practiced their poems  
5509 and/or received feedback from peers and/or an adult, they take part in a public  
5510 song reading that allows for all voices to be heard and work to be honored. (Time  
5511 will vary based on class size)

5512 Lesson Modifications/Accommodations for Students with Diverse Needs: Direct and  
5513 written instructions can be used to relay information on rules, procedures and  
5514 strategies. Teacher will read materials aloud and allow for longer response times when  
5515 students are asked to analyze song lyrics. Readings can be broken into various lexile  
5516 levels if needed, like those found in Newsela. Sentence starters can be created for

5517demand summaries and song. Students will receive constructive feedback and  
5518opportunity for revision then have opportunities to practice presenting their songs before  
5519reading it publicly.

5520Assessment, Application, Action, and Reflection:

5521Assessment: Students will be assessed on their ability to use words, concepts and/or  
5522phrases that demonstrate a clear understanding of the hegemony and how it works. The  
5523CD cover visual must include all the things asked for in the instructions. Students should  
5524not be assessed on the presentation of their song unless the teacher has specifically  
5525given instruction on presentation skills and ample opportunity for the practice and  
5526revision of song reading.

5527Application: Students will apply Ethnic Studies principles 2, 5, 6 and/or 7 to their songs  
5528and presentations

5529Action: Teacher can open the song reading to larger community: other classes, history  
5530departments, community organizations, local politicians, middle schoolers etc.

5531Reflection: Students should reflect critically on both the assignment and their habits  
5532around how they approached and took this assignment to completion [or not].  
5533Furthermore, teachers should reflect on the effectiveness of the lesson based on  
5534student work and reflections.

5535Example student reflections:

- 5536 1. How much did you know about the writing genre or content before we started?
- 5537 2. What does this piece reveal about you as a learner? What did you learn about  
5538 yourself as you worked on this piece?
- 5539 3. What does this piece say about your understanding of the Ethnic Studies Values  
5540 and Principles?

5541 4. If you were the teacher, what comments would you make about this piece as it is  
5542 now?

5543 5. If someone else were only looking at the piece of writing, what might they learn  
5544 about who you are?

5545 6. What is one aspect of the work you would like to improve upon?

5546Materials and Resources:

5547

### ARAB STEREOTYPES

5548

5549**General Epithets:** A-rabs, camel jockeys, towel-heads, sand-niggers “All Arabs are  
5550Muslims” or “All Muslims are Arabs” “Moslems” or “Mohammedans” (rather than  
5551Muslims) “Sheik,” harem, desert, camels, oasis, nomads, Bedouin, warriors, tribal; Arab  
5552world as an exotic arena where Western heroes have romantic adventures. Arabian  
5553Nights, genie, magic carpet, princess, evil vizier

5554**Muslims:** fundamentalists, extremists, militants, fanatics, terrorists, cut off hands,  
5555oppress women, jihad as “holy war”

5556**Palestinians:** terrorists, blow up airlines, try to “destroy Israel” and “drive the Jews into  
5557the sea”

5558**Good Arabs:** minor characters, passive, culturally Western, dramatically insignificant,  
5559subordinate to Western heroes, rarely the main character or action hero

5560**Arab Men:** Oil Sheiks, fabulously wealthy, lavish and wasteful spending, “buying up  
5561America” Greasy merchants, swarthy, dirty, greedy, unshaven, uneducated, dishonest,  
5562manipulative, incompetent. Mad dictators, ruthless, violent, treacherous, barbaric, hate  
5563Jews and America, secret plots to destroy America. Cruel, deceitful, hot-tempered,  
5564irrational. Abduction of blond western women

5565**Arab Women:** Oppressed by Arab men/Islam Luxurious harem, scantily clad belly  
5566dancers; sensuous, beautiful woman in love with Western hero who rescues her from  
5567evil Arab man. Confined to home, veils, head coverings, long robes; passive,  
5568uneducated, voiceless, faceless, characterless. Older women: hysterical, artificial grief  
5569in mourning rituals

5570*American-Arab Anti-Discrimination Committee*

5571

5572**Busta Apologizes for Releasing Arab Money**

5573Only hours after expressing his outrage over Busta Rhymes' controversial song "Arab  
5574Money," Iraqi-born rapper The Narcicyst told AllHipHop.com that he received a personal  
5575phone call from Busta himself last night (December 8), apologizing for the  
5576misunderstanding created by the song.

5577According to Narcicyst, the two rappers spent nearly half an hour on the phone  
5578discussing Busta's original intent in making the song, which the veteran rapper says  
5579was meant to pay homage to Arab culture.

5580The Narcicyst, whose family fled Iraq years ago after they were displaced by the  
5581political turmoil said he came to understand that there may have been a bigger culprit in  
5582Busta's lyrical misstep. "It was a thorough explanation and he was a very respectful  
5583man," the Narcicyst told AllHipHop.com.

5584"He explained to me his experience as an African-American man in the States and [it]  
5585seemed to me as an experience that I can correlate as an Arab being in the Middle East  
5586and having been displaced from my nation and seeing my country being bombarded in  
5587the media, being misrepresented."

5588According to Narcicyst, Rhymes revealed that he didn't purposely disrespect Arab  
5589culture and that representing it "in a positive light" was important to his fellow rapper.  
5590"He also acknowledged that it was definitely something that spun out of control."

5591Narcicyst continued. "You know, when you put out a song, you can't really put out an  
5592essay on why you put out the song. And it's always hard to explain to the masses."  
5593While some YouTube posts of the song and/or video have already been removed from  
5594the popular website, there is no word on when or if the controversial song will be  
5595officially removed from rotation.

5596The song is already banned in the U.K., where award winning DJ Steve Sutherland was  
5597temporarily suspended by Galaxy FM, for playing the song.

5598As a result of Busta's apology and The Narcicyst has also agreed to pull his response to  
5599the song, a track titled "The Real Arab Money."

5600"This is an example of how two people can come together and create something bigger  
5601than them," The Narcicyst concluded. "I'm a strong believer in truth and breaking  
5602stereotypes down and not allowing people to box you in. And this whole experience has  
5603been a huge eye opener for me. This is what Hip-Hop is about. Two brothers from  
5604another mother can come to a peaceful and just conclusion for all sides."

5605

5606

### **The Real Arab Money**

5607

**Narcy**

5608

5609[Hook]

5610

5611Allah i'eenak ya busta (May God show you the light)

5612Misrepresentin' us in Dubai

5613It ain't Ayrab Money

5614It's called Arab Money

5615Allah i'eenak ya busta (May God show you the light)

5616Arabs don't play up in Basra  
5617It ain't Ayrab Money  
5618It's called Arab Money  
5619  
5620[Verse 1]  
5621  
5622Lek Ibnil Ibnil  
5623Your Arab boys like "shoof itfil itfil"  
5624If I was them, I'da told him the hook is dead wrong  
5625And tell the homie, Ron Browz, skip to the next song  
5626Truth is, I can see through the playback funny  
5627"Yo son, let's do a track about Ayrab money, dunny"  
5628The pain in my people's blood runs thicker  
5629Than oil fields, the word Ayrab's like nig---  
5630  
5631[Hook]  
5632  
5633Allah i'eenak ya busta (May God show you the light)  
5634Misrepresentin' us in Dubai  
5635It ain't Ayrab Money  
5636It's called Arab Money  
5637Allah i'eenak ya busta (May God show you the light)  
5638Arabs don't play up in Basra  
5639It ain't Ayrab Money  
5640It's called Arab Money

5641

5642[Verse 2]

5643

5644Brother

5645"The Life" is too biased

5646Hook about as Middle East as Dubai is

5647Even if you never heard of me, verbally

5648You should done your research about the current state of currency

5649We hurt

5650Way more than we ball

5651In Palestine, kids can't shop at these malls

5652My nation on my back, look how proud we are

5653America bustin' nuts on Saudi Riyals....

5654

5655[Hook]

5656

5657Allah i'eenak ya busta (May God show you the light)

5658Misrepresentin' us in Dubai

5659It ain't Ayrab Money

5660It's called Arab Money

5661Allah i'eenak ya busta (May God show you the light)

5662Arabs don't play up in Basra

5663It ain't Ayrab Money

5664It's called Arab Money

5665

5666[Verse 3]

5667

5668I got the nerve to burn bridges like Halliburton

5669John McCain with Sarah Palin probably flirtin'

5670I had to Busta Rhyme just to polly work it

5671And set the standard straight about the violent circuit

5672From bomb makers stripping Islam Naked

5673The strong face of the wrong fakers, in calm nature, see

5674The truth in America's hip-hop is gone sacred

5675Not to generalize, dawg, this song's racist

5676

5677[Outro]

5678

5679So don't get it twisted

5680See not all Arabs are rich, my brothers and sisters

5681Get your history right

5682"Arab money' came from British colonialism

5683So that means the slave master got you back

5684So when you look at that money in your pocket

5685Make sure you spend it right

5686

5687 **Letra de "Somos Sur" ft. Shadia Mansour**

5688

5689Tú nos dices que debemos sentarnos

5690Pero las ideas sólo pueden levantarnos

5691 Caminar, recorrer, no rendirse ni retroceder  
5692 Ver, aprender como esponja absorbe  
5693 Nadie sobra, todos faltan, todos suman  
5694 Todos para todos, todo para nosotros  
5695 Soñamos en grande que se caiga el imperio  
5696 Lo gritamos alto, no queda más remedio  
5697 Esto no es utopía, es alegre rebeldía  
5698 Del baile de los que sobran, de la danza tuya y mía  
5699 Levantarnos para decir "ya basta"  
5700 Ni África, ni América Latina se subasta  
5701 Con barro, con casco, con lápiz, zapatear el fiasco  
5702 Provocar un social terremoto en este charco  
5703  
5704 Chorus x2  
5705 Todos los callados (todos)  
5706 Todos los omitidos (todos)  
5707 Todos los invisibles (todos)  
5708 Todos, to, to, todos  
5709 Todos, to, to, todos  
5710  
5711 Nigeria, Bolivia, Chile, Angola, Puerto Rico y Tunisia, Argelia  
5712 Venezuela, Guatemala, Nicaragua, Mozambique, Costa Rica, Camerún, Congo, Cuba,  
5713 Somalia, México, República Dominicana, Tanzania, fuera yanquis de América latina  
5714 Franceses, ingleses y holandeses, yo te quiero libre Palestina  
5715  
5716 [Shadia Mansour]

5717(أعطني الميكروفون)

5718الموسيقى هي اللغة الأم في العالم

5719انها تدعم وجودنا، وقالت انها تحمي جذورنا

5720توحدنا من سوريا الكبرى، أفريقيا، إلى أمريكا اللاتينية

5721هنا أنا مع أنيتا تيجوكس

5722هنا أنا مع أولئك الذين يعانون، وليس مع أولئك الذين باعوا لك

5723هنا أنا مع المقاومة الثقافية

5724!من البداية، إلى النصر دائما

5725أنا مع أولئك الذين ضد، مع أولئك الذين تعاونوا، مع أولئك الذين ليسوا إلى جانبنا

5726منذ بعض الوقت، وأنا حساب، لذلك قررت أن الاستثمار في بانكسي بعد بان-كي اندلعت

5727"وكما يقول المثل "يجب أن تكون الحالة مهددة ولكن في الواقع يجب أن يتوقف الوضع

5728وبالنسبة لكل سجين سياسي حر، يتم توسيع مستعمرة إسرائيلية

5729ولكل تحية، هدمت ألف منزل

5730أنها تستخدم الصحافة حتى يتمكنوا من تصنيعولكن عندما يتم الحكم على عقوبتي، الواقع يقدم

5731نفسه

5732

5733Chorus x2

5734Todos los callados (todos)

5735Todos los omitidos (todos)

5736Todos los invisibles (todos)

5737Todos, to, to, todos

5738Todos, to, to, todos

5739

5740Saqueo, pisoteo, colonización, Matías Catrileo, Wallmapu

5741Mil veces venceremos, del cielo al suelo, y del suelo al cielo

5742Vamos, sa, sa, sa, sa, sa, sa, sa, saltando

5743Caballito Blanco, vuelve pa' tu pueblo, no te tenemos miedo

5744Tenemos vida y fuego, fuego nuestras manos, fuego nuestros ojos

5745Tenemos tanta vida, y hasta fuerza color rojo

5746La niña María no quiere tu castigo, se va a liberar con el suelo Palestino

5747Somos Africanos, Latinoamericanos, somos este sur y juntamos nuestras manos

5748

5749Chorus x2

5750Todos los callados (todos)

5751Todos los omitidos (todos)

5752Todos los invisibles (todos)

5753Todos, to, to, todos

5754Todos, to, to, todos

5755

5756

5757Lyrics of "Somos Sur"

5758

5759You tell us we should sit down

5760But ideas can only rise us

5761Walk, march, don't surrender or retreat

5762See, learn like a sponge absorbs

5763No one is surplus, all fall short, all add up

5764All for all, all for us

5765We dream big that the empire may fall

5766We shout out loud, there is no other remedy left

5767 This is not utopia, this is a joyful dancing rebellion  
5768 Of those who are overrun, this dance is yours and mine  
5769 Let's rise to say "enough is enough"  
5770 Neither Africa or Latin America are for auction  
5771 With mud, with a helmet, with a pencil, drum the fiasco  
5772 To provoke a social earthquake in this puddle  
5773  
5774  
5775 Chorus X2  
5776 All the silenced (all)  
5777 All the neglected (all)  
5778 All the invisible (all)  
5779 All, All  
5780 All, All  
5781  
5782 Nigeria, Bolivia, Chile, Angola, Puerto Rico and Tunisia  
5783 Algeria, Venezuela, Guatemala, Nicaragua, Mozambique  
5784 Costa Rica, Cameroon, Congo, Cuba, Somalia, Mexico  
5785 Dominican Republic, Tanzania  
5786 Get out Yankees from Latin America  
5787 French, English and Dutch  
5788 I love you Free Palestine  
5789  
5790 Arabic Verse Rapped by Shadia Mansour

5791(Give me the microphone) Music is the mother tongue of the world It supports our  
5792existence, and it protects our roots We unite from Greater Syria, Africa, to Latin America  
5793Here I am with Anita Tegucas Here I am with those who suffer, not with those who sold  
5794you Here I am with cultural resistance From the beginning, to victory always! I am with  
5795those who are against, with those who have cooperated, with those who are not on our  
5796side Some time ago, I calculated, so I decided to invest in Panxi after Pan-Ki broke up  
5797As the saying goes, "the situation must be threatened but in reality the situation must  
5798stop" For every free political prisoner, an Israeli colony is expanded For each greeting, a  
5799thousand houses were demolished They use the press so they can manufacture, but  
5800when my sentence is judged, reality presents itself

5801

5802Chorus X2

5803All the silenced (all)

5804All the neglected (all)

5805All the invisible (all)

5806All, All

5807All, All

5808

5809Looting, trampling, colonization, Matias Catrileo, Gualmapu

5810A thousand times we will overcome, from the sky to the ground, and from the ground to  
5811the sky

5812Let's go, jumping

5813White Knight, go back to your city, we are not afraid

5814We have life and fire, fire in our hands, fire in our eyes

5815We have so much life, and strength up to the color red

5816The child (divine) Mary doesn't want your punishment, she is going to free the

5817Palestinian soil

5818We are Africans, Latin Americans, we are the south and we join our hands together

5819

5820Chorus X2

5821All the silenced (all)

5822All the neglected (all)

5823All the invisible (all)

5824All, All

5825All, All

5826

5827

## Soundtrack of Hegemony

5828Instructions: Three Steps:

5829Step 1: Write a brief description of each of the 5 ways that you have experienced  
5830hegemony in your own life. Then give each event a song title

5831Step 2: On the back, you will write a song about one of those events. Your song must  
5832have facts from everything you have learned in class

5833Step 3: Create a CD cover in color with the 5 song titles and an image. Be creative and  
5834fun!

| Example | Song Title |
|---------|------------|
|         |            |
|         |            |
|         |            |
|         |            |
|         |            |

5835

5836CD cover:

- 5837 ● Must include a front image
- 5838 ● Must include 5-7 song titles on the back
- 5839 ● Must include lyrics for one of the songs (has to be about at least one of your  
5840 experiences)
  - 5841 ○ Song title
  - 5842 ○ 4 verses and a chorus
- 5843 ● Must demonstrate your understanding of hegemony and how it works
- 5844 ● Must be in color
- 5845 ● Must have an album title

5846 **Example Song Structure**

5847Suggested First Verse

5848Write about the status quo. What do we think is normal?

5849Example: Girls should be feminine and reserved (teacher should think of their own  
5850example)

5851[Chorus]

5852What is the message that you think should be represented over and over again

5853Example: teacher should write their own example

5854Suggested Second Verse

5855Write how we learn the status quo. How do social institutions teach and reinforce this?

5856Example: Through our consumer economy and family, we are taught gender norms  
5857even before we can talk

5858[Chorus]

5859Suggested Third Verse

5860Write about how this controls our mind and bodies

5861Example: Through strict gender norms, we can be forced to hide our true selves, and  
5862our natural interests limited at a young age

5863[Chorus]

5864Suggested Fourth Verse

5865Write about something we can do to resist this example of hegemony

5866Example: We can stop ascribing gender identity to infants and we can resist the  
5867aggressive marketing targeted at parents and families

5868

5869Further Resources:

5870Arab American American-Arab Anti-Discrimination Committee <http://www.adc.org/>

5871“Reel Bad Arabs: How Hollywood Vilifies a People” is a documentary film directed by  
5872Sut Jhally and produced by Media Education Foundation in 2006. This film is an  
5873extension of the book of that name by Jack Shaheen which also analyzes how  
5874Hollywood corrupts or manipulates the image of Arabs.

5875<https://www.mediaed.org/discussion-guides/Reel-Bad-Arabs-Discussion-Guide.pdf>

5876Videos:

5877Ana Tijoux—Somos Sur (Feat. Shadia Mansour) [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=EKGUJXzxNqc)

5878[v=EKGUJXzxNqc](https://www.youtube.com/watch?v=EKGUJXzxNqc)

5879Busta Rhymes—Arab Money [https://www.youtube.com/watch?v=bcuAw77J8\\_Y](https://www.youtube.com/watch?v=bcuAw77J8_Y)

5880Narcy—The Real Arab Money <https://www.youtube.com/watch?v=C0E3BhHkblE>

5881Rapper and Artist Narcy is Creating Space for Voices of the Muslim Community

5882<https://nowthisnews.com/videos/pop/rapper-narcy-is-creating-space-for-voices-of-the->

5883[muslim-community](https://nowthisnews.com/videos/pop/rapper-narcy-is-creating-space-for-voices-of-the-muslim-community)

5884

5885Sample Lesson 3

5886Title and Grade Level: Understanding Arab and Muslim Americans and their challenges

5887in contemporary social/political contexts in the United States, 9–12

5888Ethnic Studies Values and Principles Alignment: 1, 4, 7

5889Standards Alignment:

5890HSS Content Standards: 12.3.1, 12.3.2, 12.3.3, 12.3.4

5891CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical

5892Interpretation 3

5893CCSS for ELA/Literacy: W.11–12.1 a, b, c, f; WSHT 9–10.1, 2; RH.11–12.1

5894CA ELD Standards: Part 1 (9–10) A.1–4, B.5–8, C.9–12; Part 2 (9–10) C.6, C.7

5895Lesson Purpose and Overview: This series of lessons will focus on understanding who

5896Arab and Muslim Americans in the United States are; and the challenges they have

5897faced in contemporary times. Students will explore a variety of sources to learn about

5898where these communities live; how they are different and where they overlap; and how

5899media and government policies have placed both communities as the *other* - particularly

5900post 9/11 and after the election of president Trump. Additionally, students will identify

5901examples of how these communities have claimed spaces as *Americans* in the United

5902 States and how their numerous contributions have served as methods of resistance to  
5903 their *othering*.

5904 Key Ethnic Studies Terms and Concepts: Arab American, Muslim American,  
5905 Islamophobia, stereotypes, racism, other, othering, resistance, citizenship

5906 Content and Language Objectives (Students will be able to...):

- 5907 • Learn who Arab and Muslim Americans in the US are, including demographic and  
5908 geographic trends
- 5909 • Articulate the challenges facing these populations in contemporary times
- 5910 • Explain various ways they have resisted their continued 'othering'

5911 Essential Questions:

5912 Who are Arab and Muslim Americans; what are the contemporary challenges they face  
5913 living in the United States, and how have they resisted their continued 'othering'?

5914 Lesson Steps/Activities:

5915 Day 1: Identifying Arab Americans

- 5916 1. Warm-Up question: Ask students to define who might identify as an Arab  
5917 American?
  - 5918 a. Debrief by soliciting responses and having a discussion about where their  
5919 responses came from.
- 5920 2. Give students a blank map of the Middle East/North Africa (MENA) region and  
5921 ask them to label the countries they think are Arab-speaking countries.  
5922 ([https://docs.google.com/document/d/1sDiAm0fb9qfHGM97CynAVI5tziYiXYrkRM](https://docs.google.com/document/d/1sDiAm0fb9qfHGM97CynAVI5tziYiXYrkRM2a4OBNqys/edit#heading=h.gjdgxs)  
5923 [2a4OBNqys/edit#heading=h.gjdgxs](https://docs.google.com/document/d/1sDiAm0fb9qfHGM97CynAVI5tziYiXYrkRM2a4OBNqys/edit#heading=h.gjdgxs)). Have students attempt to answer the  
5924 questions at the bottom of the sheet. Have students work through their attempts  
5925 as a group and then solicit student responses. Use this key to have students get

5926 the correct responses:

5927 [https://docs.google.com/document/d/10nJPqQA40245YZWG1bEx2DkGkZX608K](https://docs.google.com/document/d/10nJPqQA40245YZWG1bEx2DkGkZX608Kw8Yr9j42RDn8/edit)  
5928 [w8Yr9j42RDn8/edit](https://docs.google.com/document/d/10nJPqQA40245YZWG1bEx2DkGkZX608Kw8Yr9j42RDn8/edit).

5929 3. Use the following resources to help students understand who Arabs in the USA  
5930 are:

5931 • Where do Arab-Americans in the United States Live?

5932 [https://docs.google.com/document/d/1oV8CbMAKg0rrpaPNyflGPyjD4bDN](https://docs.google.com/document/d/1oV8CbMAKg0rrpaPNyflGPyjD4bDNz0UDws0SJkW8LRk/edit)  
5933 [z0UDws0SJkW8LRk/edit](https://docs.google.com/document/d/1oV8CbMAKg0rrpaPNyflGPyjD4bDNz0UDws0SJkW8LRk/edit)

5934 • Arab Americans and Religious Affiliations

5935 [https://docs.google.com/document/d/1CFt22ZmD9kMn69jM2YZe0TmBRo](https://docs.google.com/document/d/1CFt22ZmD9kMn69jM2YZe0TmBRo0IDH0JFJMcnvM1Fe0/edit)  
5936 [0IDH0JFJMcnvM1Fe0/edit](https://docs.google.com/document/d/1CFt22ZmD9kMn69jM2YZe0TmBRo0IDH0JFJMcnvM1Fe0/edit)

5937 • Demographics

5938 [https://drive.google.com/file/d/1O2S7T\\_hA2Ew2TJDteBsNTuMbGQ3CSb3](https://drive.google.com/file/d/1O2S7T_hA2Ew2TJDteBsNTuMbGQ3CSb31/view)  
5939 [1/view](https://drive.google.com/file/d/1O2S7T_hA2Ew2TJDteBsNTuMbGQ3CSb31/view)

5940 • Quick Facts about Arab Americans

5941 [https://drive.google.com/file/d/11V6oXvkN6lgcTuIOglkTt7mAQ-](https://drive.google.com/file/d/11V6oXvkN6lgcTuIOglkTt7mAQ-MS9uDm/view)  
5942 [MS9uDm/view](https://drive.google.com/file/d/11V6oXvkN6lgcTuIOglkTt7mAQ-MS9uDm/view)

5943 You can create a graphic organizer, and/or google slides presentation to help  
5944 students navigate the information. Students can work in groups and jigsaw  
5945 the various sources and create a portrait of Arab Americans in the United  
5946 States as an infographic or summary paragraph.

## 5947 Day 2: Identifying Muslim Americans

5948 1. Warm-Up question: What percent of Arabs in America do you think are also  
5949 Muslim? Where do you think most Muslim Americans come from?

5950 2. Have students watch this use the resources outlined on the “Muslims in America”  
5951 outline (<https://docs.google.com/document/d/1HQ-7HkJLjQDpH->

5952 [xg3wNI2DBf4T6-J9T1XQG7sFjzUbk/edit](https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate)), including the videos to learn more  
5953 about who Muslim Americans in the United States are. Debrief through structured  
5954 student talk and class discussion. Have students keep track of the information  
5955 they learned in a graphic organizer or notes sheet.

5956 **Days 3–5: Challenges facing these populations in contemporary times** (can use  
5957 the reading linked under materials and resources - Civil Liberties and the Otherization of  
5958 Arab and Muslim Americans as a grounding text)

5959 1. Warm-Up question: What have you learned so far about who Arab and Muslim  
5960 Americans are; and what challenges they are facing? Develop a list based on  
5961 students' responses - have students take notes on the list. Have students watch  
5962 this Ted Talk about three young Arab AND Muslim Americans as an intro to their  
5963 investigations  
5964 ([https://www.ted.com/talks/suzanne\\_barakat\\_islamophobia\\_killed\\_my\\_brother\\_let\\_s\\_end\\_the\\_hate](https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate)). Use the handout “Application: Identifying Challenges” and its  
5965 included resources to have students learn more about the contemporary  
5966 challenges facing Arab- and Muslim-Americans in the US and the ways they  
5967 have resisted them  
5968 ([https://docs.google.com/document/d/1paPAzp5MAJTgXVXE4-  
5969 MK\\_9NsM1LjrCCC00-2N-JDkE/edit](https://docs.google.com/document/d/1paPAzp5MAJTgXVXE4-MK_9NsM1LjrCCC00-2N-JDkE/edit)). There are many other resources that can  
5970 be added.  
5971

5972 2. As students work through the texts and video clips, and film, facilitate small and  
5973 large group discussions of what they are finding. Track findings on a shared  
5974 document or posters around the classroom. Guide students to making  
5975 connections with other historically marginalized groups as they continue to  
5976 investigate the experiences of Arab and Muslim Americans.

5977 Lesson Modifications/Accommodations for Students with Diverse Needs: All of these  
5978 lessons and materials can be modified by using sentence frames to help students  
5979 develop responses to prompts. There are lots of graphics and media included so

5980students have a variety of sources to reference and texts can be modified to highlight  
5981key vocabulary and concepts that are important to its understanding.

5982Assessment, Application, Action, and Reflection:

5983Potential Summative Assessments

- 5984 1. Have students create a project around celebrating Arab and Muslim Americans  
5985 and the ways they have managed to thrive and practice resilience. These can be  
5986 shared in class or displayed. Part of this can be including who the communities  
5987 are; challenges they have faced and then focusing on their methods for facing  
5988 the adversity.
- 5989 2. Students can participate in a Socratic discussion focused on how Arab and  
5990 Muslim Americans have faced similar challenges/experiences of marginalization  
5991 as other groups in the United States and at the same time how they are distinct.
- 5992 3. Have students create a public service announcement or media campaign to  
5993 educate other Americans on the Arab and Muslim American communities in the  
5994 United States. Our Three Winners (linked under resources) can be an example.

5995Students can write a short summary reflecting on what they learned about these  
5996communities and how, if any, of their perspectives have changed. Additionally they can  
5997comment on whether they had any similarities.

5998Materials and Resources:

5999“Who Are Arab Americans?” [https://drive.google.com/file/d/1-](https://drive.google.com/file/d/1-60000xCOTLKiy2NKi9mO4cMbik6_nMFPwl/view)

60000xCOTLKiy2NKi9mO4cMbik6\_nMFPwl/view

6001“Civil Liberties and the Otherization of Arab and Muslim Americans”

6002<https://drive.google.com/file/d/1HcxQCGoarZX5IG329v1dn8aWOC9iaMwl/view>

6003Our Three Winners <https://ourthreewinners.org/>

6004Council on American-Islamic Relations (CAIR) <https://www.cair.com/>

6005

6006 Sample Lesson 4

6007 Title and Grade Level: Islamophobia – What is it and how can it be challenged? 9–12

6008 Ethnic Studies Values and Principles Alignment: 1, 2, 4, 5, 7

6009 Standards Alignment:

6010 HSS Content Standard 11.11.7

6011 CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 6, 7; W.9–10.1; SL.9–10.1

6012 Lesson Purpose and Overview: Since 9/11 and with Trump’s rhetoric against Muslims,

6013 Islamophobia is on the rise in the U.S. Arab Americans, South Asian Americans and

6014 Muslim Americans have endured racial profiling, illegal detentions, social harassment,

6015 and violence. This lesson helps students understand what Islamophobia is, its history in

6016 the U.S., why it is on the rise, and what is being done about it.

6017 Takeaways:

6018 • Understand what Islamophobia is and its history in the U.S.

6019 • Learn about the impact of Islamophobia on a personal level

6020 • Brainstorm ideas to counteract Islamophobia

6021 Key Ethnic Studies Terms and Concepts:

6022 Islamophobia – extreme fear and negative feelings towards people who follow Islam.

6023 microaggressions – comments or questions that make someone feel like an “other”.

6024 unconscious bias – subconscious thinking based on stereotypes or negative views.

6025 pejorative labels – negative words that express dislike or contempt for a group of

6026 people, i.e. terrorists used to describe Muslims.

6027 Content and Language Objectives (Students will be able to...):

6028 Students will be able to understand the roots of Islamophobia in the U.S., its current  
6029 rise, its current effects, and ways it can be challenged by creating a Public Service  
6030 Announcement (PSA) on combatting Islamophobia.

6031 Essential Questions:

6032 1. What causes Islamophobia?

6033 2. What impact has Islamophobia had on the Muslim community?

6034 3. What are ways Islamophobia can be challenged?

6035 Lesson Steps/Activities:

6036 1. Ask the question – Is anyone here Muslim or feels they are often labeled Muslim  
6037 when you are not? (If anyone raises their hand, ask them to feel free add and  
6038 comment to any content that is being presented as this lesson on Islamophobia –  
6039 the experiences of Arab Americans in dealing with it will be discussed. But to not  
6040 feel any pressure to represent their whole community.)

6041 2. Today we are going to learn about the rise of Islamophobia in the U.S. and focus  
6042 on these essential questions (read essential questions 1–3 aloud). You will use  
6043 the “What is Islamophobia?” Handout to answer questions and take notes on all  
6044 the sources we will be using. Take good notes because you will need the facts to  
6045 use in your assessment (a PSA). After reading or viewing the source, talk and  
6046 reflect with the students about key facts they should have in their notes.

6047 3. There are a number of articles you can find on the web on Islamophobia but I  
6048 suggest one of these:

6049 a. What Is Islamophobia? The History And Definition Of Anti-Muslim Discrimination  
6050 In The US, [https://www.ibtimes.com/what-islamophobia-history-definition-anti-](https://www.ibtimes.com/what-islamophobia-history-definition-anti-muslim-discrimination-us-2218446)  
6051 [muslim-discrimination-us-2218446](https://www.ibtimes.com/what-islamophobia-history-definition-anti-muslim-discrimination-us-2218446)

- 6052 b. Viewpoint: Islamophobia has a long history in the US  
6053 <https://www.bbc.com/news/magazine-34385051>
- 6054 c. “What is the Truth About American Muslims? Questions and Answers.” Teaching  
6055 Tolerance 2017 [https://www.tolerance.org/sites/default/files/2017-](https://www.tolerance.org/sites/default/files/2017-07/What_is_the_Truth_About_American_Muslims%281%29_0.pdf)  
6056 [07/What\\_is\\_the\\_Truth\\_About\\_American\\_Muslims%281%29\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-07/What_is_the_Truth_About_American_Muslims%281%29_0.pdf)
- 6057 4. As you read take notes and answer the questions: What is Islamophobia?  
6058 Describe the history of Islamophobia in the U.S. Why is there a rise in  
6059 Islamophobia today? Note any other significant facts from the article using the  
6060 handout. Use the note taking sheet provided.
- 6061 5. Based on this information you’ve learned from the articles, have a whole class  
6062 discussion on the two questions.

6063 Teacher Discussion Notes

- 6064 a. Islamophobia is extreme fear of Muslim Americans or anyone who looks  
6065 like a Muslim.
- 6066 b. Trump has been causing the rise of Islamophobia by calling for a ban on  
6067 Muslims entering the U.S.
- 6068 c. 55% of the people polled have an unfavorable view of Muslims, with the  
6069 vast majority of the people polled saying they had no contact with  
6070 Muslims.
- 6071 d. Politicians are repeating Trump’s anti-Muslim rhetoric causing  
6072 Islamophobia to spread.
- 6073 e. It is clear that Islamophobia is unfounded and based on the ignorance and  
6074 dehumanization of Muslims. If people do not make an effort to learn about  
6075 Islam or get to know someone who is Muslim, they can dehumanize them.

6076 6. Let's now learn about how Islamophobia has impacted those who are Muslim  
6077 Americans or are believed to be Muslim. Watch this Ted Talk: Suzanne Barakat  
6078 "Islamophobia Killed My Brother. Let's End the Hate."  
6079 [https://www.ted.com/talks/suzanne\\_barakat\\_islamophobia\\_killed\\_my\\_brother\\_let](https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate#t-735690)  
6080 [\\_s\\_end\\_the\\_hate#t-735690](https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate#t-735690) 14:46 minutes

6081 Text alternative: Jigsaw Expert Home Groups Exercise

6082 • Use chapters in *How Does It Feel To Be A Problem? Being Young and Arab in*  
6083 *America*. Each chapter is a narrative essay by a young Arab American who has  
6084 experienced hardship due to Islamophobia. Divide students into groups of 4,  
6085 number them 1-4. Assign expert groups one chapter by number, to read and  
6086 analyze, i.e., #1s get Chapter 1 Rasha, #2s get Chapter 2 Sami, etc. Expert  
6087 groups sit together, read, and answer questions together.

6088 • Then students move to home groups (groups of 4) to share the experience of  
6089 the young Arab Muslim they read about, each person needs to talk. Everyone  
6090 takes notes while the expert speaks.

6091 After viewing or reading the source, answer the question, "What effect has  
6092 islamophobia had on Muslim Americans? Class discussion and note taking.

6093 Teacher Discussion Notes

6094 a. Effects on Muslim Americans has been terrible. They have been made to  
6095 feel that no matter what they do, they will not be accepted as Americans.

6096 b. The children endure traumatic experiences that affect them  
6097 psychologically making them live in fear of losing their parents or feeling  
6098 like they are not safe.

6099 c. The worst effects is the violence that is carried out against Muslims in  
6100 which some acts lead to deaths.

6101 d. Microaggressions in which people say negative things to Muslims or ask  
6102 sometimes innocent questions, only add to the hostile environment in  
6103 which they live.

6104 7. What is being done about the rise of Islamophobia? Read this article: “How  
6105 Muslim Americans are fighting Islamophobia and securing their civil rights,”  
6106 September 4, 2017 by Emily Cury. [http://theconversation.com/how-muslim-](http://theconversation.com/how-muslim-americans-are-fighting-islamophobia-and-securing-their-civil-rights-82235)  
6107 [americans-are-fighting-islamophobia-and-securing-their-civil-rights-82235](http://theconversation.com/how-muslim-americans-are-fighting-islamophobia-and-securing-their-civil-rights-82235)

6108 Or Wingfield, Marvin and Bushra Karaman, “Arab Stereotypes and American  
6109 Educators”, *Beyond Heroes and Holidays Reading Between the Lines Critical*  
6110 *Literacy*, Teaching for Change, 2006.

6111 Teacher Discussion Notes

6112 a. Luckily, there are organizations of Muslims and non-Muslims who are  
6113 standing up against Islamophobia.

6114 b. They are registering Muslims to vote, in the 2018 primary election the first  
6115 two Muslim women were voted into congress, Omar Ilhan of the 5<sup>th</sup> District  
6116 in Minnesota and Rashida Tlaib of the 13<sup>th</sup> District in Michigan.

6117 c. Teachers can help turn the tide against Islamophobia by teaching students  
6118 about Islamophobia.

6119 8. Assessment – To show evidence of what you have learned, create a 1 minute  
6120 PSA (Public Service Announcement) educating your peers about Islamophobia in  
6121 groups of 4. You can use flipgrid, your phones, or any video program that your  
6122 teacher has access to.

6123 Public Service Announcement Requirements:

6124 • Everyone in the group must speak except the director.

6125 • The director is the one that films and directs.

- 6126 • Establish a message, collect 3 facts to support your message and then get  
6127 creative in how you will present it in one minute. (Examples of messages:  
6128 Islamophobia hurts Muslim Americans severely, Muslim Americans are  
6129 Americans just like you and me, Take a stand against Islamophobia, etc.)
- 6130 • Use facts from the articles or any research you have done.
- 6131 • Write a script and create props.
- 6132 • Practice at least 3 times with good eye contact, voice intonation and good  
6133 energy.
- 6134 • You must show your PSA to at least 10 of your friends.

6135 Lesson Modifications/Accommodations for Students with Diverse Needs:

- 6136 1. Give extra time to students who need assistance.
- 6137 2. Show a sample of a PSA.
- 6138 3. Read the articles aloud together as a class using alternate choral reading  
6139 teacher, then class, teacher then class.
- 6140 4. If available, have a special education aide read to a student or group of students  
6141 and ask the key questions.
- 6142 5. If available, have the special education aide lead a small group discussion on the  
6143 handout that will help prompt the students in their writing.
- 6144 6. Provide a script frame for the PSA:
  - 6145 Person 1: Hey, my name is \_\_\_\_\_, and these are my buddies \_\_\_\_\_ and \_\_\_\_\_.
  - 6146 We are here to tell you about Islamophobia. What is it and why is it harmful?
  - 6147 Person 2: Islamophobia is \_\_\_\_\_

6148 Person 3: Hate crimes from Islamophobic actions range from \_\_\_\_\_ to \_\_\_\_\_,  
6149 for example, \_\_\_\_\_

6150 Person 1: Do the right think, when you hear someone say something hateful  
6151 about Muslims, say “Yo that’s not right!” and “\_\_\_\_\_”.

6152 Person 2: It’s important to \_\_\_\_\_ because  
6153 \_\_\_\_\_.

6154 Assessment, Application, Action, and Reflection: See step 8 above.

6155 Materials and Resources:

6156 Barakat, Suzanne, “Islamophobia Killed My Brother. Let’s End the Hate.” 2016.

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6158 [d\\_the\\_hate#t-735690](https://www.ted.com/talks/suzanne_barakat_islamophobia_killed_my_brother_let_s_end_the_hate#t-735690)

6159 Bayoumi, Moustafa, *How Does It Feel To Be A Problem? Being Young and Arab in*  
6160 *America*, Penguin Books 2008.

6161 Beydoun, Khaled A., “Viewpoint: Islamophobia has a long history in the US.” BBC News  
6162 Magazine, 29 Sept 2015. <https://www.bbc.com/news/magazine-34385051>

6163 Cury, Emily, “How Muslim Americans are fighting Islamophobia and securing their civil  
6164 rights.” The Conversation. 4 Sept 2017. [http://theconversation.com/how-muslim-](http://theconversation.com/how-muslim-americans-are-fighting-islamophobia-and-securing-their-civil-rights-82235)  
6165 [americans-are-fighting-islamophobia-and-securing-their-civil-rights-82235](http://theconversation.com/how-muslim-americans-are-fighting-islamophobia-and-securing-their-civil-rights-82235)

6166 Whitman, Elizabeth, “What Is Islamophobia? The History And Definition Of Anti-Muslim  
6167 Discrimination In The US”, International Business Times, 9 Dec 2015,  
6168 [https://www.ibtimes.com/what-islamophobia-history-definition-anti-muslim-](https://www.ibtimes.com/what-islamophobia-history-definition-anti-muslim-discrimination-us-2218446)  
6169 [discrimination-us-2218446](https://www.ibtimes.com/what-islamophobia-history-definition-anti-muslim-discrimination-us-2218446)

6170 Wingfield, Marvin and Bushra Karaman, “Arab Stereotypes and American Educators”,  
6171 *Beyond Heroes and Holidays Reading Between the Lines Critical Literacy*, Teaching for  
6172 Change. 2006

6173 “What is the Truth About American Muslims? Questions and Answers.” Teaching  
6174 Tolerance, 2017. [https://www.tolerance.org/sites/default/files/2017-  
6175 07/What\\_is\\_the\\_Truth\\_About\\_American\\_Muslims%281%29\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-07/What_is_the_Truth_About_American_Muslims%281%29_0.pdf)

6176 Notetaking sheet on Islamophobia (attached)

6177

6178

## Islamophobia – What is it?

6179

6180 Read an article on the internet about Islamophobia, answer the questions below and  
6181 take down important facts.

6182

6183 1. What is Islamophobia? Use facts from one of the articles to answer questions 1–3.

6184 2. Describe the history of Islamophobia.

6185 3. Write down at least 10–20 important facts from the article or any facts that evoke  
6186 any emotion from you.

6187 4. What impact has Islamophobia had on Muslim Americans? Use Suzanne Barakat's  
6188 Ted Talk as an example. Or examples from the text source: *How Does It Feel To Be*  
6189 *A Problem? Being Young and Arab in America*.

6190 5. What is being done about the rise of Islamophobia?

6191

## 6192 Pacific Islander Studies Course Outline

6193 Course Title: The Pacific Islander Community Experience

6194 Course Overview: This course is designed to be an introduction to the study of people  
6195 of Pacific Islander descent in the United States, while drawing connections to the Pacific  
6196 Islands and the Pacific Island diaspora more broadly. Students will explore the history,  
6197 cultures, struggles, and politics of Pacific Islanders as part of the diaspora across time,  
6198 with an emphasis on Pacific Islanders in California. This course will explore indigenous  
6199 cultures and American experiences of Pacific Islanders from Guam, American Samoa,  
6200 Palau, Marshall Islands, Fiji, Samoa, Tonga, Tahiti, New Zealand, and Australia.

6201 Course Content: This course is designed to be an introduction to the study of Pacific  
6202 Islander migrations to the United States mainland, including the history, culture, and  
6203 politics of Hawai'i and U.S. Pacific territories. It explores indigenous cultures and the  
6204 mainland experiences of Pacific Islanders.

6205 Sample Topics:

- 6206 • Diversity of the Oceania/Pacific Islander communities in California, the United  
6207 States, and beyond
- 6208 • Historical and contemporary events that shape the Pacific Islander American  
6209 experience
- 6210 • Colonization, militarization, social movements, and immigration
- 6211 • U.S. annexation and colonization of the Pacific
- 6212 • Hawai'i statehood and the formation of U.S. Pacific territories
- 6213 • Race and sports: Pacific Islander athletes in American football
- 6214 • Culture and film: Disneyland and movie productions
- 6215 • Intersectionality: Fa'afafine, Fakaleiti, Mahu, and transgender cultures

- 6216 • Workplace politics: Tongan and Fijian home-care providers
- 6217 • Political climate: Community organizing and leadership roles
- 6218 • Education: Critical Pacific Islands and Oceania Studies
- 6219 • Health and wellness: Pacific Islander mental and physical health issues
- 6220 • Physical geography: Climate change in the Pacific
- 6221 • Behavioral and social science and indigenous research methodologies used in
- 6222 the study of peoples from Oceania
- 6223 • The relationship between culture, power, and decolonization
- 6224 • How forms of social oppression shape artistic expressions across Oceania
- 6225 • Pacific Islander communities in relation to their cultural, economic, educational,
- 6226 health, immigration, political, and social conditions
- 6227 • The expression of the ocean aesthetic across Pacific Islander cultural practices
- 6228 including architecture, arts, dance, film, language, literature, music, poetry,
- 6229 sports, and theater
- 6230 • Critical and creative analytical skills using problem-solving and decision-making
- 6231 techniques for improving study strategies and health and wellness information
- 6232 essential to mental, physical, and lifelong well-being
- 6233 • The intersectionality and interrelatedness of distinct forms of social oppression in
- 6234 the United States, including anti-Semitism and anti-Arabism, adultism, ageism,
- 6235 ableism, classism, heterosexism, homophobia, racism, sexism, and transphobia
- 6236 Potential Significant Figures to Cover (this list is in no way exhaustive):
- 6237 • Kamehameha I

- 6238 • Kalākaua
- 6239 • Lili'uokalani
- 6240 • Jonah Kūhiō Kalaniana'ole
- 6241 • SPULU
- 6242 • Shigeyuki Kihara
- 6243 • Su'a Suluape
- 6244 • Sia Figel
- 6245 • Sinataala Raas
- 6246 • Mary Hattori
- 6247 • Teresia Teaiwa
- 6248 • Dan Talaupapa McMullin
- 6249 • Brian Fuata
- 6250 • Tulsi Gabbard
- 6251 • Haunani-Kay Trask

6252

6253 Sample Lesson

6254 Title and Grade Level: Pacific Islanders, 9–12

6255 Ethnic Studies Values and Principles Alignment: 1, 2, 4, 5, 7

6256 Standards Alignment:

6257HSS Content Standard: 11.4.2

6258CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 6, 7; W.9–10.1; SL.9–10.1, SL.11–12.4

6259Lesson Purpose and Overview:

6260This lesson analyzes the reasons to disaggregate census and demographic data of  
6261Pacific Islanders from Asian American demographic data. This lesson also hopes to  
6262develop an appreciation for the Pacific Islander connection to the environment as a way  
6263of connecting to their heritage and create their identity as a counteraction to the cultural  
6264and Christian religious colonization of the Pacific Islands.

6265Takeaways:

- 6266 • Understand the importance of disaggregating data for the Pacific Islander  
6267 Community.
- 6268 • Understand the history of the colonization of the Pacific Islands by Europeans  
6269 and exploitation of the islands by the United States for nuclear testing.
- 6270 • Understand how the connection to the environment is part and parcel to  
6271 developing pride in a Pacific Islander identity.

6272Key Ethnic Studies Terms and Concepts:

6273Pacific Islanders – People whose heritage comes from one or more of the Pacific Island  
6274nations in Polynesia, Micronesia, and Melanesia. In the U.S. there is a large number of  
6275Native Hawaiians, Samoans, Tongans, Guamanians, Fijians, and Marshallese.

6276Acculturation – assimilation to a dominant culture while still keeping some cultural  
6277markers from the minority culture to identify as a distinct sub culture within the dominant  
6278culture.

6279Cultural Colonization – the repression of indigenous culture and values and  
6280replacement with that of the dominating country. Historically, the Spanish, British and

6281 American culture has dominated over the indigenous cultures and values of the Pacific  
6282 Islands utilizing Christian missionaries to convert Pacific Islanders to Christianity.

6283 Micronesia – Includes more than 600 islands in the western Pacific Ocean including the  
6284 Marshall Islands, Guam, and Wake Island. The last two are U.S. territories.

6285 Melanesia – located just south of Micronesia, Melanesia is comprised of four nations,  
6286 Vanuatu, Solomon Islands, Fiji, and Papua New Guinea.

6287 Polynesia – Includes more than 1,000 islands scattered around the central and southern  
6288 Pacific Ocean which includes the Hawaiian Islands, Samoa, New Zealand, French  
6289 Polynesia and Easter Island.

6290 Pacific Islands – the island nations and colonies located in the southern eastern and  
6291 central areas of the Pacific Ocean.

6292 Content and Language Objectives (Students will be able to...):

6293 Students will be able to understand the importance of disaggregating demographic and  
6294 census data for Pacific Islanders and the importance of developing Pacific Islander  
6295 identity as evidenced by presenting their group video analysis to the whole class.

6296 Essential Questions:

6297 1. Why is it important to disaggregate census, educational and demographic data  
6298 for the Pacific Islander population from the Asian American population?

6299 2. What specific issues does the Pacific Islander community face compared to the  
6300 Asian American population?

6301 3. How are Pacific Islanders asserting or reconnecting to their indigenous culture  
6302 and values?

6303 Lesson Steps/Activities:

6304 1. As the question, what is an Asian American Pacific Islander? Who is an Asian  
6305 American Pacific Islander? Is it one group or many groups? In this lesson, we are  
6306 going to learn that this broad label is comprised of many groups, and we are  
6307 going to develop an understanding of the Pacific Islanders – brief history of  
6308 colonization, current issues and identity.

6309 2. Read and analyze the sources “Fact Sheet: What You Should Know About Native  
6310 Hawaiians and Pacific Islanders (NHPI's)” and “The State of High Education In  
6311 California – Asian Americans, Native Hawaiians and Pacific Islander Report.” And  
6312 answer the essential question: Why is it important to disaggregate census,  
6313 educational and demographic data for the Pacific Islander population from the  
6314 Asian American population?

6315 3. Use the handout, “The Disaggregation of Pacific Islander Data” which has a  
6316 number of content questions. Students can work in pairs or in groups to help  
6317 each other answer the questions.

6318 4. Before students answer question #11, the essential question, and write their  
6319 paragraph, have a class discussion on what they have learned. Ask the question:  
6320 Why is it important to disaggregate census, educational, and demographic data  
6321 for the Pacific Islander population from the Asian American population?

6322 Teacher Discussion Notes:

6323 ➤ The poverty rate of Pacific Islanders is 20% vs. 12% of the general  
6324 population.

6325 ➤ Pacific Islanders are half as likely to have a bachelor’s degree in comparison  
6326 with 27% for the total population and 49% of Asian Americans.

6327 ➤ Bachelor degree attainment rates is 69.1% for Asian Indians whereas only  
6328 9.4% for Samoans.

- 6329 ➤ This data shows there is a large difference between the Pacific Islander  
6330 community and the general and Asian American community.
- 6331 ➤ It is important to disaggregate the data to identify the needs of the Pacific  
6332 Islander community.
- 6333 ➤ This shows there is a need for more services and programs for the Pacific  
6334 Islander community, i.e. to get into and graduate from college.
- 6335 ➤ By lumping Pacific Islanders under Asian Americans, the Pacific Islander  
6336 issues become invisible.
- 6337 5. What is the history of colonization and decolonization of the Pacific Islands?
- 6338 a. Read pages 25–27 from “European contact, the colonial era and  
6339 decolonization” (a brief history of the colonization and decolonization of  
6340 the Pacific Islands) <https://whc.unesco.org/document/10061>
- 6341 b. Discuss the term acculturation – how have Pacific Islanders experienced  
6342 acculturation?
- 6343 i. Define acculturation and discuss possible ways in which the  
6344 Polynesian, Micronesian, and Melanesian people and culture have  
6345 been colonized and repressed.

6346 Lesson Modifications/Accommodations for Students with Diverse Needs:

- 6347 1. Give extra time to students who need assistance.
- 6348 2. Read the articles aloud together as a class using alternate choral reading  
6349 teacher, then class, teacher then class.
- 6350 3. Use a paragraph frame with sentence starters.
- 6351 4. If available, have a special education aide read to a student or group of students  
6352 and ask the key questions.

6353 5. If available, have the special education aide lead a small group discussion on the  
6354 handout that will help prompt the students in their writing.

6355 Assessment, Application, Action, and Reflection:

6356 Assessment: How are Pacific Islanders asserting or reconnecting to their indigenous  
6357 culture and values?

6358 a. Break students into 7 groups and assign each group a video to analyze. As they  
6359 watch each video have them answer the following questions: What are examples  
6360 of cultural colonization and acculturation? And how are Pacific Islanders  
6361 asserting or reconnecting to their indigenous culture and values?

6362 b. Tell them to prepare a presentation to the whole class about the video and  
6363 present their video analysis to the class. They can use the handout to take notes,  
6364 everyone needs to speak, with good eye contact, voice and correct content.

6365 c. While student groups present, the rest of the class takes notes on their  
6366 presentations on the same handout (copied back and front). As the groups  
6367 present, show their video and then note down the Pacific Islander group, the  
6368 important details of the video and the main message. (All categories are noted on  
6369 the handout).

6370 Materials and Resources:

6371 "European contact, the colonial era and decolonization" pp. 25-27 (a brief history of the  
6372 colonization and decolonization of the Pacific Islands)

6373 <https://whc.unesco.org/document/10061>

6374 "Fact Sheet: What You Should Know About Native Hawaiians and Pacific Islanders  
6375 (NHPI's)", WHITE HOUSE INITIATIVE ON ASIAN AMERICANS & PACIFIC  
6376 ISLANDERS (WHIAAPI) [https://www2.ed.gov/about/inits/list/asian-americans-](https://www2.ed.gov/about/inits/list/asian-americans-initiative/what-you-should-know.pdf)  
6377 [initiative/what-you-should-know.pdf](https://www2.ed.gov/about/inits/list/asian-americans-initiative/what-you-should-know.pdf)

6378 “The State of Higher Education In California – Asian American, Native Hawaiians,  
6379 Pacific Islanders Report”, Campaign for College Opportunity, September 2015.

6380 [https://www.advancingjustice-la.org/sites/default/files/2015-State-of-Higher-  
6381 Education\\_AANHPI2.pdf](https://www.advancingjustice-la.org/sites/default/files/2015-State-of-Higher-<br/>6381 Education_AANHPI2.pdf)

6382

6383 Videos:

6384 1. “Here's What You Have to Know About Pacific Islanders”, Youtube.com, The  
6385 Tempest, 18 Jan 2018. <https://www.youtube.com/watch?v=yxZKiYzFYDQ>

6386 NHPI – Native Hawaiian and Pacific Islander

6387 Dr. Epeli Hau’ofa - promoting the languages of Pacific Islanders as a way to  
6388 promote unity among Pacific Islanders. Also addresses the Census data issue.

6389 2. Glenister, Lillian, “Pacific Identity”, Youtube.com, Dec 8, 2016.

6390 <https://www.youtube.com/watch?v=4FofC6finw8>

6391 American Samoa is a small, unincorporated U.S. territory made up of five  
6392 Polynesian islands in the South Pacific. Unlike people born in the other U.S.  
6393 territories, such as Guam, the Northern Mariana Islands, the Virgin Islands and  
6394 Puerto Rico, people born in American Samoa are not granted U.S. citizenship at  
6395 birth.

6396 3. Selina, Genesis, “Finding My Fijian Identity Through The Ocean”, TEDxSuva

6397 <https://www.youtube.com/watch?v=o0HdvPCDqf8>

6398 15 year old Genesis shares her journey of reconnecting with Fiji and her identify  
6399 as a Fijian through the ocean and a recent trip she made to her grandmother’s  
6400 village.

6401 4. “What you put in your mouth can change the world” | Daniel Anthony | TEDxMaui

6402 <https://www.youtube.com/watch?v=HYy2FQbT1AU>

6403 Daniel Anthony, while making poi, talks about his venture in maintaining  
6404 indigenous roots through the production of the staple of taro.

6405 5. “Lessons from a thousand years of island sustainability” | Sam ‘Ohu Gon III, PhD  
6406 | TEDxMaui [https://www.youtube.com/watch?v=l9fv\\_2XIJBk](https://www.youtube.com/watch?v=l9fv_2XIJBk)

6407 Biologist and cultural practitioner Sam Ohu Gon III reveals the true Hawaii, a  
6408 place much more than beaches and mai tais. In these islands, there is a  
6409 message for the world.

6410 6. “He Inoa Mana (A powerful name)” | Hialeimoana Wong-Kalu (Kumu Hina) |  
6411 TEDxMaui [https://www.youtube.com/watch?v=A5nQZ7\\_ApM4](https://www.youtube.com/watch?v=A5nQZ7_ApM4)

6412 As a transgender female, Hialeimoana discusses his transgender Hawaiian  
6413 Chinese identity.

6414 7. War dancing for peace | Native Hawaiians | TEDxSanQuentin March 8, 2017  
6415 <https://www.youtube.com/watch?v=Ksolp8q6CEM>

6416 San Quentin's Native Hawaiian performers demonstrate how their Haka dance is  
6417 used to tear down cultural barriers and build community.

6418 There are more videos on Ted Talk Maui or Manoa that can be added or exchanged.

6419

6420

## The Disaggregation of Pacific Islander Data

6421 Read an article: “What You Should Know About Native Hawaiians and Pacific Islanders,  
6422 The White House Initiative of Asian Americans and Pacific Islanders (WHIAAPI)”

6423 <https://www2.ed.gov/about/inits/list/asian-americans-initiative/what-you-should-know.pdf>

6424 1. What did the President recognize in 2010 regarding Pacific Islanders?

6425 2. List all the Pacific Islander ethnicities. (10 groups)

6426 3. Of the groups, the Pacific Islanders in the U.S. come from which of the 3 Pacific  
6427 Islander ethnicities?

6428 4. Where do the majority of Pacific Islanders live within the U.S.?

6429 5. Is the Pacific Islander population growing or declining?

6430 6. How many Pacific Island languages are spoken in U.S. homes?

6431 7. Under the headings, Education, Labor and Employment, and Housing, compare  
6432 the statistics of Pacific Islanders to the general population and the Asian  
6433 American population. What’s the difference?

6434 Read pages 16–19 of “The State of Higher Education In California”

6435 <https://collegecampaign.org/wp-content/uploads/2015/09/2015-State-of-Higher->

6436 [Education\\_AANHPI2.pdf](https://collegecampaign.org/wp-content/uploads/2015/09/2015-State-of-Higher-Education_AANHPI2.pdf)

6437 8. What is the difference between the graduation/completion rate of Native  
6438 Hawaiian and Pacific Islanders from community colleges, California State  
6439 University, and the University of California?

6440 9. Based on the fact that Native Hawaiian and Pacific Islanders have graduation  
6441 rates similar to Latino and Black students, what services should Pacific Islanders

6442 receive in high school and college to help them get into college and complete  
6443 college?

6444 Read "CENSUS 2000 / More Pacific Islanders Living In California Than in Hawaii"

6445 [https://www.sfgate.com/news/article/CENSUS-2000-WHO-WE-ARE-More-Pacific-](https://www.sfgate.com/news/article/CENSUS-2000-WHO-WE-ARE-More-Pacific-Islanders-2936672.php)  
6446 [Islanders-2936672.php](https://www.sfgate.com/news/article/CENSUS-2000-WHO-WE-ARE-More-Pacific-Islanders-2936672.php)

6447 10. List 3 important census data points for Pacific Islanders.

6448 11. Why is it important to disaggregate Pacific Islander data? Write a well written  
6449 paragraph using evidence from the sources you have read.

6450 Notes on videos on the identity of Pacific Islanders

| Title of Video and name of speaker | Pacific Islander Ethnic Group | Describe the video | Main message from the video |
|------------------------------------|-------------------------------|--------------------|-----------------------------|
|                                    |                               |                    |                             |
|                                    |                               |                    |                             |
|                                    |                               |                    |                             |
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|                                    |                               |                    |                             |
|                                    |                               |                    |                             |
|                                    |                               |                    |                             |

6451

6452 Write one paragraph using evidence from your notes on the videos answer the prompt:

6453 How are Pacific Islanders asserting or reconnecting to their indigenous culture and

6454 values?