



**Advancing Ethnic Studies:
Agency & Action
2023-2024**

Period 3 - Ms. Rodriguez
rkrodriguez@smuhsd.org



Vivir Sin Fronteras/Living Without Borders (True Colors Mural Project)

Course Description - From the SMUHSD Ethnic Studies Course of Study

Advancing Ethnic Studies is an extension of our introductory course, Introduction to Ethnic Studies. It is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. Students will utilize the tenets of ethnic studies to examine the contributions, and struggles of different historically marginalized groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically marginalized groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary community issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement.

Course Goals and Scholar Outcomes:

Scholars will:

- ☐ Review the foundational concepts and tenets of Ethnic Studies, and how these concepts and tenets will be used to assess and analyze historical and current events.
- ☐ Discuss and analyze the intersectionality of their identities to better understand their positionality in today's society.
- ☐ Have a better understanding of themselves in context of the history of the United States and our contemporary society.
- ☐ Celebrate the community and cultural wealth of the local area in order to amplify the stories central to their identity development.
- ☐ Identify and analyze issues in their communities and complete a community Praxis project.
- ☐ Develop academic skills in speaking, listening, reading, writing, and research which can be applied in multiple academic courses.

Units of Study:

Fall Semester - Self, Stories, Systems

- Unit 1: Self
 - Identity & In Lak'ech
 - The Intersectionality and Positionality of our Identities
 - Love, Liberation, Community, Action
- Unit 2: Stories
 - Review - What is Ethnic Studies? Tenets
 - Ethnic Studies - Past, Present, Future
- Unit 3: Systems
 - Examination of Systems
 - 4 I's of Oppression
- Fall Semester Praxis Project

Spring Semester - Social Movements & Solidarity

- Unit 5: Social Movements
 - Examining the Social Movements Around the World
- Unit 6: Solidarity
 - The role of Solidarity in Ethnic Studies
- Spring Semester Praxis Project

Core Text

Various articles and texts.

Materials for Class - please bring everyday

- Login information for Canvas and School Gmail Account
- Binder
- Pen or pencil
- Highlighter

Our Community Environment

Our goal is to create a loving, supportive, and safe community and classroom environment that embodies our newly created community agreements, as well as the message of the following poem by Luis Valdez:

In Lak'Ech

Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

My hope is that our scholars adhere to the meaning of In Lak'ech as they go through Ethnic Studies during the course of the year. We will also co-construct community agreements.

Assessment & Grading

Your overall grade will be calculated using a combination of formative and summative assessments. The overall final grade weighting in the course will be as follows:

- **Formative Assessments 50%**

- *Formative assessments* primarily include classwork. These are assignments that inform the teacher of the scholar's progress throughout the class. Scholars should view these assignments as practice assignments for the larger summative assignments.
 - Formative assessments may be graded using standards based 2 point rubric.
 - 2 = assignment is completed and meets expectations
 - 1 = assignment is incomplete or needs more work
 - Formative assessments may be re-done for a higher grade within the current 6 week marking period.

- **Summative Assessments - 40%**

- *Summative assessments* may include content-specific assessments, reflective writing assignments, seminar discussions, presentations, or projects. This also includes the semester final. These assignments measure the students comprehension of the content at the end of a section or unit. There are no “re-do’s” on summative assessments.
 - Specific rubrics will be handed out to show students how they will be graded on summative assignments.
 - Summative assessments will be graded using a standards based 4 point rubric.
 - 4 = standard is extended or exceeded
 - 3 = meets the standard
 - 2 = approaching the standard
 - 1 = standard is emerging
 - 0 = no evidence

4 Exceeding:

In addition to being able to meet the standard, the student demonstrated in-depth knowledge and applications that go beyond what was taught. Higher order thinking was evident and student may be skilled to apply the standard in other ways through in depth thinking, creating new explanations, and/or teaching the new knowledge to others.

3 Meeting:

Student demonstrated learning through completed tasks without major errors or omissions in the evidence regarding information and/or processes that were explicitly taught. Student completed the task independently without teacher support.

2 Approaching:

Learning evidence was partially completed and/or multiple errors were made during the learning process. Student needed guidance or support in order to complete the task or solve the problem with assistance. Student asked for teacher assistance, or the teacher reviewed the practice individually, and with guidance the student was able to apply the information to the task.

1 Emerging:

Student required step-by-step assistance, from beginning to end, when working towards mastery. The student was not able to take small portions and complete the task or find the answer without assistance. Student made minimal effort or little learning evident. Student was unable to complete tasks independently.

- **Hillsdale Graduate Profile & Responsibility- 10%**

- Hillsdale believes in developing people who help to create a better and more peaceful world. Through our graduate profile we strive to help students develop and embody these skills:

communicating effectively, reading for understanding; the ability to think critically, creatively and metacognitively; the ability to respect yourself, your community and your world; understand and apply content and skills.

- Every week, students will be graded on these graduate profile traits. This may include overall participation and responsibility to self and/or the community for the week.
- The question that you should ask yourself is - "Did I show up this week?"

Total Grade Calculation - your overall grade will be calculated using this chart:

Name	Range	Name	Range	Name	Range
A+	100-99	B	82-75	C-	49-43
A	98-93	B-	74-68	D+	42-33
A-	92-88	C+	67-58	D	32-25
B+	87-83	C	57-50	D-	24-18
				F	17-0

Attendance & Make Up Work

I ask that you attend class and be on time to our class. However, I also realize that you have other things in your life that might prevent you from doing so.

- If you are absent, please reach out to a classmate or your teacher AND check Canvas.
- Come see me during tutorial, before or after school.

It is my hope that scholars will complete work on time as it will be used to prepare you for an upcoming lesson or reinforce content already learned.

- If you are unable to complete assignments on time, it is highly encouraged for you to contact me in advance to make arrangements.
- All assignments will be "open" for the duration of each 6 week marking period. After each marking period, assignments open during that window will no longer be available for completion. It is the teacher's discretion to accept late work past the availability window.

Communication:

- Online Resources: For all items related to the class, please visit Canvas.
 - Everything is on the site, including the Google Presentations, copies of handouts, and links to the online resources, the Table of Contents.
 - To view the week's Google Presentation, please click on "Modules" and go to the the "Week #".
- Contact Info:
 - Email is best! - rkrodriguez@smuhdsd.org

Please feel free to contact me with any concerns and questions. I am so excited to be teaching this class. I am ready to learn alongside you all through this amazing opportunity.

In community,

Ms. Ruby Rodriguez

Please have a trusted family member read and "sign" this digital form by visiting the assignment link in Canvas.

Fall Advancing ETHS Showcase

Purpose: To share out the stories from our Fall semester with the community and encourage people to take action!

Students will work individually and collaboratively on their project. All projects will be ready for a showcase on December 9th.

- **Create** an in-person exhibit to display on the day of the showcase.
 - Poster of the process.
- **Create** a social media post or video to share the information to our online community
- **Interact** with your audience on the day of the Showcase.
 - What's your elevator pitch for your story?
 - What's your interactive activity?
- **Engage** with those in power to call attention to your topic.
- **Encourage** your audience to take action - this should be articulated in your exhibit, your social media post, and on the day of your Showcase.

Ethnic Studies Definitions, Purpose & Tenets	Capuchino Land Acknowledgement	Ethnic Studies Stories
☐ Create a poster showing the process of how we analyzed and created ETHS definitions. ☐ Create a social media post with this information: ☐ Present ALL groups definitions. ☐ Synthesize all definitions down to 1 definition and 1 purpose - vote if needed. ☐ Review Tenets and visually present these for people to know and understand. ☐ Engage with Cap community to share this information ☐ Engage with ETHS leaders to share out collective definition and purpose.	☐ Create a poster showing the process of how we created the Land Acknowledgement. ☐ Create a social media post with this information: ☐ Present ALL land acknowledgements. ☐ Synthesize all down into 1 land acknowledgement - vote if needed. ☐ Which 3 tenets are evident in this project? ☐ Engage with Ramaytush Ohlone to ask for feedback on final Land Acknowledgement ☐ Engage with the Cap community to share this information. ☐ Engage with SMUSHD Cap Leaders, staff to share Land Acknowledgement	☐ Present your group's story using the 3 major questions: ☐ What is your topic/institution/group/event all about? ☐ Who are the major heroes and sheroes associated with your event? ☐ How does your institution/group/event lay the foundation for ETHS today? ☐ Which 3 tenets are most evident in your story? ☐ Engage with history/SS teachers to share this information.

Instructions: Complete the following questions in detail for your assigned important person.

Name	Background	What happened to the person?	What was the response of activists?	The extent to which the authorities achieved justice with respect to the individual. 1= Very Little. 3= Some. 5= Justice Achieved. Explain.
Emmett Till  Still No Justice For Emmett Till ...				

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Name	Background	What happened to the person?	What was the response of activists?	The Extent to which the authorities achieved justice with respect to the individual. 1= Very Little. 3= Some. 5= Justice Achieved. Explain.
Medgar Evers 				

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Name	Background	What happened to the person?	What was the response of activists?	The extent to which the authorities achieved justice with respect to the individual. 1= Very Little. 3= Some. 5= Justice Achieved. Explain.
Oscar Grant  Oscar Grant, III				

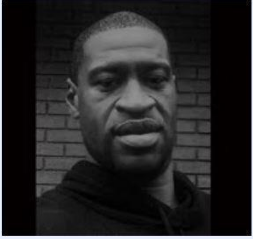
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Trayvon Martin 				

Instructions: Complete the following questions in detail for your assigned important person.

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Michael Brown 				

Instructions: Complete the following questions in detail for your assigned important person.

Name	Background	What happened to the person?	What was the response of activists?	The extent to which the authorities achieved justice with respect to the individual. 1= Very Little. 3= Some. 5= Justice Achieved. Explain.
George Floyd 				

Instructions: Complete the following questions in detail for your assigned important person.

Name	Background	What happened to the person?	What was the response of activists?	The extent to which the authorities achieved justice with respect to the individual. 1= Very Little. 3= Some. 5= Justice Achieved. Explain.
Breonna Taylor 				

Instructions: Complete the following questions in detail for your assigned important person.

Name	Background	What happened to the person?	What was the response of activists?	The extent to which the authorities achieved justice with respect to the individual. 1= Very Little. 3= Some. 5= Justice Achieved. Explain.
Ahmaud Arbery 				

Reflection Questions → to be completed on CANVAS

Upon completion of the tasks students will be asked:

1. What do the people profiled have in common?
2. Does it appear that the perpetrators who acted against the people profiled felt justified in their actions against those whom they acted against? Explain using evidence.
3. To what extent was justice served in the case of Emmett Till - Trayvon Martin - Breonna Taylor - George Floyd? Use a five-point scale 1= Not at all 3 = To a moderate extent 5 = Justice was clearly served. People were tried and punished for their crimes if convicted. Comment on each case. Explain using evidence.
4. Based on the research that you have conducted, why do you believe people in the BLM Movement are dedicated to increasing awareness of crimes against people of color?
5. Do you believe that those in the BLM movement are justified in pressuring authorities today in 2022 to investigate improper policing, vigilantism, and or unjust court proceedings that disproportionately impact communities of color? Explain using evidence from one of the sets of notes that you took during the jigsaw.

You will:

Create an **Acrostic Name Poem** that incorporates words and/or images of your identity.

This will be shared out with our class community over the next week.

Directions:

- Write out your **First Name** on the paper cloud handed out in class.
- Think of words that **describe YOU** but begin or incorporate a letter from your name. Ex. Ruby, "R" is for resilient.
- Place your brainstormed words, phrases, sentences on the colored sheets that begin with the same letters.
- Below is an example.
-



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What is your mind score right now? *



	Low number (1-5)	High number (6-10)
Mind (Thoughts)	Worried. Racing thoughts. Foggy brain. Cluttered. Distracted.	Focused. Thinking clearly.
Body	Pain. Stiffness. Fatigue. Head / tummy / body ache. Racing heart.	Relaxed. Healthy, active, alive.
Heart (Emotions)	Numb. Disconnected from others. Emotionally closed. Angry. Intense fear.	Connected. Open. Loving. For some, feeling sad, or hurt - may also be a high number because it means feeling emotion, rather than numbing.

1 2 3 4 5 6 7 8 9 10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Explain your mind score! *

Your answer

What is your body score? *



	Low number (1-5)	High number (6-10)
Mind (Thoughts)	Worried. Racing thoughts. Foggy brain. Cluttered. Distracted.	Focused. Thinking clearly.
Body	Pain. Stiffness. Fatigue. Head / tummy / body ache. Racing heart.	Relaxed. Healthy, active, alive.
Heart (Emotions)	Numb. Disconnected from others. Emotionally closed. Angry. Intense fear.	Connected. Open. Loving. For some, feeling sad, or hurt - may also be a high number because it means feeling emotion, rather than numbing.

1 2 3 4 5 6 7 8 9 10

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

Explain your body score! *

Your answer

What is your heart score right now? *





MIND



BODY



HEART



	Low number (1-5)	High number (6-10)
Mind (Thoughts)	Worried. Racing thoughts. Foggy brain. Cluttered. Distracted.	Focused. Thinking clearly.
Body	Pain. Stiffness. Fatigue. Head / tummy / body ache. Racing heart.	Relaxed. Healthy, active, alive.
Heart (Emotions)	Numb. Disconnected from others. Emotionally closed. Angry. Intense fear.	Connected. Open. Loving. For some, feeling sad, or hurt - may also be a high number because it means feeling emotion, rather than numbing.

12345678910

☐☐☐☐☐☐☐☐☐☐

Explain your heart score! *

Your answer

Tell me something you've done this week that you're proud of. (Also, I'm proud of you!) *

Your answer

Next

Page 1 of 5

Clear form

Name: _____

“Growing up with Racism”

Context: Lisa Delpit is an educator who grew up in Baton Rouge, Louisiana, at a time when police officers patrolled the street that separated the city’s black and white residents. Although that time in history has passed, her experiences continue to shape Delpit’s views, including her hopes and fears for her child. In a letter to her daughter, Maya, Delpit writes:

As much as I think of you as my gift to the world, I am constantly made aware that there are those who see you otherwise.

Although you don’t realize it yet, it is solely because of your color that the police officers in our predominantly white neighborhood stop you to “talk” when you walk our dog. You think they’re being friendly, but when you tell me that one their first question is always, “Do You Live Around Here?” I know that they question your right to be here, that somehow your being here threatens their sense of security...

I did not have to be told much when I was your age. When I was growing up in Louisiana in the 1950s and 1960s, the color lines were very clearly drawn. I followed my mother to the back entrance of the doctor’s office, marked “colored.” I knew which water fountain I was supposed to drink from. On the bus ride to my all-black school, I watched white children walk to schools just two or three blocks from my house.

In large part, my childhood years were wrapped in the warm cocoon of family and community who all knew each other and looked out for one another. However, I remember clearly my racing heart, my sweaty-palmed fear of the white policemen who entered my father’s small restaurant one night and hit him with night sticks, the helpless terror when there were rumors in our school yard that the Ku Klux Klan would be riding, the anxiety of knowing my college-aged foster sister had joined the civil-rights marchers in a face-off against the white policemen and their dogs. And, I remember, my Maya, the death of your grandfather when I was seven, who died of kidney failure because the “colored” ward wasn’t yet allowed the use of the brand-new dialysis machine.

Your world is very different, at least on its surface. In many ways now is a more confusing time to live....

As any mother would, I have a great need to protect you, but it is hard to know how. My childhood experience was different from yours. As was the case in many African-American Louisiana families, our family was a rainbow of colors from chocolate-brown brunettes to peach-colored blondes... I was the light-skinned, freckled, red-headed child, who always got the sunburn whenever we went to the beach. Because of my coloring, I had another role, too. When traveling by car, African Americans were not allowed to use the restrooms or other facilities white travelers took for granted. Black families had to develop all sorts of strategies to make a road trip workable. When it was time for a rest stop, one of our ruses was to pull around to the side of the service station and send in the one who looked most like white to get the key. Then, outside of the attendant’s view, everyone would use the facility.

Decades later, when you were an infant, your aunt and I drove to Mississippi. I had not made that trip for many years, and although segregation was officially over, I still felt uneasy at the reststops. Any African American would. There were Confederate flags printed on every possible souvenir in the gift shops, and restaurants and gas stations were filled with burly, white, cigarette-smoking men with gun racks mounted in their rear windows. Heart racing, cradling my beautiful brown baby, I suddenly realized I did not know how to protect you from the vicious hatred in some of the eyes that stared at us. Or, for that matter, from a society whose very structure privileges some and marginalizes you.

...When I was in my segregated, all-black elementary school, we were told by teachers and parents that we had to excel, that we had to “do better than” any white kids because the world was already on their side. When your cousin Joey was in high school, I remember berating him for getting a “D” in chemistry. His response was, “What do you expect of me? The white kids get C’s.” Recently a colleague tried to help an African-American middle-schooler to learn multiplication. The student looked up at the teacher and said, “Why are you trying to teach me this? Black people don’t multiply. Multiplication is for white people.” You know, Maya, I think that may be the biggest challenge you and other brown children will face—not believing the limits that others place upon you.¹

¹Lisa Delpit, “Explaining Racism,” *The Magazine of the Harvard Graduate School of Education* (Spring 2000), 15–17.

Cycle of Oppression Task Card

Directions: Your group has been assigned an identity from a marginalized group. Your task is to create a **Cycle of Oppression** that answers:
How does stereotypes, prejudice and discrimination lead to oppression?

Stereotypes

- What are some stereotypes (ideas) about [immigrants, students in SPED, Muslims]?
- What do people believe about these groups of people?
 - Draw a circle. Label it stereotypes.
 - With your group, list at least 2 stereotypes in the circle.

Prejudice

- What prejudices (feelings) exist towards [immigrants, students in SPED, Muslims]?
- How do people feel towards this group of people?
 - Draw a circle. Label it prejudice.
 - With your group, list at least 2 types of prejudice in the circle.

Discriminate

- How do people discriminate (mistreat) against [immigrants, students in SPED, Muslims]?
- How do we see people mistreat this group of people?
 - Draw a circle. Label it discrimination.
 - With your group, list at least 2 examples of mistreatment in the circle.

Oppression

- How do powerful institutions mistreat or control immigrants, students in SPED, Muslims?
 - Create laws that target them
 - Ignore their needs
 - Make institutions inaccessible
 - Deny them resources

Internalized Oppression:

- How might oppressed groups internalize negative ideas about their communities?
- If you grow up in a society, where the powerful institutions and people mistreat you (or people that look like you), what might you come to believe about yourself and your community?

Improving Graduation Rates for Special Education Students

What Needs to Improve?

In some states, less than half of students with disabilities earn a diploma. The list includes Louisiana, Mississippi and Nevada, where less than 50 percent of students with disabilities graduate from high school. In only one state, Arkansas, does the graduation rate for students with disabilities (84.3 percent) come close to the overall graduation rate of the total student population (87 percent).

Many educators believe changes can be made to improve these statistics:

Better preparation for teachers. One of the primary reasons for the lag in graduation numbers, as voiced by teachers, is their own lack of preparation to work with special education students. In an effort to provide students a fair and equal education in the least restrictive environment, more and more students with special needs are being placed in general education classrooms, regardless of their disability or its severity.

Teachers find themselves woefully unprepared for the type or amount of support some students need to succeed. A 2007 study found that most teacher preparation programs provided only one or two classes focusing on inclusion or special education. Little has changed since then.

By including more special education coursework at the teacher preparation level and providing on-the-job training and professional development, teachers would be more efficient and able to meet the needs of all students.

Greater funding. According to the IDEA, the federal government is to furnish 40 percent of the cost required to provide adequate services to students with disabilities. (This equals the funds above the cost of educating a general education student.) In 2015, the federal government provided only 16 percent of the cost. School districts that were already struggling to make ends meet were forced to cut services to all students, including those with special needs.

Higher expectations for students. Although many disabled students are now graduating from high school, they report their education is less than what they expected. Many students who receive special services are "promoted" even though they do not meet the standard expectations for the grade level or course.

Maintaining high standards may not increase the *number* of students graduating, but it would make graduation a stronger stepping stone to independence and a career with promise and integrity.

Finding solutions to the low rate of graduation among students with disabilities is not an easy task, nor is it inexpensive. But with 13 percent of currently enrolled students receiving special services, it is critical that we continue to pursue solutions and pathways to success. According to The Hechinger Report, "Their disabilities shouldn't keep them from achieving the same standards as their peers — and experts estimate that up to 90 percent of students with disabilities are capable of graduating high school fully prepared to tackle college or a career if they receive proper support along the way."

Mexican Lawful Immigrants Among the Least Likely to Become U.S. Citizens

Among Mexicans, desire is high, but about half cite language, cost barriers

Based on Pew Research Center estimates using the most recent U.S. Census Bureau data available, two-thirds (67%) of lawful immigrants eligible to apply for U.S. citizenship had applied for and obtained citizenship by 2015. This is the highest share since at least the mid-1990s. But among Mexican lawful immigrants eligible to apply, only 42% had applied for and obtained U.S. citizenship by 2015, a rate little changed since 2005 and one of the lowest among all immigrant groups when it comes to country of origin.

As part of a larger survey of Hispanic immigrants fielded in late 2015, Pew Research Center asked Mexican green-card holders why they had not yet become naturalized U.S. citizens. The most frequent reasons centered on inadequate English skills, lack of time or initiative, and the cost of the U.S. citizenship application. These appear to be significant barriers, as nearly all lawful immigrants from Mexico said they would like to become U.S. citizens someday.

As of 2015, the naturalization rate for lawful Mexican immigrants trailed that of green-card holders from the Middle East by 42 percentage points (42% vs. 83%), and was 33 points behind green-card holders from Africa, 74% of whom had naturalized by 2015.

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Greater funding. According to the IDEA, the federal government is to furnish 40 percent of the cost required to provide adequate services to students with disabilities. (This equals the funds above the cost of educating a general education student.) In 2015, the federal government provided only 16 percent of the cost. School districts that were already struggling to make ends meet were forced to cut services to all students, including those with special needs.

Higher expectations for students. Although many disabled students are now graduating from high school, they report their education is less than what they expected. Many students who receive special services are "promoted" even though they do not meet the standard expectations for the grade level or course.

Maintaining high standards may not increase the *number* of students graduating, but it would make graduation a stronger stepping stone to independence and a career with promise and integrity.

Finding solutions to the low rate of graduation among students with disabilities is not an easy task, nor is it inexpensive. But with 13 percent of currently enrolled students receiving special services, it is critical that we continue to pursue solutions and pathways to success. According to The Hechinger Report, "Their disabilities shouldn't keep them from achieving the same standards as their peers — and experts estimate that up to 90 percent of students with disabilities are capable of graduating high school fully prepared to tackle college or a career if they receive proper support along the way."

Mexican Lawful Immigrants Among the Least Likely to Become U.S. Citizens

Among Mexicans, desire is high, but about half cite language, cost barriers

Based on Pew Research Center estimates using the most recent U.S. Census Bureau data available, two-thirds (67%) of lawful immigrants eligible to apply for U.S. citizenship had applied for and obtained citizenship by 2015. This is the highest share since at least the mid-1990s. But among Mexican lawful immigrants eligible to apply, only 42% had applied for and obtained U.S. citizenship by 2015, a rate little changed since 2005 and one of the lowest among all immigrant groups when it comes to country of origin.

As part of a larger survey of Hispanic immigrants fielded in late 2015, Pew Research Center asked Mexican green-card holders why they had not yet become naturalized U.S. citizens. The most frequent reasons centered on inadequate English skills, lack of time or initiative, and the cost of the U.S. citizenship application. These appear to be significant barriers, as nearly all lawful immigrants from Mexico said they would like to become U.S. citizens someday.

As of 2015, the naturalization rate for lawful Mexican immigrants trailed that of green-card holders from the Middle East by 42 percentage points (42% vs. 83%), and was 33 points behind green-card holders from Africa, 74% of whom had naturalized by 2015.

5 things to know about the Muslim ban

Three years after President Trump first issued his Muslim ban—an executive order banning travel from several mostly Muslim countries—its dangerous impacts continue to grow, further institutionalizing xenophobia and Islamophobia in the U.S.

Who is currently affected by the Muslim ban?

Under the ban, millions of people fleeing violence; hoping to reunite with their families, access medical treatment, pursue their careers; and many more are banned from entering the United States.

The number of refugees from Muslim majority countries seeking protection in the U.S. has declined. And the number of visas issued to nationals of Muslim majority countries – including nationals from non-banned countries has declined as well.

The Muslim ban not only impacts people attempting to enter the United States but people who are currently in the U.S. Muslim Americans residing in the U.S. have been cut off from their families and friends who are barred from entering the country. **And we've also seen a rise in incidents of intimidation, bias and violence against people in Muslim-American majority communities.**

Under the third version of the Muslim ban, the administration created an opportunity for people from the banned countries to still enter the country by obtaining waivers. But these waivers are only available to visa applicants who can meet certain requirements, and the waiver process has also been plagued with chaos. Denials of waiver applications are the norm, and the process is cumbersome, confusing, and as one Supreme Court Justice called it, “window dressing.”

For Iranian nationals who are also affected by economic sanctions and ongoing tensions, the impact of the ban is multiplied. One Iranian student with a valid student visa was denied entry into the U.S. by immigration officials at the airport and deported to Iran, despite a court order for an emergency stay. And in early January, dozens of Iranians—including American citizens—were detained at the U.S. border with Canada and subjected to hours of questioning.

Ethnic Studies Fall 2023 Study Guide

For our final we will be creating concept maps. I have given many examples in class.

I am going to ask that you start with a **concept - provide a definition and example** and describe how it connects to a different concept. My hope is that you make several connections and it ends up looking like a Web/Concept Map.

Concept	Definition	Example to help you
In Lak'Ech	Tú eres mi otro yo, You are my other me. Si te hago daño a ti, If I do harm to you, Me hago daño a mi mismo, I do harm to myself. Si te amo y respeto, If I love and respect you, Me amo y respeto yo, I love and respect myself.	
Quetzalcoatl (Unit 2: Class 2-4)	Quetzalcoatl is considered "precious and beautiful" because it is our community's history and knowledge.	
Dominant Narrative (Unit 2: Class 2-4)	An incomplete and/or inaccurate version of history that is created by those in power	
Counter Narrative (Unit 2: Class 2-4)	A version of history that raises and uplifts the voices of those who have been historically ignored. Explains multiple perspectives and aspects of the story.	
Cultural Genocide (Unit 2: Class 2-4)	systematic destruction of traditions, values, language, and other elements that make one group of people distinct from another.	
Hegemony (Unit 2: Class 9)	The dominance or influence of one group over another, often supported by legitimizing norms and ideas. Hegemony describes the dominant position of a particular set of ideas and their tendency to become common sense and therefore prevent the spread of alternative ideas.	
Hegemonic Systems (Unit 2: Class 9)	White Supremacy, Patriarchy, SAT, Policing, Mass Incarceration	
Consequences of Hegemony (Unit 2: Class 9)		
Bias (Unit 3: Class 5)	Unbalanced weight in favor of or against an idea or thing.	
Explicit Bias (Unit 3: Class 5)	Explicit biases are biases we are aware of on a conscious level (for example, feeling threatened by another group and delivering hate speech, discrimination, or prejudice as a result).	

Implicit Bias (Unit 3: Class 5)	Automatic or unconscious attitude that affects a person's judgment, decision, or behavior.	
Cycle of Oppression (Unit 3: Class 5)	Stereotype, Prejudice, Discrimination, Oppression, Internalized Oppression	
Stereotype (Unit 3: Class 5)	Beliefs about people based on their membership to a particular group These beliefs (ideas) can be positive, negative or neutral.	
Prejudice (Unit 3: Class 8)	Preconceived opinion that is not based on reason or actual experience	
Discrimination (Unit 3: Class 8)	Unfair behavior or mistreatment towards an individual or group; acting on your prejudices	
Oppression (Unit 3: Class 8)	Purpose: the advantaged group can maintain hegemony (control and power over marginalized groups) There are powerful systems (institutions) in place to make sure oppression "works".	
4 I's of Oppression (Unit 3: Class 14)		
What is Oppression?	Limiting the rights, freedoms and access to resources of a specific group	
Dominant Group:	A group that has power and controls the value system in a society	
Subordinate Group:	A disadvantaged group that has been stripped of power or privilege in a society.	
Ideological	The IDEA that one group is better than another, and has the right to control the other group.	
Institutional	The idea that "superior groups" have the right to control others & oppression is built into the INSTITUTIONS of society: laws, education system, media, etc.	
Interpersonal	The idea that gets structured into our institutions gives permission for individuals of the dominant group PERSONALLY mistreat individuals in the targeted/oppressed group.	
Internalized	The oppressor doesn't have to apply any more pressure, because we now do it to OURSELVES and EACH OTHER.	

Week 2,
Advancing
Ethnic Studies,
Day B



Tuesday in Advancing :)

Find your name tent :)

Agenda: Tuesday, August 22, 2023

- In Lak'Ech
- Reminder:
 - Syllabus, Questions?
 - Digital Signature
 - Heartifact Assignment
 - Unity & Solidarity
 - Journal
 - Finish Names
 - Isang Bagsak

Essential Questions for the Week August 15, Week #2, Day A, Unit 1

- What does it mean to **show up**?
 - For your friends, family, classmates, community?
- What is the benefit in showing up?
- What are some challenges to showing up authentically as your whole self?

Questions on the Syllabus?

Summary

- Full Year Elective Course
- Slide Decks, Assignments listed on Canvas under Modules
- Show Up, Engage, Activate
- In lak'ech, Isang bagsak
 - Cell Phones
 - Bathroom Signage
 - Sage

Digital Signature from You,
Parent/Guardian on Canvas,



Advancing Ethnic Studies:
Agency & Action
2023-2024

Period 3 - Ms. Rodriguez
rkrodriguez@smuhd.org



White Sin Fronteras/Living Without Borders (True Colors Mural Project)

Course Description - From the SMUHS Ethnic Studies Course of Study

Advancing Ethnic Studies is an extension of our introductory course, Introduction to Ethnic Studies. It is designed for students to be politically, socially and economically conscious about their personal connections to local and global histories. Students will utilize the tenets of ethnic studies to examine the contributions, and struggles of different historically marginalized groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically marginalized groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary community issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement.

Course Goals and Scholar Outcomes:

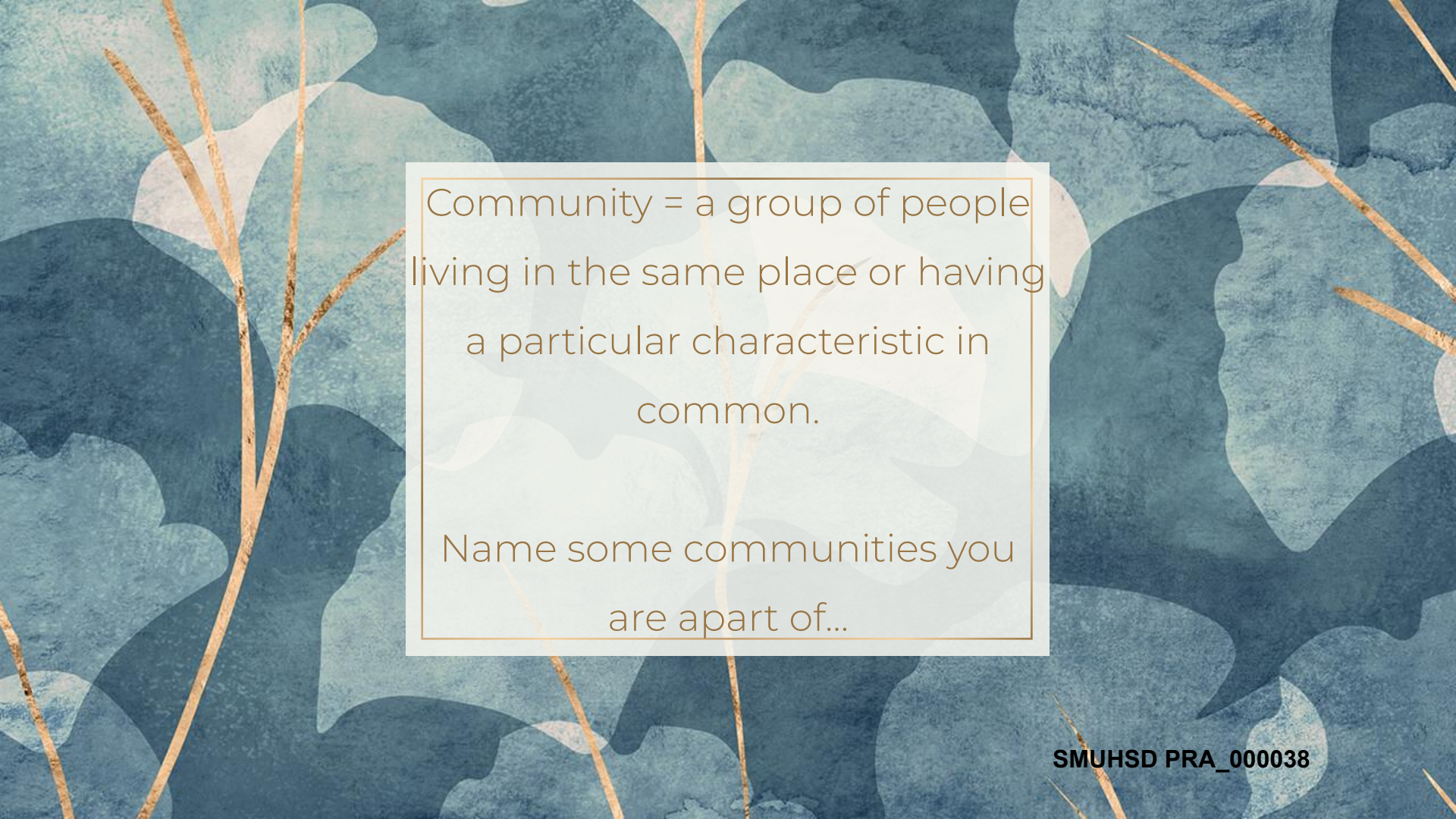
Scholars will:

- ☐ Review the foundational concepts and tenets of Ethnic Studies, and how these concepts and tenets will be used to assess and analyze historical and current events.
- ☐ Discuss and analyze the intersectionality of their identities to better understand their positionality in today's society.
- ☐ Have a better understanding of themselves in context of the history of the United States and our contemporary society.
- ☐ Celebrate the community and cultural wealth of the local area in order to amplify the stories central to their identity development.
- ☐ Identify and analyze issues in their communities and complete a community Praxis project.
- ☐ Develop academic skills in speaking, listening, reading, writing, and research which can be applied in multiple academic courses.



Community & Solidarity FOR Ethnic Studies

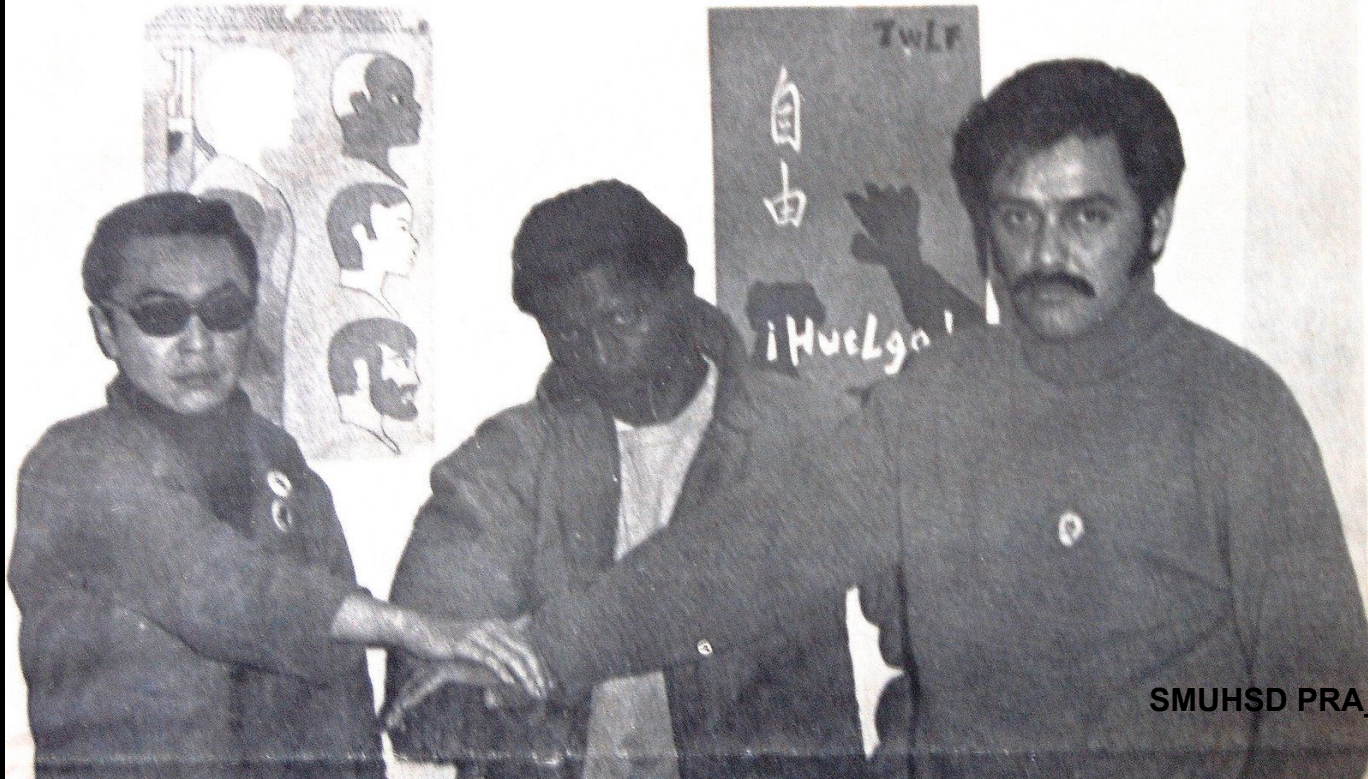
SMUHSD PRA_000037



Community = a group of people
living in the same place or having
a particular characteristic in
common.

Name some communities you
are apart of...

SOLIDARITY!



SMUHSD PRA



Solidarity = unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.



SMUHSD PRA_000042



SMUHSO PRA 000043



反對所有壓迫, 反對警察暴力
NO RACIAL OPPRESSION! FIGHT RACIAL CRIMINALS





STOP
THE HATE
EDUCATE

DEFEND
ETHNIC
STUDIES

WE ARE NOT
THUGS WE ARE
AMERICANS

HONK IF
YOU
AGREE

STOP HATE
DON'T STOP
EDUCATION

WE ARE PROUD
OF OUR ROOTS

SAVE OUR SCHOOLS
UR HB 2281
STUPID INTENDENT

NA
NS
TO
WIDES



in lak'ech

Tu eres mi otro yo
You are my other me

Si te hago daño a ti
If I do harm to you

Me hago daño a mi mismo
I do harm to myself

Si te amo y respeto
If I love and respect you

Me amo y respeto yo
I love and respect myself

Tezcathipoca

NEW RESPECT

STANDING FOR SELF

We must suppress

growth with in ourselves

to have the ability to

and ourselves at our own

power to be working

in your peace and

unity

There is

More Than

1 COLOR IN

A PEOPLE

Each One



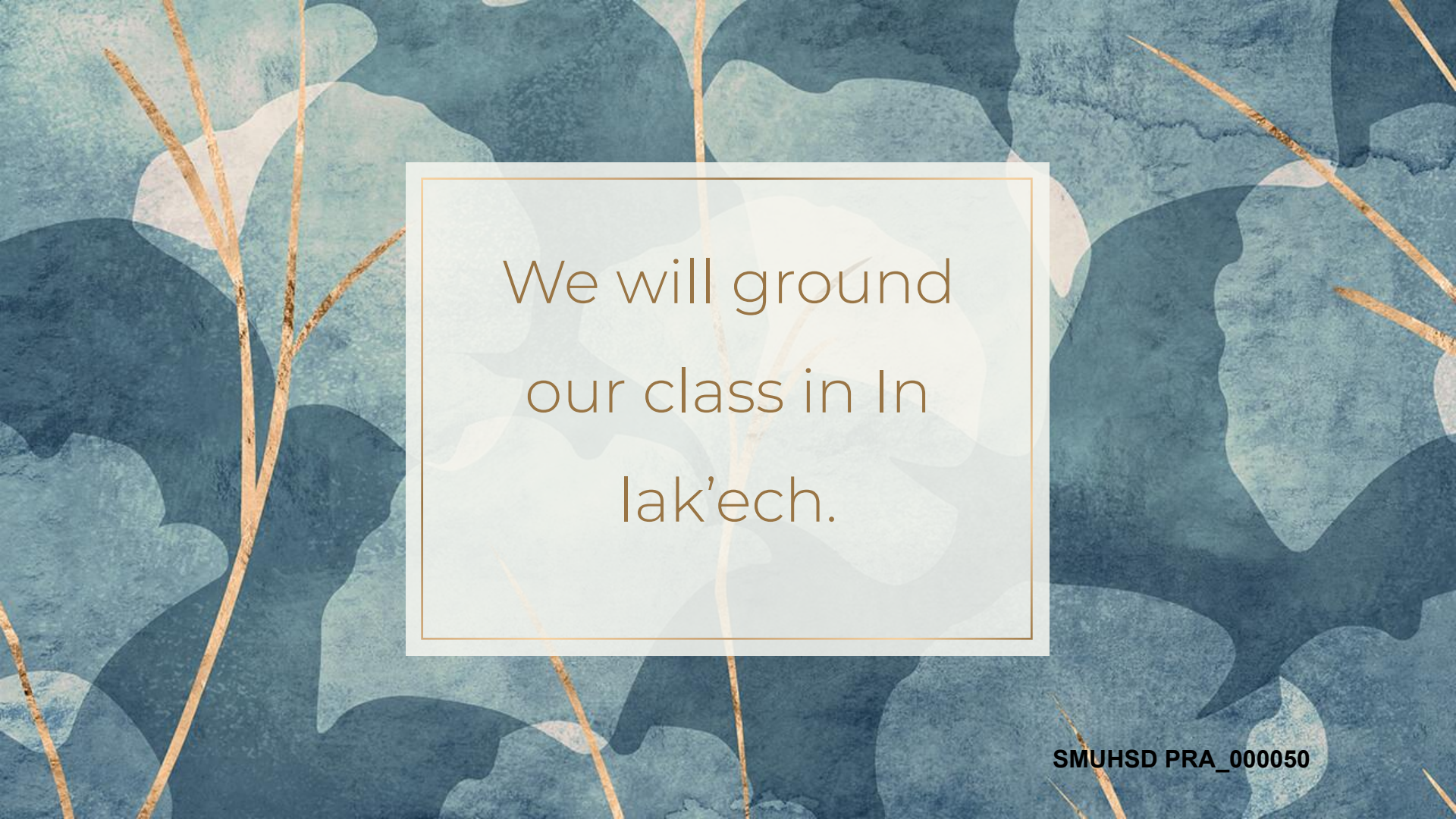
LEGACY

YOUTH PROJECT

SMUHS PRA_000048

Journal

- What does it mean to **show up**?
 - For your friends, family, classmates, community?
- What is the benefit in showing up?
- What are some challenges to showing up authentically as your whole self?
- Done? Finish your Acrostic NAmE



We will ground
our class in In
lak'ech.

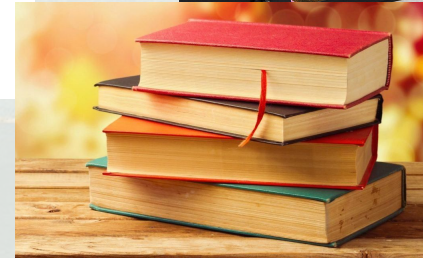
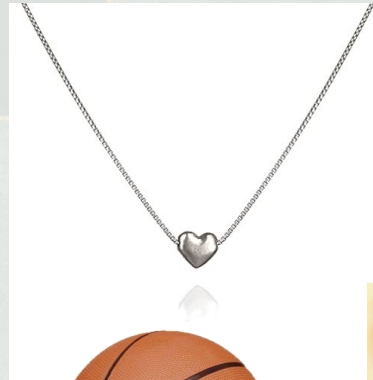
- Heartifact -

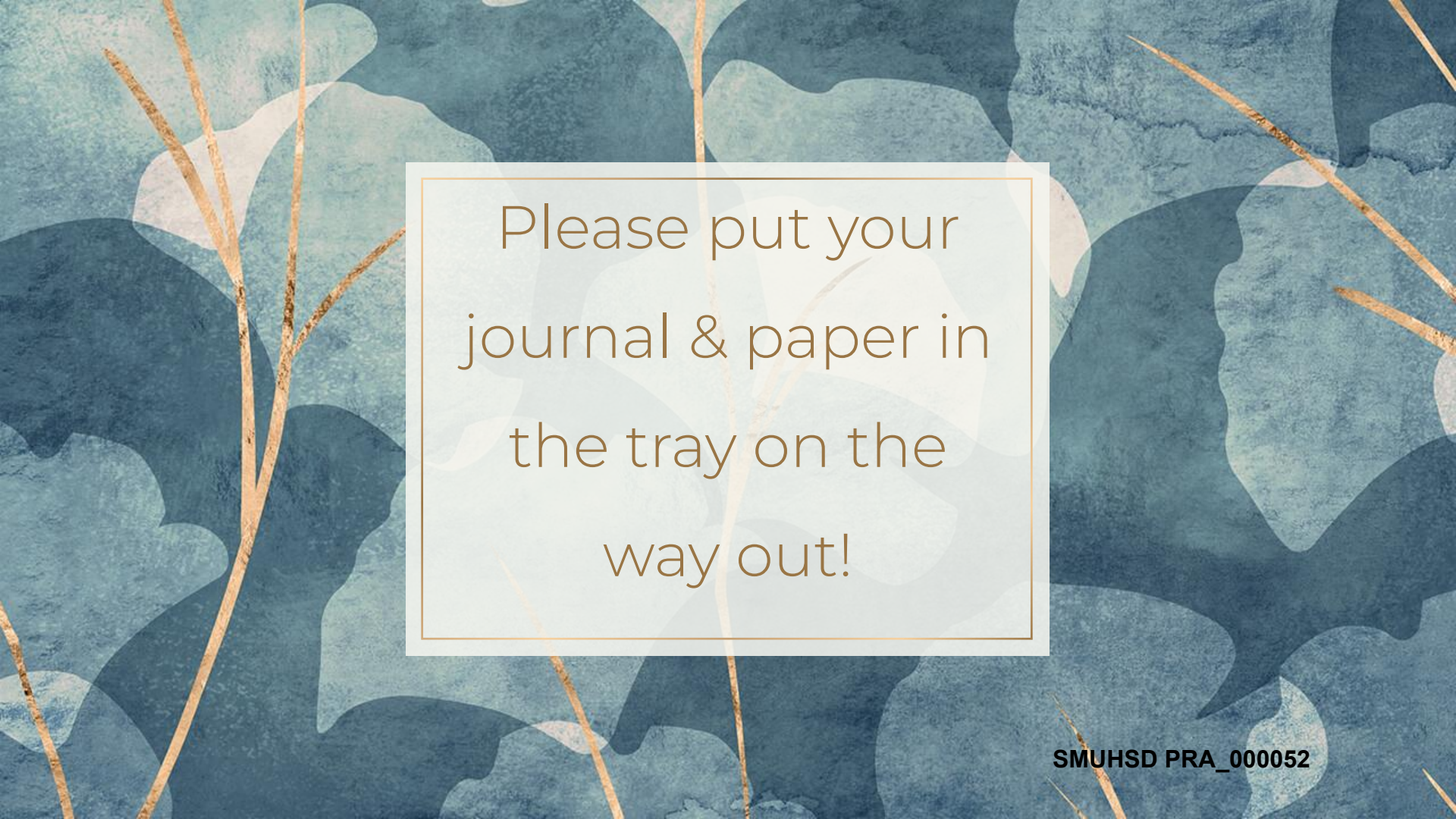
For Friday's Community Circle,

We will do two things -

- 1) Read our Name Poems
- 2) Explain our Heartifacts - Worksheet

What is a Heartifact?





Please put your
journal & paper in
the tray on the
way out!

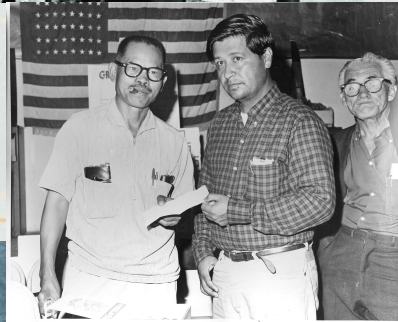
Isang Bagsak



Direct Translation = “One down”

Figuratively = “one thing achieved, or things can’t get done if we don’t communicate and work together”

- Isang Bagsak was used to do a unity clap to symbolize that they were down with each other and were **in solidarity** with one another.



Week 2,
Advancing
Ethnic Studies,
Day C

Agenda: Tuesday, August 22, 2023

- **In Lak'Ech**
- Reminder:
 - Syllabus
 - Digital Signature
 - In Lak'Ech Reflection
 - Circle Norms
 - Pack: Heartifact and Names, In Lak'Ech Poem & Clips

□

In Lak'ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.

Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

Essential Questions for the Week August 15, Week #2, Day A, Unit 1

- What does it mean to **show up**?
 - For your friends, family, classmates, community?
- What is the benefit in showing up?
- What are some challenges to showing up authentically as your whole self?

Take a moment to review, re-examine, on reflect on In lak'ech since your last ethnic studies class.

What does In lak'ech **look** like, **feel** like, **sound**, like in our Advancing ETHS class?

Share out your reflection



These will be used
to create our
community
agreements next
week..



What's the
purpose of our
Community
Circle?

Community Circle



- The purpose of community circles is to bring people from a local community together to share their skills, talents, gifts and resources.
- It has its roots in **indigenous** people all over the world. Circles reflect a way of life, a philosophy and values that apply to people in our circle.

Community Circle



- The ritual of sage burning has its roots in Native American tradition.
- Today, people burn sage and other holy herbs to cleanse a space or environment of negative energy, to generate wisdom and clarity, and to promote healing.

Community Circle

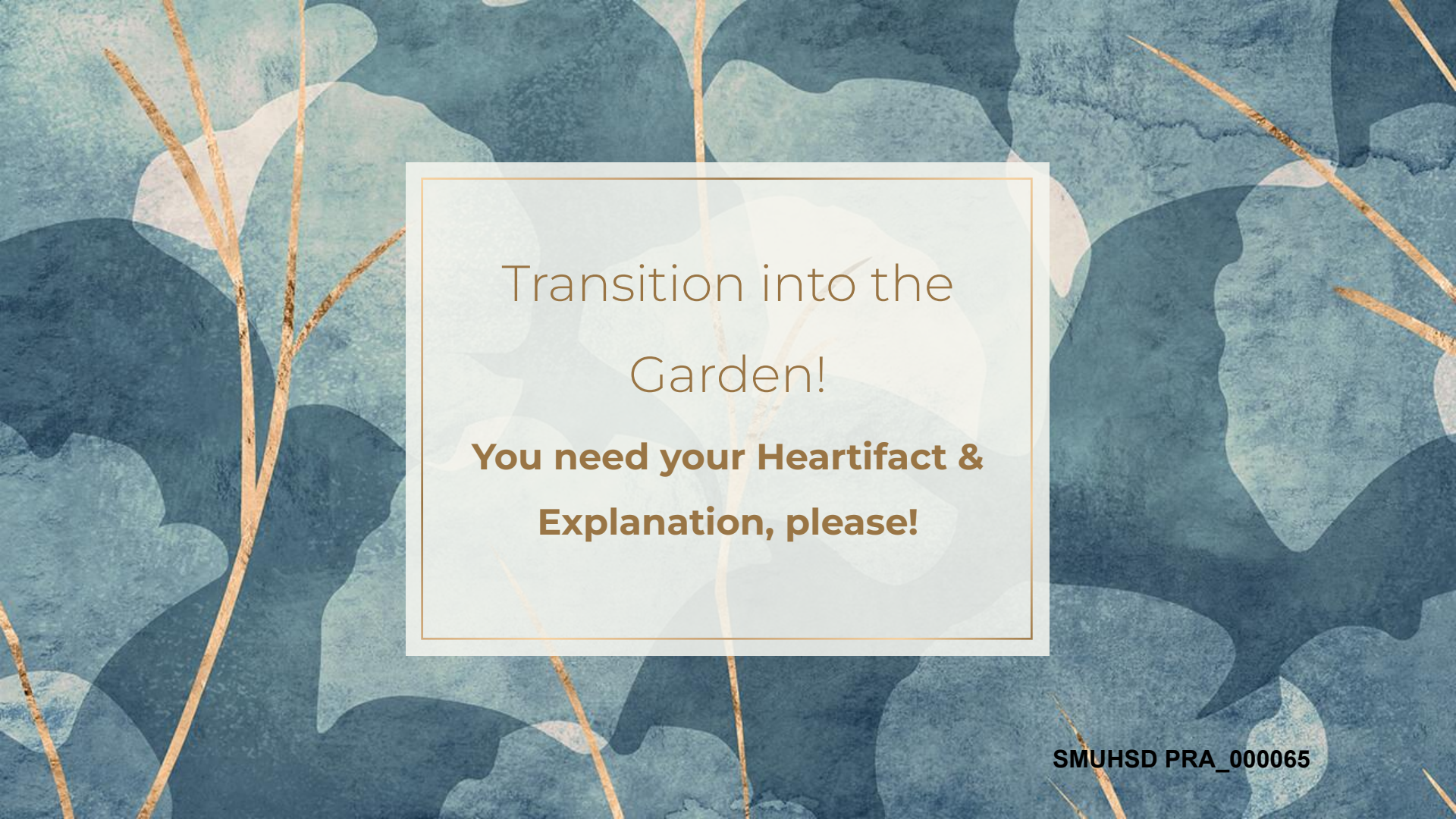


- The purpose of our circles will be to share, hear each other, speak to one another, build our community through getting to know everyone.
- Our circles may be formal, informal, about our content, about our days, etc.
- This is the opportunity for us to connect.

Community Circle



- Today for our circle, we will be sharing out our Heartifacts.
- Please have your written paper & your artifact in the circle.
- Reminders for Circle
 - In lak'ech always.
 - Active listening - seeing that person; showing up!
 - Snaps for acknowledgement!



Transition into the
Garden!

**You need your Heartifact &
Explanation, please!**

In lak'ech



Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

Community Circle



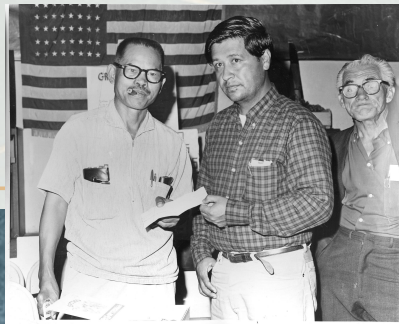
- Sentence Frame:
“My name is... this
is my Heartifact... It
represents me
because...”
- (Place heartifact in
center)

Isang Bagsak

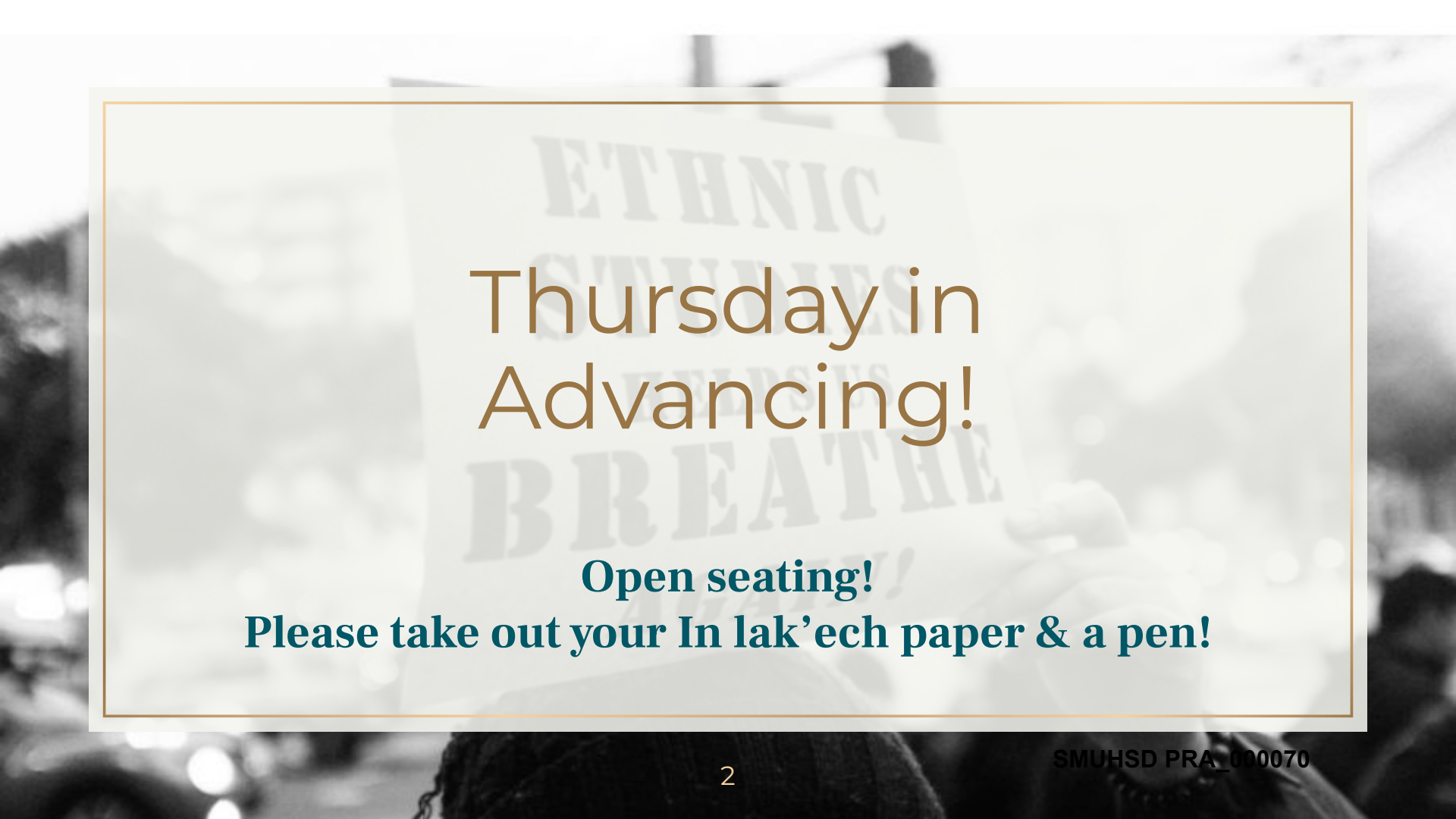


Direct Translation = “One down”

Please grab your Heartifact, and turn in your explanation before your leave!



Week 2,
Advancing
Ethnic Studies,
Day C



Thursday in Advancing!

Open seating!

Please take out your In lak'ech paper & a pen!

Agenda: Tuesday, August 22, 2023

- **In Lak'Ech**
- Reminder:
 - Syllabus
 - Digital Signature
 - In Lak'Ech Reflection
 - Circle Norms
 - Pack: Heartifact and Names, In Lak'Ech Poem & Clips

□

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I do harm to myself.
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Me amo y respeto yo.
I love and respect myself.

Essential Questions for the Week August 15, Week #2, Day A, Unit 1

- What does it mean to **show up**?
 - For your friends, family, classmates, community?
- What is the benefit in showing up?
- What are some challenges to showing up authentically as your whole self?

Take a moment to review, re-examine, on reflect on In lak'ech since your last ethnic studies class.

What does In lak'ech **look** like, **feel** like, **sound**, like in our Advancing ETHS class?

Share out your reflection



These will be used
to create our
community
agreements next
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Community Circle



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Community Circle

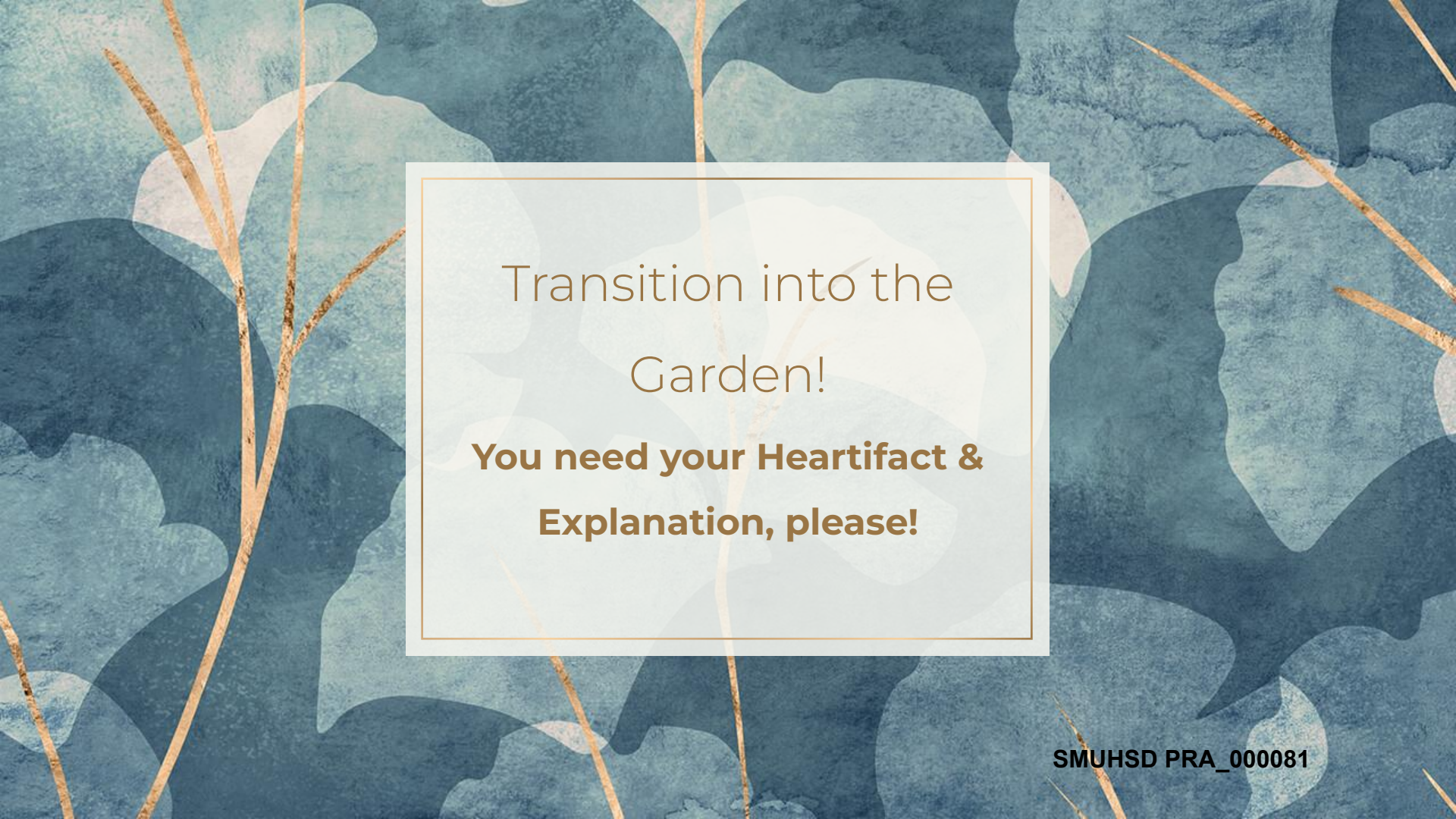


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Transition into the
Garden!

**You need your Heartifact &
Explanation, please!**

In lak'ech



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Community Circle



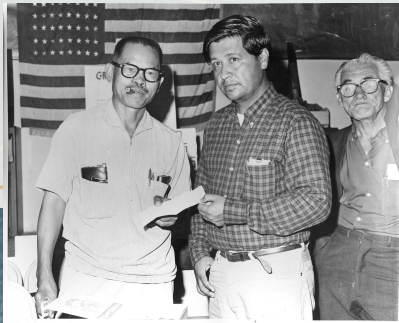
- Sentence Frame:
“My name is... this
is my Heartifact... It
represents me
because...”
- (Place heartifact in
center)

Isang Bagsak



Direct Translation = “One down”

Please grab your Heartifact, and turn in your explanation before your leave!



Week 3,
Advancing
Ethnic Studies,
Day A



Monday, August 28
Good morning,
Advancing Ethnic
Studies :)

Sit where you like!

Community Check In

With the person across from you...

- My highlight of the weekend was...
- Best class I've been to so far has been...
- Things I am excited about this week...
- Things I am worried about...
- My favorite childhood toy or TV show was...



In Lak'ech

- Based on philosophies from Mayan tradition.
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- Focus on empathy and compassion, beyond just respect.

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If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

Class Logistics

Monday - 1-7 Day - A Day:

- Intro to Week
- Community Check In, Journal
- Open Seats
- HW Assigned (if there is)

Wednesday - Block - B Day

- Lecture, Text (Video, Reading, Pictures) Analysis
- Assigned Seats

Friday - Block - C Day

- Discussion or Application
- Community Circle

HW Due

Please arrive on time. If this is an issue, please let me know!

This Week

This Week

- M: Intro to Unit 1 - Self
- W: Lecture: Ethnic Studies, Self & Heartwork; Creating Community Guidelines, Norms, Expectations, etc.
- F: Finalizing Community Guidelines, Community Circle: Ancestor Dedications

HW by Friday:

- Submit your ancestor dedication picture by Friday, 8:30am on Canvas.

Fall Semester - Self, Stories, Systems

Unit 1: Self

- Identity & In Lak'ech
- The Intersectionality and Positionality of our Identities
- Love, Liberation, Community, Action

Fall Semester - Self, Stories, Systems

Unit 2: Stories

- Review - What is Ethnic Studies? Tenets
- Ethnic Studies - Past, Present, Future

Fall Semester - Self, Stories, Systems

Unit 3: Systems

- Examination of Systems
- 4 I's of Oppression
- Fall Semester Praxis Project

Essential Questions for the Week August 22, Week #3, Day A, Unit 1

- What is your **why** for this class?
 - Why are you here?
 - What do you hope to bring to this class?
 - What do you hope to get out of this class?
- Who will you dedicate your heartwork in this class to? Explain. (This will be your HW this week)

Isang Bagsak



Direct Translation = “One down”

Figuratively = “one thing achieved, or things can’t get done if we don’t communicate and work together”

- National Farm Workers Association & Cesar Chavez and Agricultural Workers Organization Committee & Larry Itliong
- Common goal was to secure rights for farm workers during the Delano Grape Strike in the mid to late 1960’s.
- Isang Bagsak was used to do a unity clap to symbolize that they were down with each other and were **in solidarity** with one another.



Happy Thursday!

Please sit across from someone you don't know.



SMUHSD PRA_000098

Essential Questions for the Week August 30, Week #3, Day C, Unit 1

- What is your **why** for this class?
 - Why are you here?
 - What do you hope to bring to this class?
 - What do you hope to get out of this class?
- Who will you dedicate your heartwork in this class to? Explain. (This will be your HW this week)

In Lak'ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
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Si te amo y respeto,
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Me amo y respeto yo.
I love and respect myself.

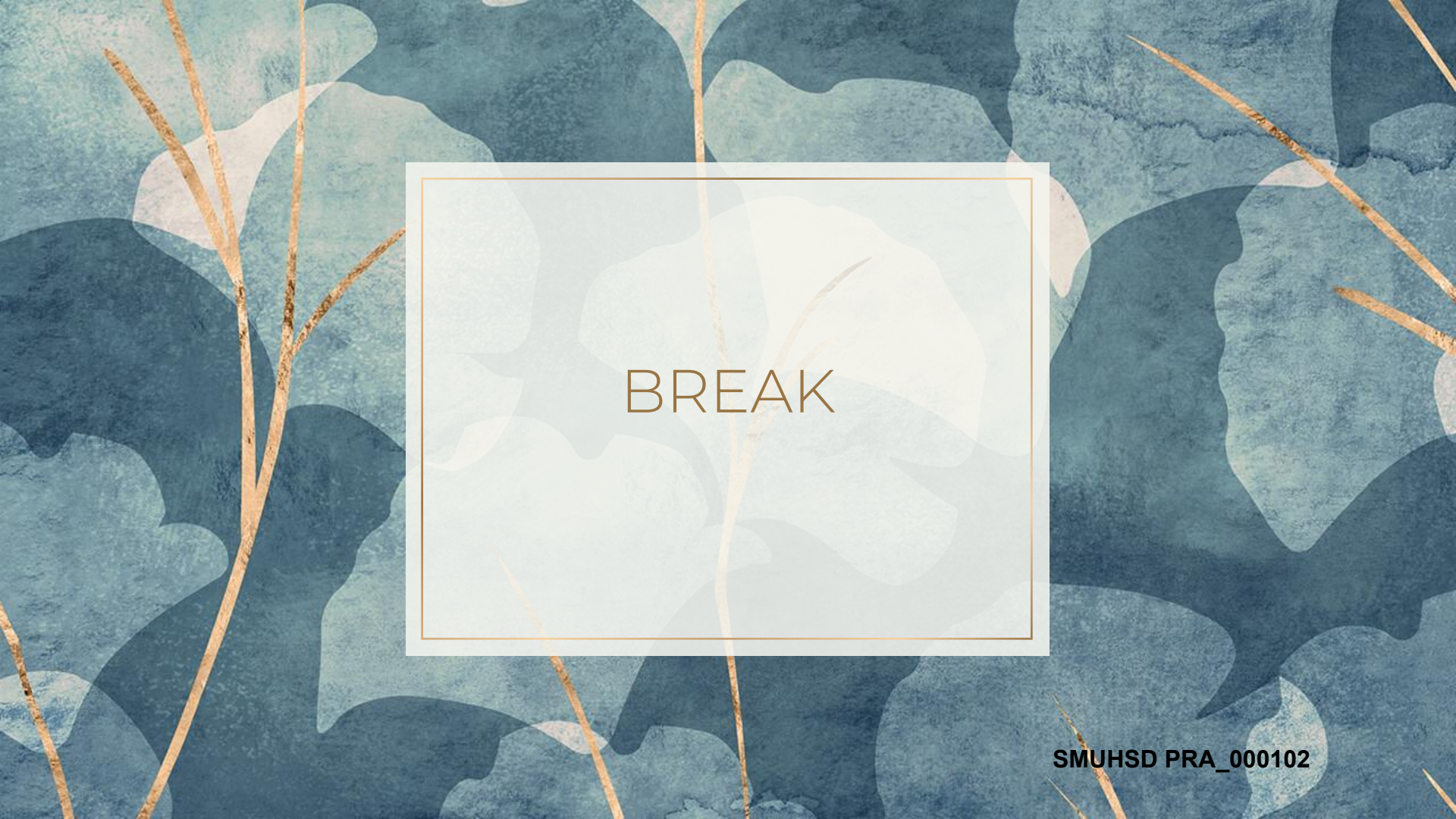
SPEED DATING!

ICE BREAKER NORMS.

Be curious and open minded about your classmates NOT judgemental.

Be Real.

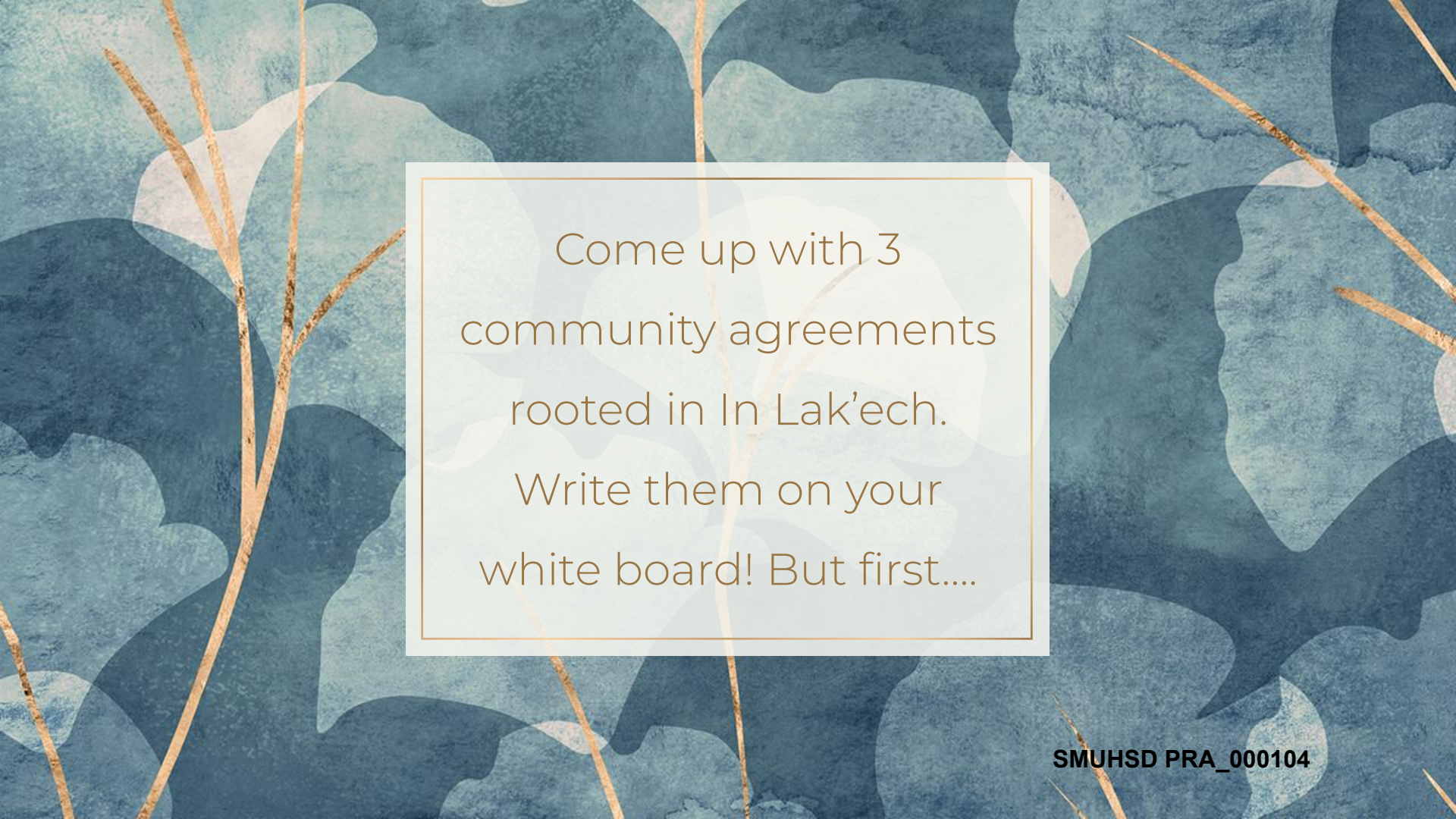
You get, what you put in (in other words try)!



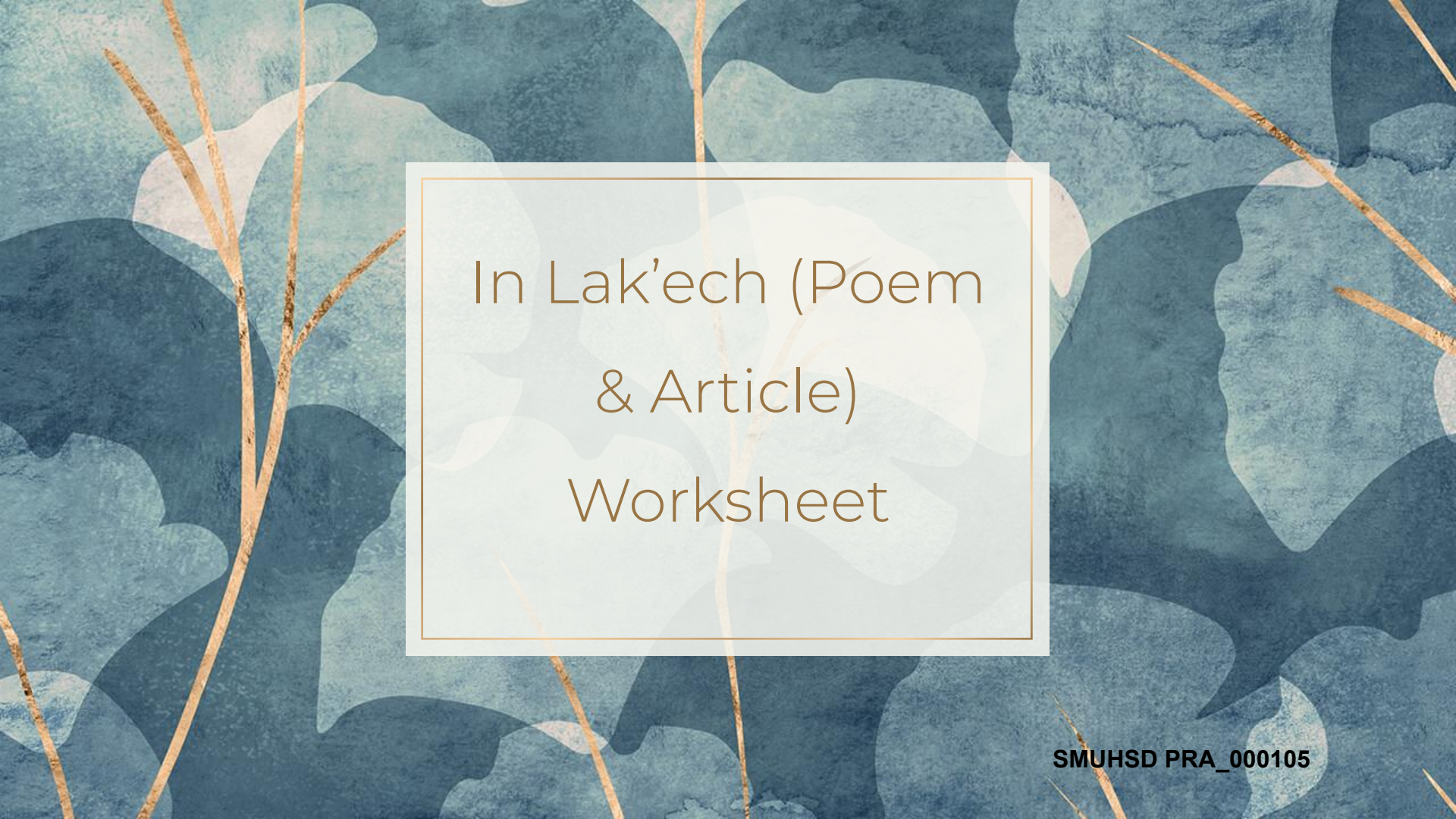
BREAK

SMUHSD PRA_000102

Community &
Solidarity FOR Ethnic
Studies grounded in
In lak'ech.



Come up with 3
community agreements
rooted in In Lak'ech.
Write them on your
white board! But first....



In Lak'ech (Poem & Article) Worksheet



Community
Agreements -
Synthesize to
this...



Community Circles

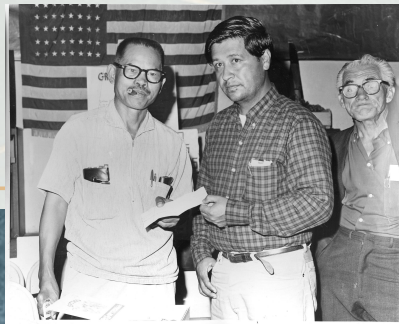
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- Our circles may be formal, informal, about our content, about our days, etc.
- This is the opportunity for us to connect.

Isang Bagsak



Direct Translation = “One down”

Please grab your Heartifact, and turn in your explanation before your leave!



Week 4,
Advancing
Ethnic Studies,
Day A

Tuesday, September 5
Good morning!

Please sit with a partner.

In Lak'ech

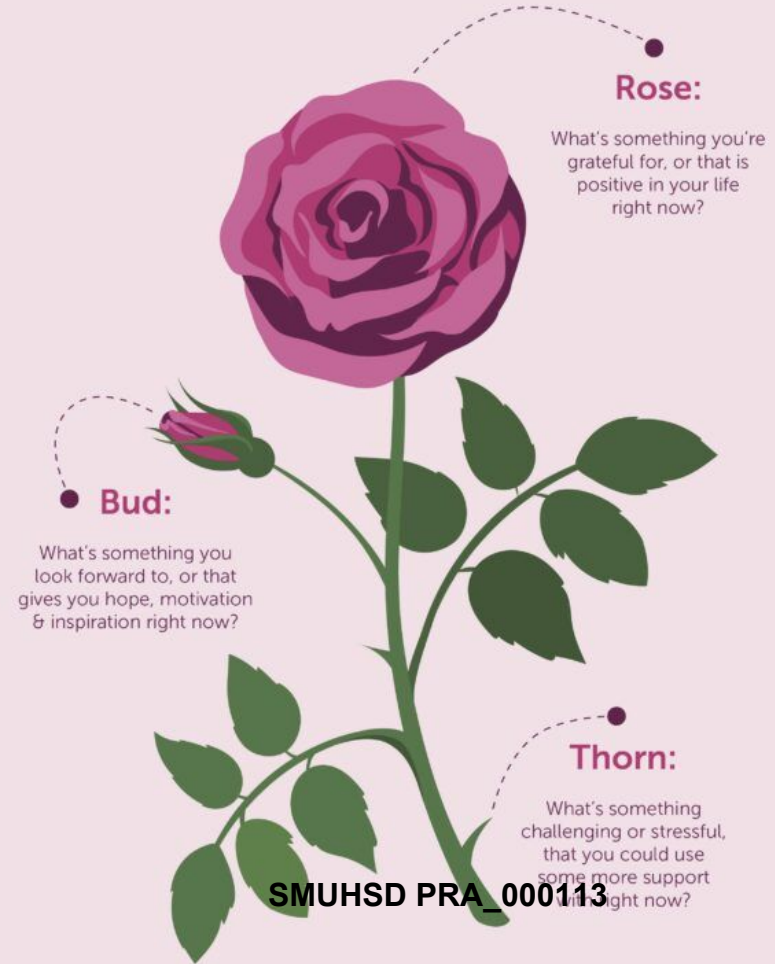


Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

Community Check in - Rose, Bud Thorns

Share out with the community
- what is a rose, bud and thorn
for you?

Rose, Thorn & Bud Check-In



In Lak'ech (Poem & Article) Worksheet: Section 2

GOAL: Create Community Agreements for our class

Anytime people gather as a group we form both a community and a culture. In **Ethnic Studies** we seek a community that is rooted in In Lak'Ech.

Using these agreements we can challenge ourselves and each other while still recognizing we're all coming from different places.

Ex:

- Be Curious, Open, and Respectful
- call in not out/throw sunshine not shade.

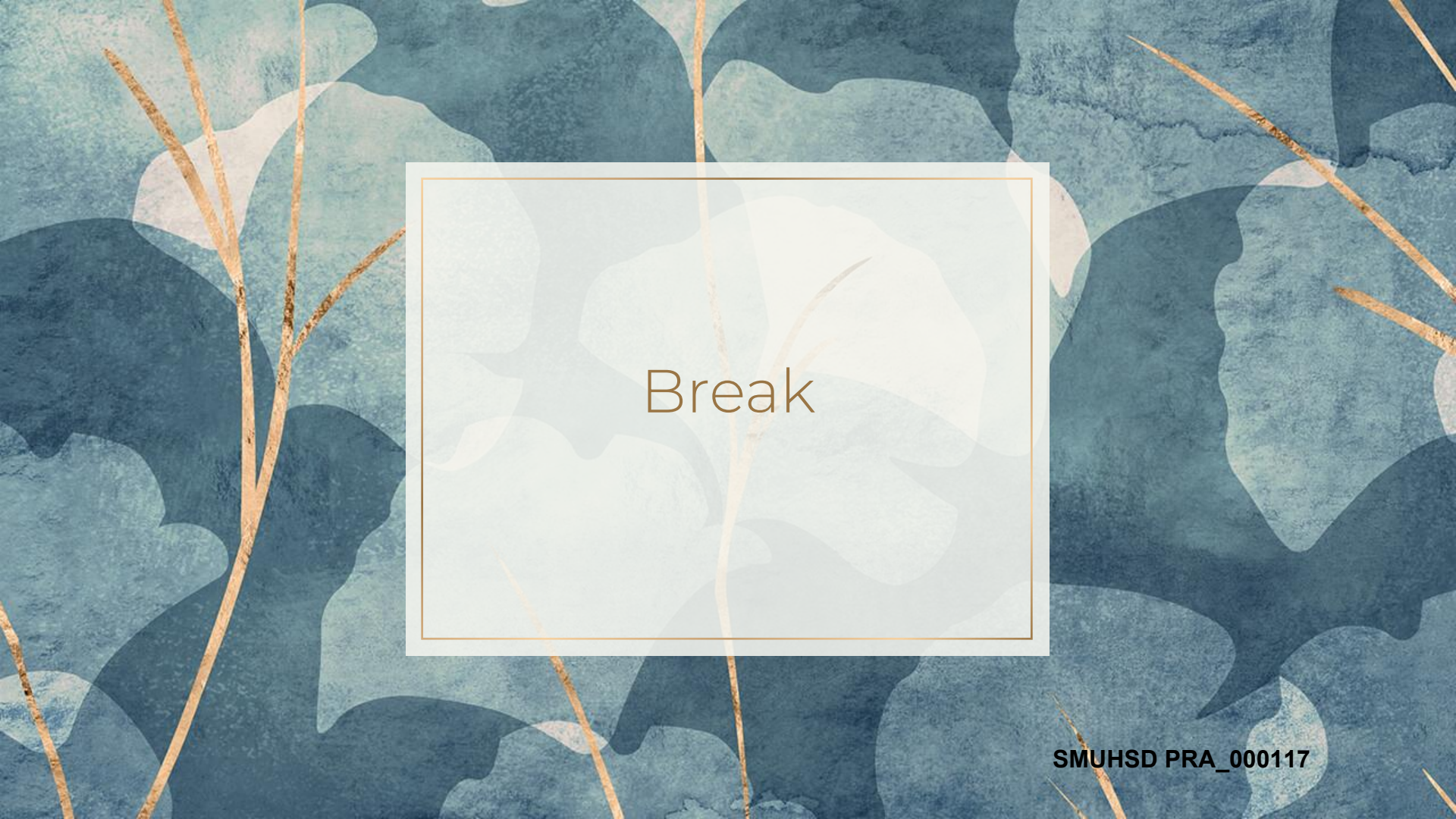
In Lak'ech (Poem & Article) Worksheet: Section 2

Directions. Read the article with your partner. Partner B should read paragraph 1 & 3, and Partner A will read paragraph 2 & 4. As you read, **circle** any words that are unfamiliar to you AND **find one line that you connected to.**

Complete the worksheet Come up with 3 community agreements rooted in In Lak'ech. Write them on your worksheet and white board! Return at...

Community Agreements - First Synthesis

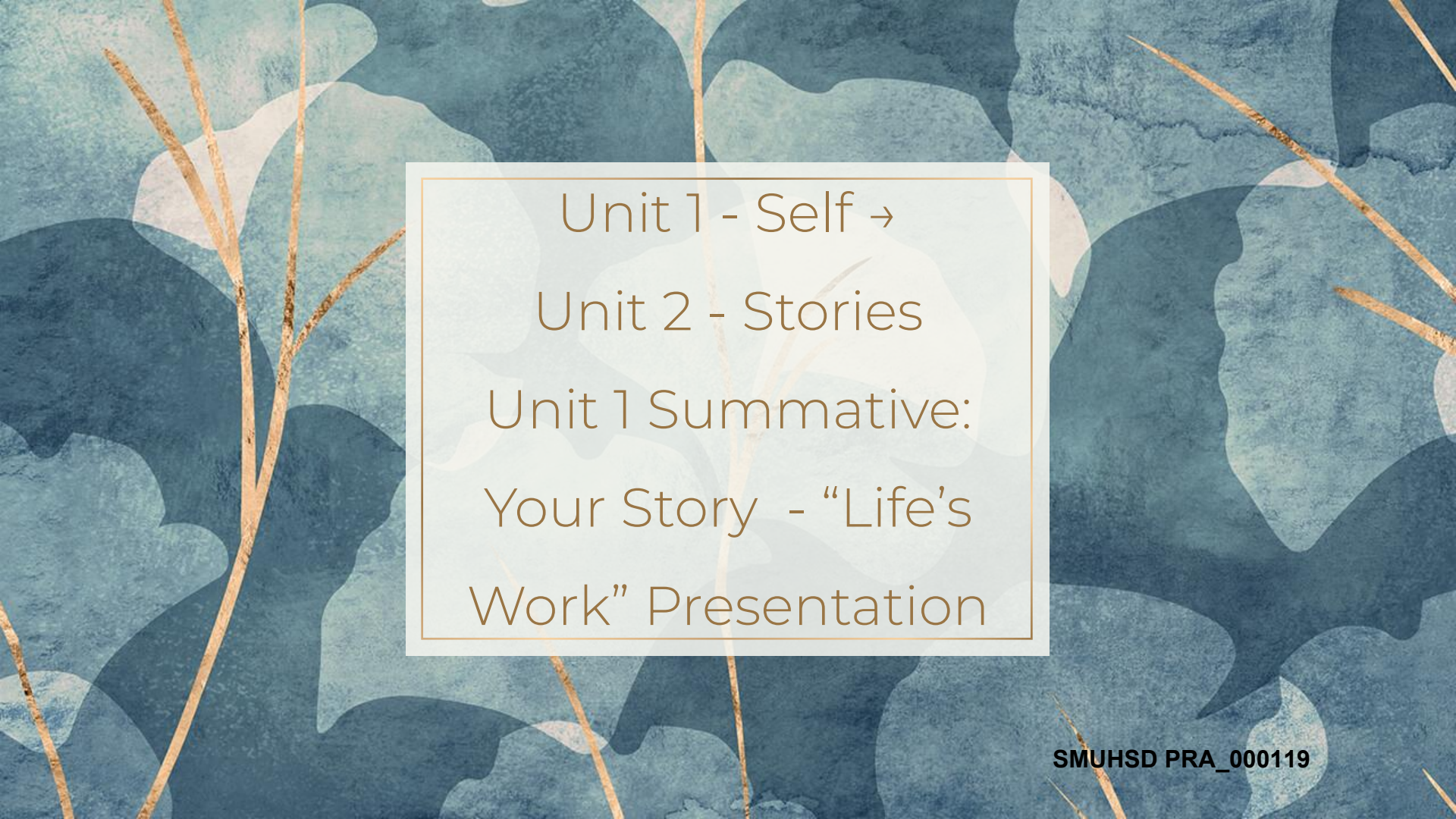
- Create a safe place by being supportive, and present where you classmates are able to feel welcome and comfortable.
 - Create a healthy and respectful learning environment.
 - Be open minded and willing to participate.
- Be willing to be wrong and keep a positive and open mind, participate.
- Be open minded to new ideas and opinions.
 - Never limit yourself to one perspective.
- Bring positive energy to the class that you want to receive.
- Educate yourself while thinking outside the box.
- Support, include, and communicate with one another - be respectful.
 - Be able to have uncomfortable conversations.
 - Respect others energy, being, and space.



Break

WHEN WE SHARE OUR STORIES, WE
ARE REMINDED OF THE HUMANITY IN
EACH OTHER. AND WHEN WE TAKE
THE TIME TO UNDERSTAND EACH
OTHER'S STORIES, WE BECOME MORE
FORGIVING, MORE EMPATHETIC, AND
MORE INCLUSIVE.

Michelle Obama



Unit 1 - Self →
Unit 2 - Stories
Unit 1 Summative:
Your Story - “Life’s
Work” Presentation

“Life’s Work” Presentation

For your summative for Unit 1, you will tell your story as it is right now. As you all know, Ethnic Studies is rooted in counter narratives, stories, love, and liberation. It is incredibly important that we share our stories as a bridge to understanding and connecting to one another. Complete Parts 1 & 2 this week so you can complete parts 3 & the summative presentation.

(adapted from Linkage Inc)

The purpose of this activity is to reflect on your current life journey and purpose for this class. You will start by reflecting on your own experiences and how they’ve helped define who you are as a person. Next, you’ll use this information to map out a visual timeline or pathway of your life. Then, based on your answers to several questions, you’ll determine how you will use this information to take action with greater clarity and purpose.

“Life’s Work” Presentation

Part 1: Tues & Thurs

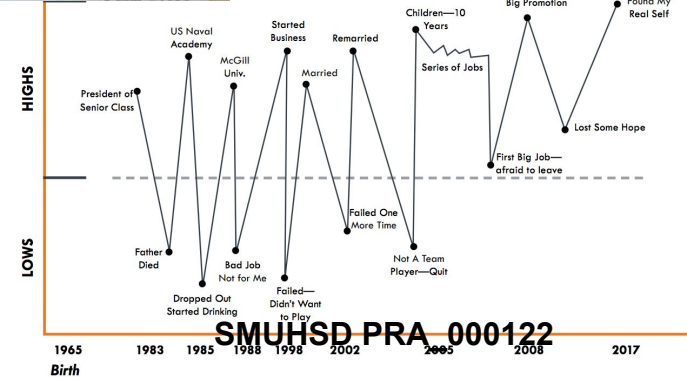
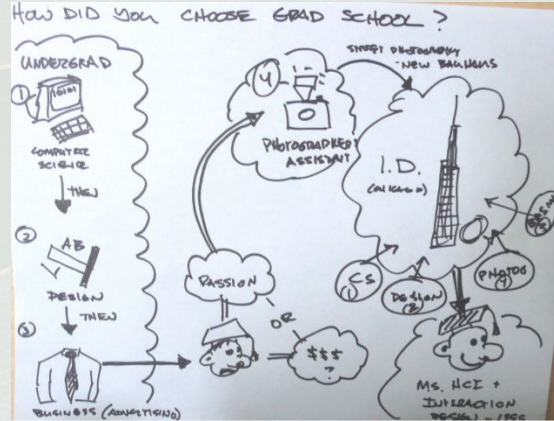
- 1. Personal Highlights**
- 2. Times of Struggle**
- 3. Mentors and Guides**
- 4. Water Shed/Sliding Door Moments: transitions and impacts on your life**

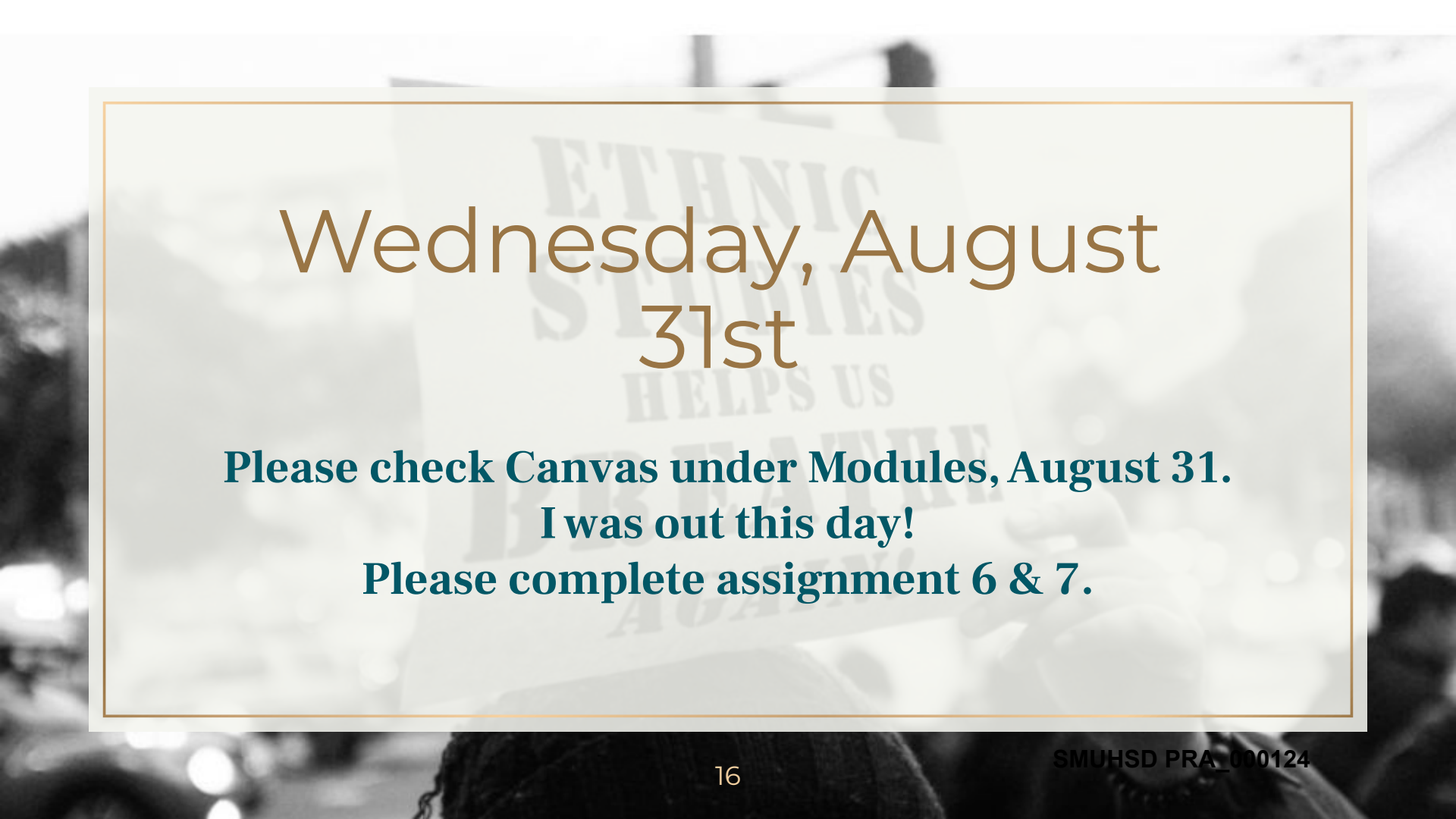
Part 2: Map out your Story (Thurs)

Part 3: Create your Presentation

"Life's Work" Presentation

1. Personal Highlights
2. Times of Struggle
3. Water Shed/Sliding Door Moments: transitions and impacts on your life





Wednesday, August 31st

**Please check Canvas under Modules, August 31.
I was out this day!
Please complete assignment 6 & 7.**

Week 4,
Advancing
Ethnic Studies,
Day C

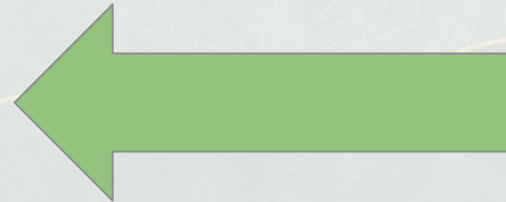
This Week

This Week

- M: Finalizing Community Guidelines, Community Circle: Ancestor Dedications; Begin Life's Works Outline
- W: Work on Life's Works Part 1 & 2 for Summative
- F: Finish Ancestor Dedications & Part 1& 2

HW due Friday:

- Life's Works Outline → Parts 1 & 2 due today!

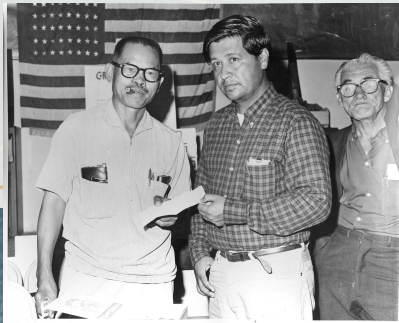


Isang Bagsak



Direct Translation = “One down”

Please grab your Heartifact, and turn in your explanation before your leave!



Precious Knowledge

ETHS. Unit 2: Precious Knowledge
SMUHSD PRA_000128

Agenda - Oct 5, 2023

IN LAK'ECH

YOUR PRECIOUS KNOWLEDGE

ISANG BAGSAK

REMINDERS

-Field Trip: ETA students
will be invited

-ADV. ETHS Handshake
(extra credit?)

SMUHSD PRA_000129

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion to yourself and respect.

TÚ ERES MI OTRO YO.
YOU ARE MY OTHER ME.
SI TE HAGO DAÑO A TI,
IF I DO HARM TO YOU,
ME HAGO DAÑO A MI MISMO.
I DO HARM TO MYSELF.
SI TE AMO Y RESPETO,
IF I LOVE AND RESPECT YOU,
ME AMO Y RESPETO YO.
I LOVE AND RESPECT MYSELF.

SMUHSD PRA_000130

OPENER: WE'VE LEARNED ABOUT THE UNITED STATES ATTEMPT
AT CREATING CULTURAL GENOCIDE. FORCING ASSIMILATION
THROUGH THE MOTTO "KILL THE INDIAN AND SAVE THE MAN"
AND MOST RECENTLY BY MAKING ETHS ILLEGAL IN THE STATE OF
ARIZONA..

Remember this ... **SMUHSD PRA_000131**

Life Inside & Consequences of Boarding School

Children could not:

- speak their native language
- Act in any way that might be seen to represent traditional or cultural practices
- wear traditional clothing, hair and personal belongings



SMUHSD PRA_000132

THEY SUFFERED PHYSICAL, SEXUAL, CULTURAL AND SPIRITUAL ABUSE AND NEGLECT, AND EXPERIENCED TREATMENT THAT IN MANY CASES CONSTITUTED TORTURE. MANY CHILDREN NEVER RETURNED HOME AND THEIR FATES HAVE YET TO BE ACCOUNTED FOR BY THE U.S. GOVERNMENT.

Opener

What are some precious memories that you have of your family and growing up? Think of your family your culture, traditions. What's something you love about it. What is something that reminds you of family or growing up? Is there a smell, a taste, a specific story, a traditional outfit, a meal?

SMUHSD PRA_000133



THE STORY

Quetzalcoatl is considered “precious and beautiful” because it is our community’s history and knowledge. What is the story behind this precious knowledge? What made you think of this? What is the story behind it or why is it special?

SMUHSD PRA_000134

THE PICTURE/IMAGE

Using crayons/markers. Use the back of this sheet to draw an image that represents your story.

SMUHSD PRA_000135

Isang Bagsak

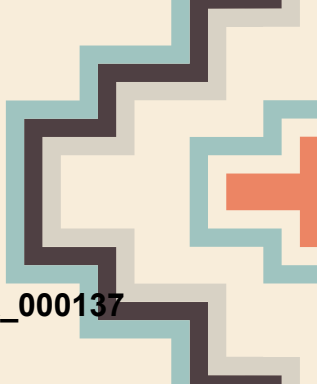


SMU HSD PRA_000136

DIRECT TRANSLATION = "ONE
DOWN"

FIGURATIVELY = "ONE THING
ACHIEVED, OR THINGS CAN'T GET
DONE IF WE DON'T COMMUNICATE
AND WORK TOGETHER"

ISANG BAGSAK WAS USED TO DO A
UNITY CLAP TO SYMBOLIZE THAT
THEY WERE DOWN WITH EACH
OTHER AND WERE IN SOLIDARITY
WITH ONE ANOTHER.



LOGO

VENUS

Venus is the second
planet from the Sun

SMU HSD PRA_000137

LOGO

TIMMY JIMMY

Venus has a beautiful name

youremail@freepik.com

+34 654 321 432

yourwebsite.com

SMUHSD PRA_000138



LOGO

Earth is third planet from the
Sun and the one that has life



SMUHSD PRA_000139



Created by Slidesgo



"Venus is the second planet from the Sun."

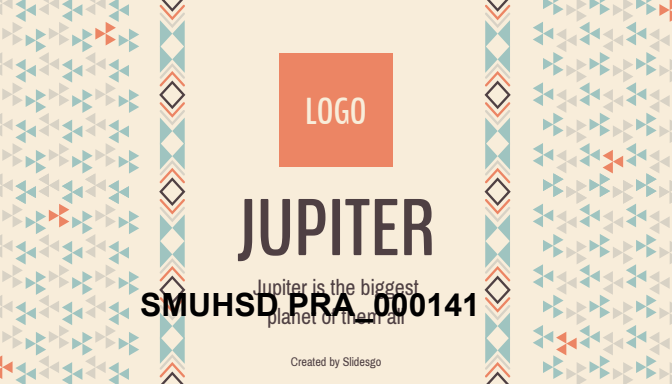
JANE PETERS

youremail@freepik.com

+34 654 321 432

yourwebsite.com

SMUHSD PRA_000140



LOGO

JUPITER

Jupiter is the biggest
planet of them all

SMUHSD_PRA_000141



HANNAH SMITH

Mars is a very cold place

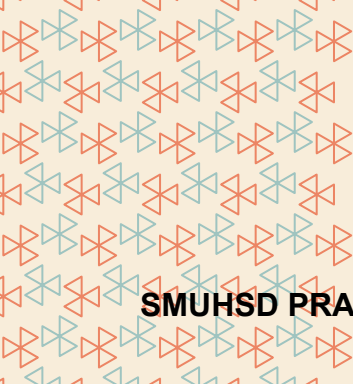
youremail@freepik.com

+34 654 321 432

yourwebsite.com

SMUHSD PRA_000142





LOGO

EARTH

We all live on Earth

SMUHSD PRA_000143

JAN LEWIS



youremail@freepik.com



+34 654 321 432



yourwebsite.com

SMUHSD PRA_000144





LOGO

SATURN

SMUHSD_PRA_000145

Saturn has rings



SUSAN JAMES



youremail@freepik.com

+34 654 321 432

yourwebsite.com

SMUHSD

PRA_000146



THANKS!

DO YOU HAVE ANY QUESTIONS?

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yourwebsite.com



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ALTERNATIVE RESOURCES

Here's an assortment of alternative resources whose style fits the one of this template:

- Flat design native american seamless pattern



RESOURCES

Did you like the resources on this template? Get them for free at our other websites:

VECTORS

- Flat design native american seamless pattern

PHOTOS

- Medium shot smiley florist holding scissors
- Medium shot smiley florist
- Close up on young businesswoman
- Baker standing behind the table with variety of baked breads
- Female logo designer working at her office on a graphic tablet

SMUHSD_PRA_000149

Journal - August 28

- What is your **why** for this class?
 - Why are you here?
 - What do you hope to bring to this class?
 - What do you hope to get out of this class?
- Who will you dedicate your heartwork in this class to? Explain. (This will be your HW this week)

Agenda - Oct 16, 2023

- In Lak'Ech
- Community Circle
- **Today's Topic & Key Takeaways:**

Let's complete:

- Precious Knowledge
Reflection - Unit 2: Class 1:
Precious Knowledge
- Unit 2: Class 7: My Honest
Poem
- Isang Bayan



SMUHSD PRA_000151

In Lak'Ech

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- Focus on empathy and compassion to yourself and respect.

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I DO HARM TO MYSELF.
SI TE AMO Y RESPETO,
IF I LOVE AND RESPECT YOU,
ME AMO Y RESPETO YO.
I LOVE AND RESPECT MYSELF.

SMUHSD PRA_000152

COMMUNITY CIRCLE

Naki - will teach us our
ETHS handshake :)

What's the best advice
you have ever been
given?



SMUHSD PRA_000153

PRECIOUS KNOWLEDGE REFLECTION

UNIT 2: CLASS 1: PRECIOUS KNOWLEDGE

"Precious Knowledge" interweaves the stories of students in the Mexican American Studies Program at Tucson High School. While 48% of Mexican American students currently dropout of high school, Tucson High's Mexican American Studies Program has become a national model of educational success, with 100% of enrolled students graduating from high school and 85% going on to attend college. The filmmakers spent an entire year in the classroom filming this innovative social-justice curriculum, documenting the transformative impact on students who become engaged, informed, and active in their communities.

Knowing this, and using evidence from "Precious Knowledge" answer this question below:

SMUHSD PRA_000154

What is your understanding of Ethnic Studies after watching this movie? What are the benefits of this course? Why would some be opposed?

RUBRIC PROVIDED

YOUR HONEST POEM



Directions: Use your journal reflections, identity chart, and ideas from your class discussions to create your own "honest poem." You can use or choose from the following sentence starters from Rudy Francisco's poem or create your own that feel authentic to you.

SMUHSD PRA_000155

Please SUBMIT on CANVAS

Isang Bagsak



DIRECT TRANSLATION = “ONE
DOWN”

FIGURATIVELY = “ONE THING
ACHIEVED, OR THINGS CAN’T GET
DONE IF WE DON’T COMMUNICATE
AND WORK TOGETHER”

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SMU HSD PRA_000156

IN LAK'ECH

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Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

SMUHSD PRA_000157

Ethnic Studies is constantly under attack...

In 2010, Arizona banned Mexican-American studies and other Ethnic studies programs.



What SITs with you?

1. What is one **Surprising** fact or idea?
2. What is one **Interesting** fact or idea?
3. What is one **Troubling** fact or idea?

Critical Race Theory (CRT)

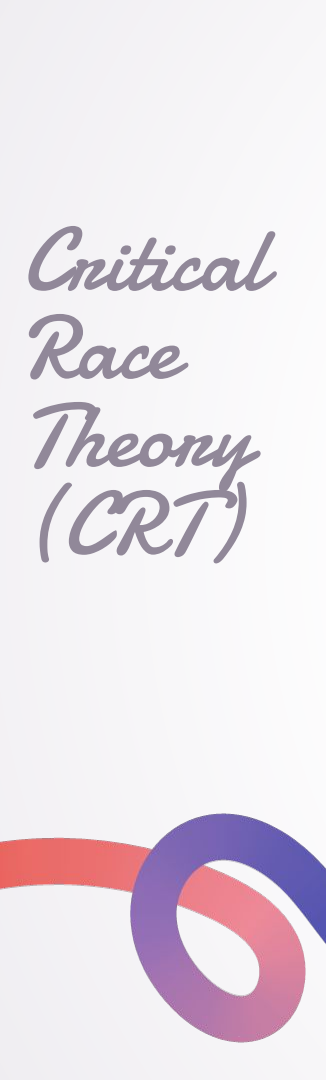
Why do you think CRT, Ethnic Studies, discussion on race, etc. make people so uncomfortable?

What are the consequences of banning or restricting courses like Ethnic Studies in schools?



Critical
Race
Theory
(CRT)

Critical
Race
Theory
(CRT)



California approves ethnic studies curriculum for K-12 schools after years of debate

Governor Vetoes California Bill Requiring Ethnic Studies

Gov. Gavin Newsom has vetoed a bill that would have made ethnic studies a California high school graduation requirement, citing controversy over the model curriculum.

Could you imagine a bill that VETOED U.S. History or World History as a graduation requirement?



*In our district,
Ethnic Studies is
now a graduation
requirement for the
class of 2024 and
beyond!*



*Values Beliefs
Attitude*

Values - Beliefs - Attitudes

	Definition	Is it changeable?	Example?
Value	What you think is important; core ideas of what is good or bad, worth the sacrifice; motivate you, how you judge people	Generally long lasting	I value being open minded.
Belief	What you think is true; might be based on experiences, Beliefs often serve as a frame of reference through which we interpret our world. Although they can be changed, it often takes time or strong evidence to persuade someone to change a belief.	Can change over time	Being open minded is important because it makes me have a new perspective on different things.
Attitude	The ways you express yourself in WORDS, THOUGHTS, & ACTIONS	Subject to change with experiences and new knowledge	I don't typically like vanilla ice cream, but I decided to try it after hearing my friends enjoy it.

What is a tenet?

tenet noun



Save Word

te·net | \ 'te-nət *also* 'tē-nət  \

It's a belief!

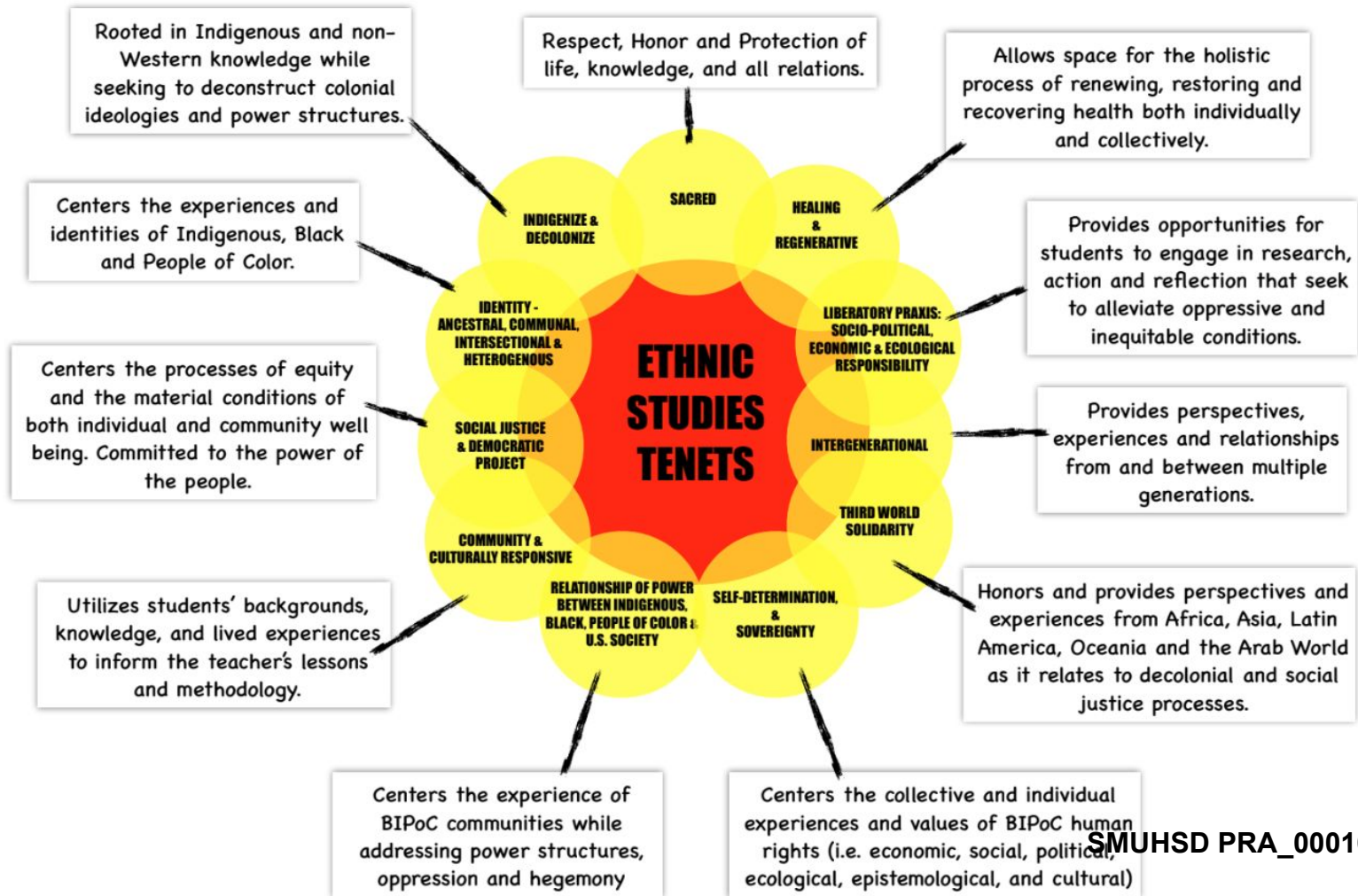
Definition of *tenet*

: a principle, belief, or doctrine generally held to be true

especially : one held in common by members of an organization, movement, or profession

Tenets of Ethnic Studies. Beliefs of those who study Ethnic Studies!

- Identity: Ancestral, Intersectional, and Fluid
- Intergenerational
- 3rd World Solidarity
- Community and Cultural Responsive
- Relationship between People of Color & the U.S. society
- Social justice, decolonial, democratic project
- Liberatory Praxis - Social political, economic & ecological responsibility
- Healing and Regenerative
- Sacred



Tenets of Ethnic Studies. Beliefs of those who study Ethnic Studies!

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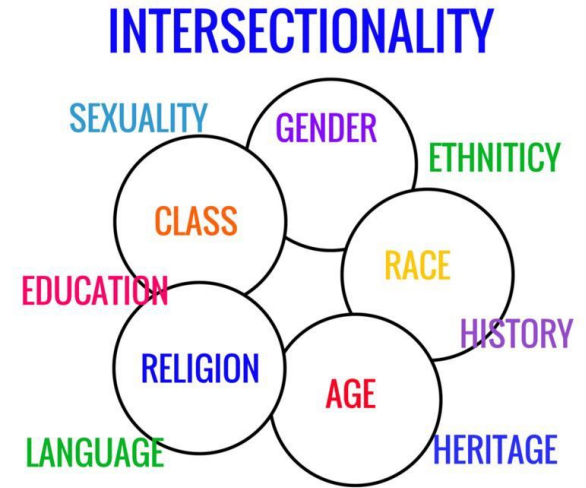
Identity: Ancestral, Intersectional, and Fluid

Ancestral - Understanding who we are, who our ancestors were, and how this affects us.

Intersectional - The different identities we hold based on race, ethnicity, gender, age, religion, sexuality, socio-economic status, ability, etc.,

Fluid - Having the ability to change how you see yourself, the world, and your actions.

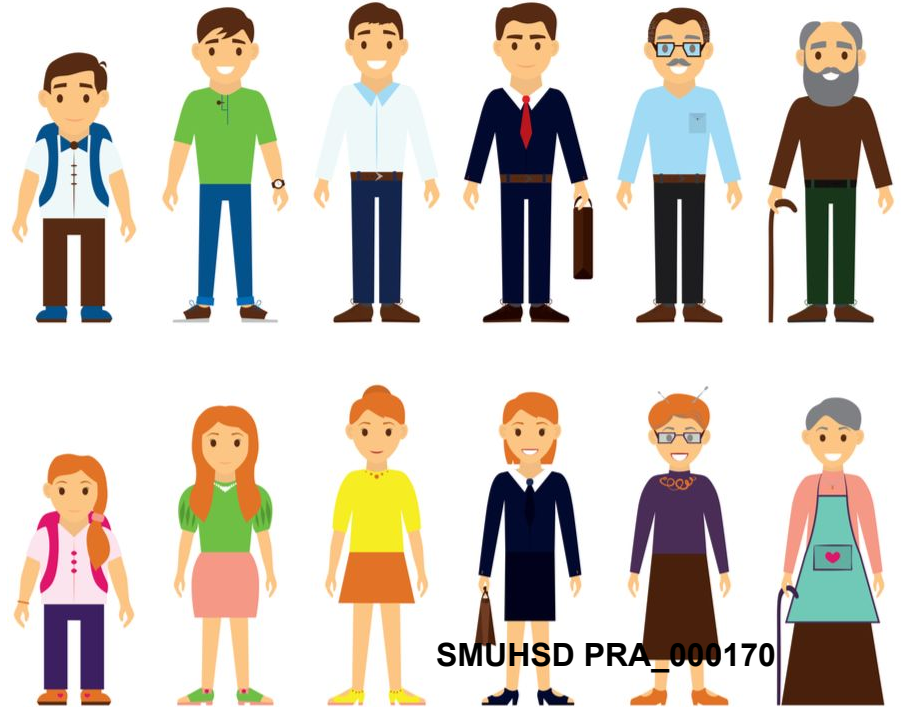
Develop and celebrate positive identities!



Intergenerational

Relating to, involving, or affecting several generations. Understanding our ties to our family and culture.

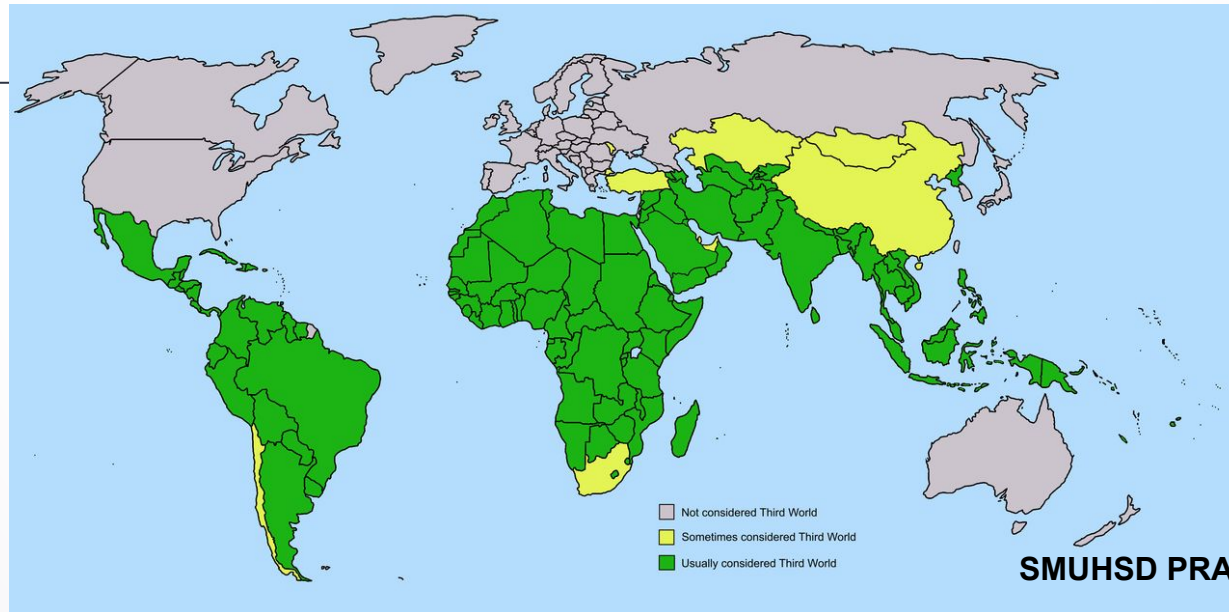
Know history, know self; no history, no self!



3rd World Solidarity

Ethnic Studies seeks to gain solidarity (unity) with those whose countries were known as the 3rd World.

**** Countries that are poor or developing.****



Community and Cultural Responsive

Responsive to the needs of the community and cultures of people. A focus on community cultural wealth!



Relationship between People of Color & the U.S. society

Understanding the connection and history between people of color (POC or BIPOC -Black, Indigenous, people of color) and how they are seen or interact with United States society.



SMUHSD PRA_000173

Social justice, decolonial, democratic project

Social justice - equal access to wealth, opportunities, and privileges within a society

Decolonial - thinking free from
colonization - offering counter narrative

Democratic - favoring social equality
ETHS calls for students to work collaboratively with others to make changes that support equality and social justice.



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SMUHSD PRA 000174

Liberatory Praxis - Social political, economic & ecological responsibility

Liberatory Praxis - ETHS students can engage in practices (actions) that result in FREEDOMS.

Think about social, political, economics, and ecology responsibilities and how this all connects



SMUHSD PRA_000175

Healing and Regenerative

ETHS allows youth to go beyond dehumanization, self hatred, anti-BIPOC, and move towards self-love, healing, empowerment and go through a critical reflections about their identities and futures as humans and communities.

Becoming an agent of change to transform environments in which they live; to use knowledge, wisdom and understanding to participate in the work for social, economic justice and liberation.



Sacred

ETHS is regarded with great respect and reverence by a particular group, or individual due to its connectedness to history, self, ancestors, and the world.

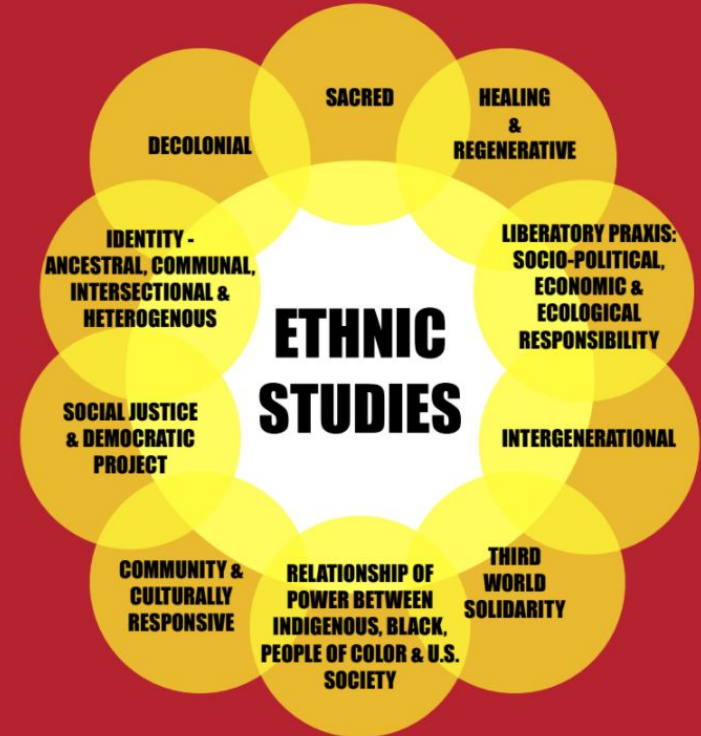


Matching Game

Match the tenet to the definition!



ETHNIC STUDIES TENETS



SMUHSD PRA_000178

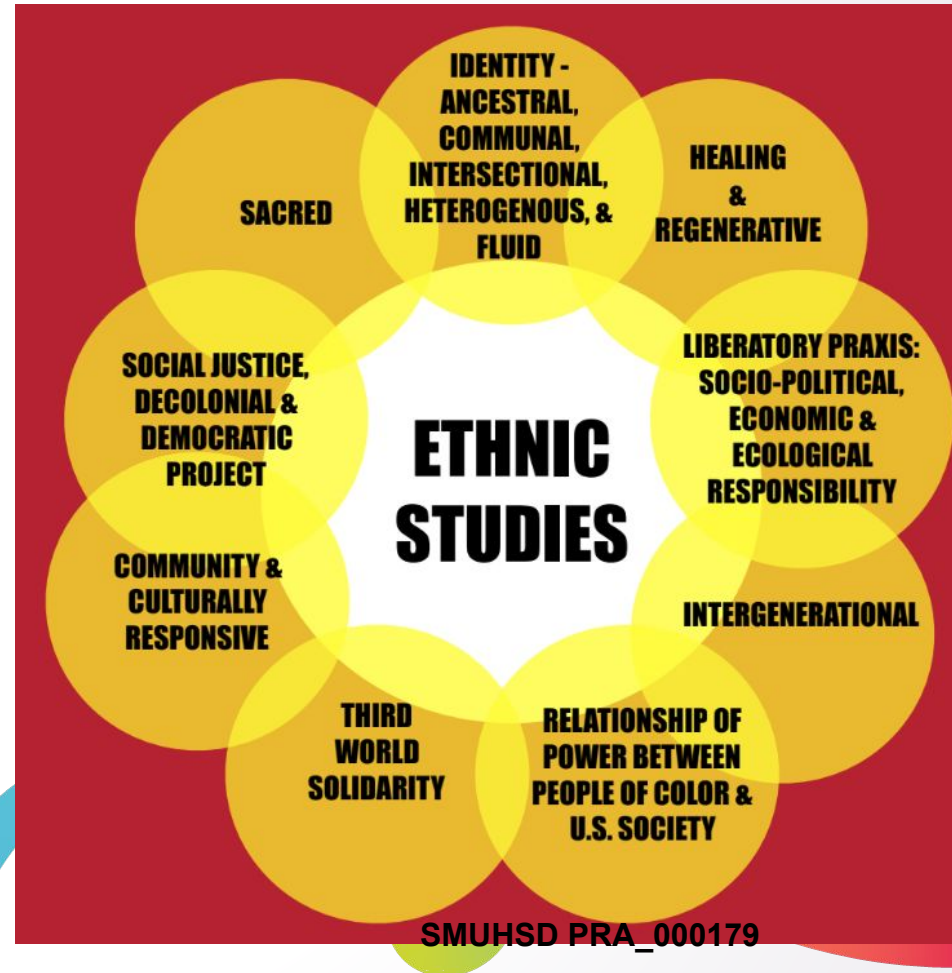
Application

Identify the tenets that are reflected in each of the activities or items that we did in class.

Explain how it applies!

1. In Lak'ech
2. Name acrostic
3. "Precious Knowledge"
4. Values Worksheet
5. All About Me Letter

List all tenets you see in the activity and then explain ONE and how it applies.

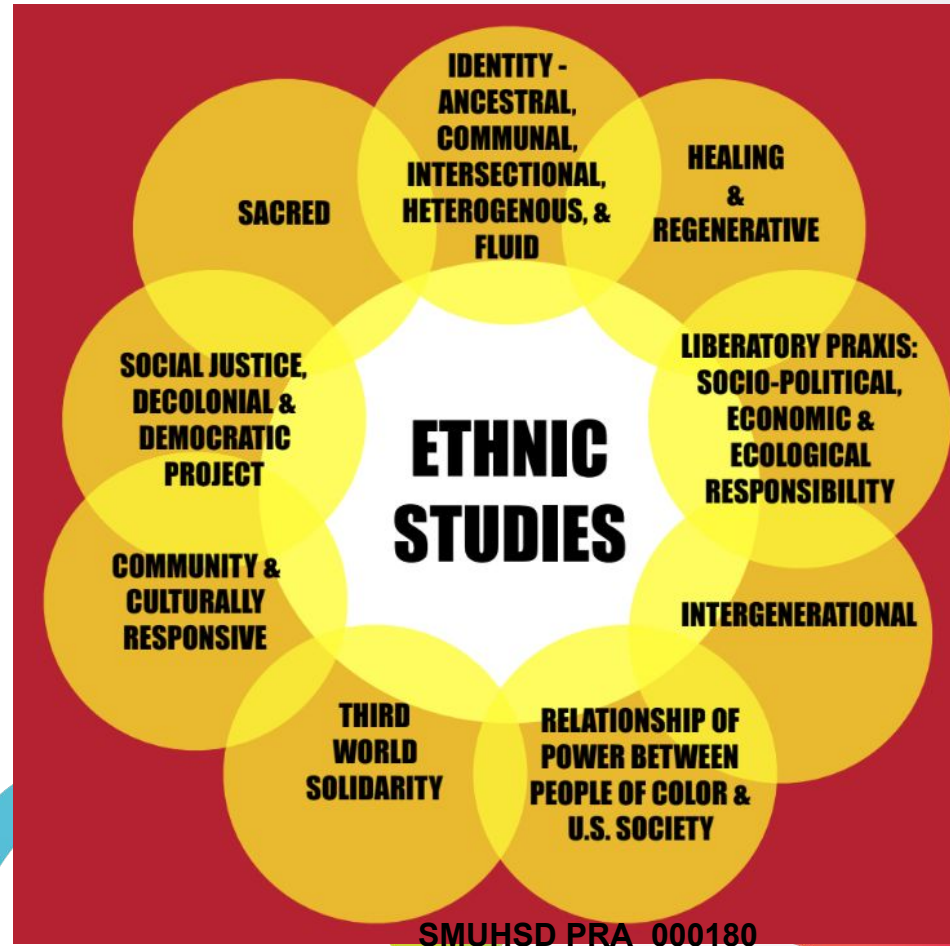


In your Group

Decide on ONE TENET your group agrees on or finds most interesting.
→ Put on one color post-it and explain why! Names on the back.

Decide on ONE TENET your group still has questions about or finds confusing. → Put on a different colored post-it and ask your question.

Be ready to share out!



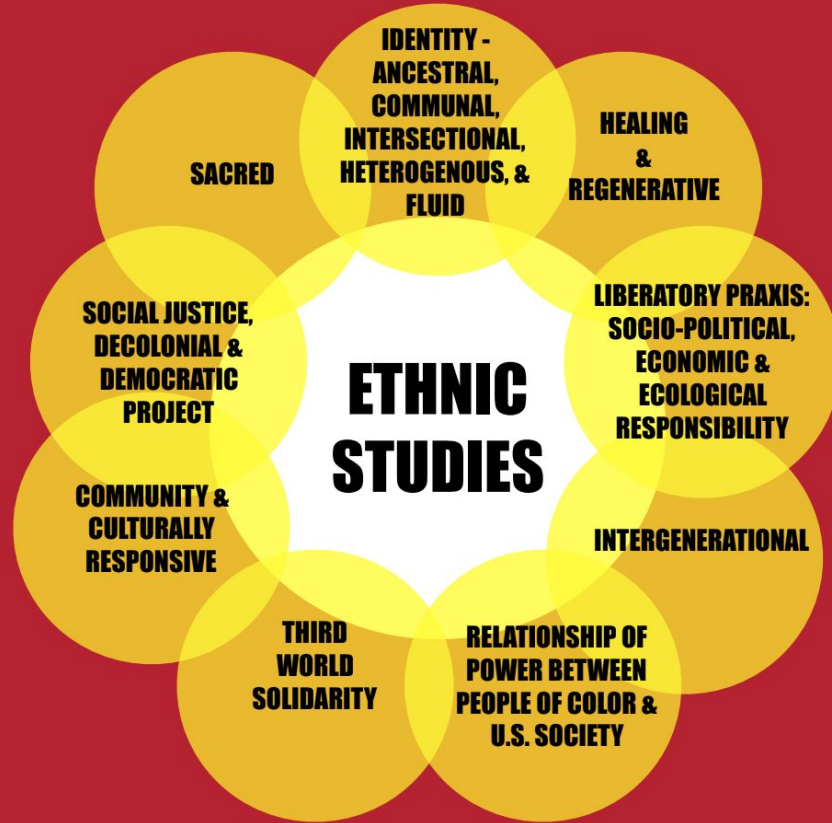
On your Own

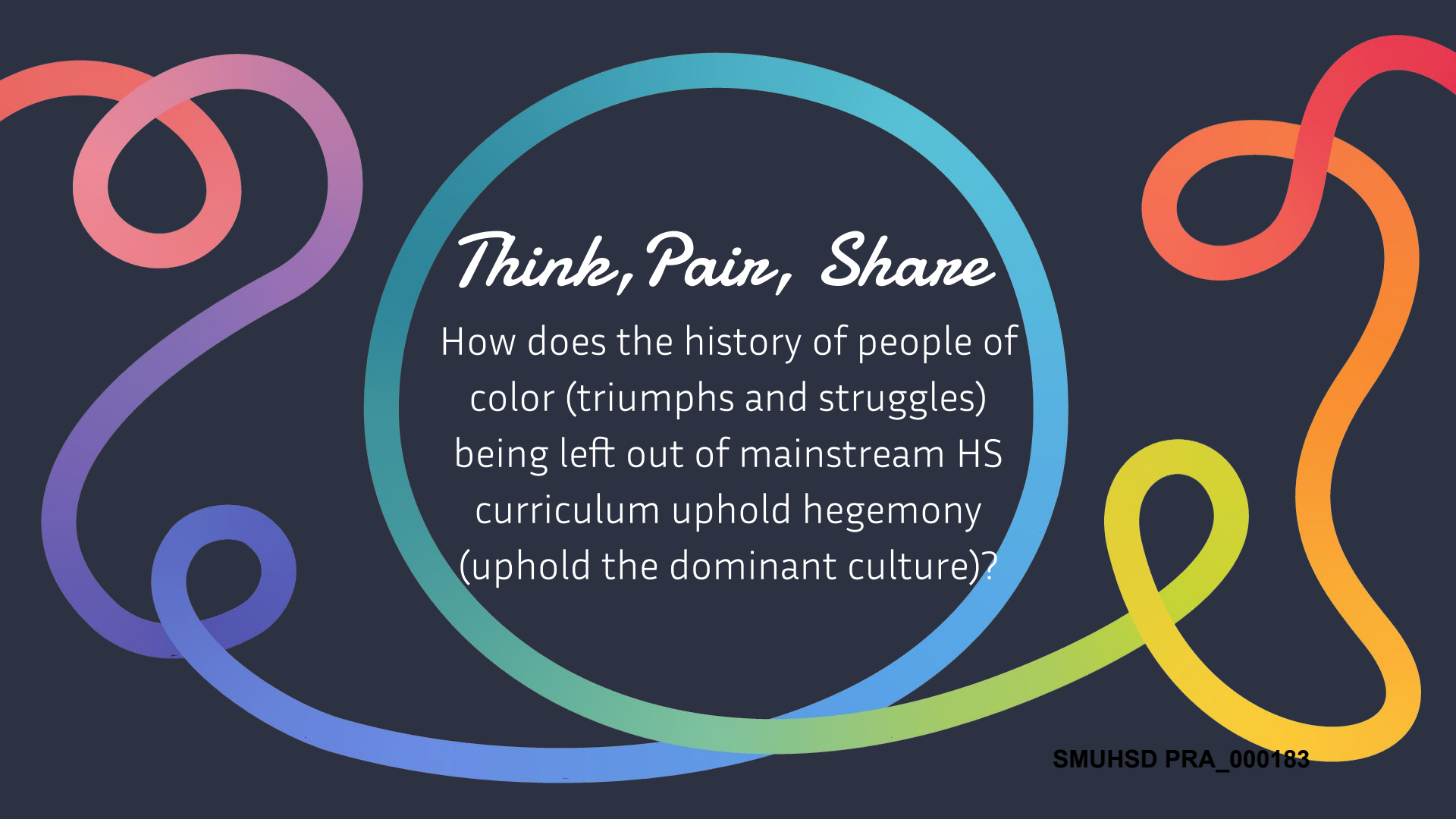
On your organizer, decide for yourself, which tenet do you agree with or find the most interesting. Explain.

Which do you find the most confusing or have questions on? List.



ETHNIC STUDIES TENETS





Think, Pain, Shame

How does the history of people of color (triumphs and struggles) being left out of mainstream HS curriculum uphold hegemony (uphold the dominant culture)?

Agenda Nov 16

- In Lak'Ech
- Opener: Let's solve this Riddle
- Key Takeaway: How does implicit bias affect us in the ways that we think and how does it contribute to ongoing discrimination.



IN

- Based on philosophies from Mayan tradition.
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OPENER: Solve This Riddle

Think of your answer
and write it on your
student organizer.



What is a bias?

Unbalanced weight in favor of or against an idea or thing

- Biases are learned.
- People may develop biases for or against an individual, a group, or a belief.



Explicit Bias

Explicit biases are biases we are aware of on a **conscious level** (for example, feeling threatened by another group and delivering hate speech, discrimination, or prejudice as a result).



How is this an example of explicit bias?

SMUHSD PRA_000188

What's wrong with this picture?





1. What are initial thoughts or reactions?
2. According to video, was the Red Cross being intentional racist? Why or why not?

Implicit Bias

Automatic or **unconscious** attitude that affects a person's judgement, decision, or behavior.

Because the bias operates on an unconscious level, it can have effects in which people are completely unaware.



Implicit Bias



SMUHSD PRA_000192

More Examples of Implicit Bias

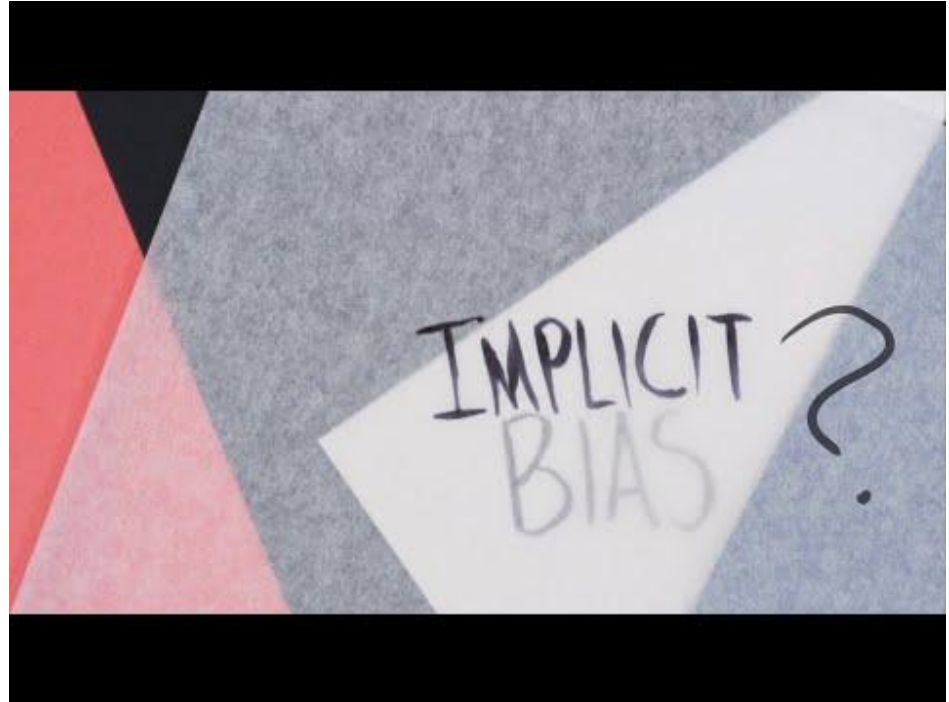


How can implicit bias lead to greater consequences in our society? How are certain groups of people at greater risk.

For some groups, this can be life and death.

Peanut Butter, Jelly, Racism

1. According to the video, where do our biases come from?
2. How is Peanut Butter and Jelly a metaphor for implicit biases?
3. can our implicit biases lead to explicit biases?



Reflection



Think of our last few classes as you write this reflection.

How do our implicit biases uphold Hegemony?

Vocabulary you must use: Dominant and Counter Narrative

Challenge Word: Hegemonic Consent

Implicit biases help to uphold Hegemony by _____.

In 2017, a federal judge ruled the ban unconstitutional.

Arizona judge declares ban on ethnic studies unconstitutional

A federal judge has issued a final judgment, blocking an Arizona state law that prompted the dismantling of a Mexican-American history program in Tucson's largest school district.

Agenda Nov 16

- In Lak'Ech
- Opener: Let's solve this Riddle
- Key Takeaway: How does implicit bias affect us in the ways that we think and how does it contribute to ongoing discrimination.





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- People may develop biases for or against an individual, a group, or a belief.



Explicit Bias

Explicit biases are biases we are aware of on a **conscious level** (for example, feeling threatened by another group and delivering hate speech, discrimination, or prejudice as a result).



How is this an example of explicit bias?

SMUHSD PRA_000201

What's wrong with this picture?





1. What are initial thoughts or reactions?
2. According to video, was the Red Cross being intentional racist? Why or why not?

Implicit Bias

Automatic or **unconscious** attitude that affects a person's judgement, decision, or behavior.

Because the bias operates on an unconscious level, it can have effects in which people are completely unaware.



Implicit Bias



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More Examples of Implicit Bias

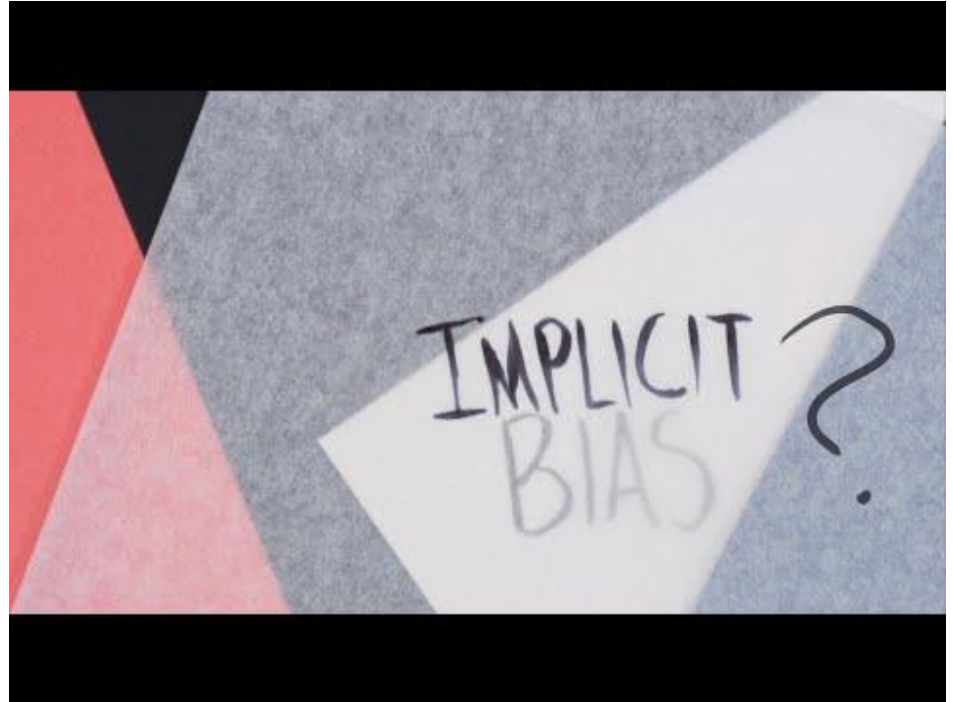


How can implicit bias lead to greater consequences in our society? How are certain groups of people at greater risk.

For some groups, this can be life and death.

Peanut Butter, Jelly, Racism

1. According to the video, where do our biases come from?
2. How is Peanut Butter and Jelly a metaphor for implicit biases?
3. can our implicit biases lead to explicit biases?



Reflection



Think of our last few classes as you write this reflection.

How do our implicit biases uphold Hegemony?

Vocabulary you must use: Dominant and Counter Narrative

Challenge Word: Hegemonic Consent

Implicit biases help to uphold Hegemony by _____.

AGENDA - Nov 7

- IN LAK'ECH
- Opener: Why is Ethnic Studies is constantly under attack?
- Values Beliefs & Attitude
- Tenets of Ethnic Studies

Poster: Bias

By yourself make a poster in which you:

SUMMARIZE THE BIG IDEAS → state what “Implicit Bias and Explicit Bias” is

EVALUATE → explain how implicit bias can lead to greater consequences in our society? How are certain groups of people at greater risk?

CREATE A VISUAL REPRESENTATION → draw an image or two that symbolizes an example of each term. Be creative and thoughtful

Your poster will be collected and graded at the end of class (worth up to 2 points).

Agenda Nov 21

- In Lak'Ech
- Opener:
- Key Takeaway: Expressing gratitude by creating personalized thank-you cards for someone you are grateful for on this campus.





IN

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

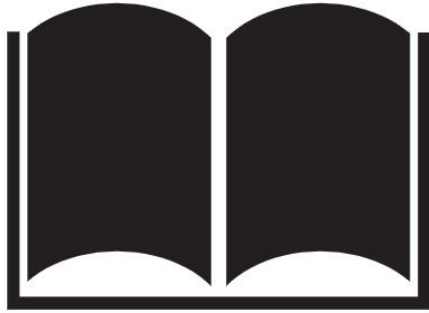
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Practicing being Grateful

- ❑ Think about a person or situations for which you are grateful. This could be staff member, teacher, advisor, campus aide or other individuals who have made a positive impact on your life.
- ❑ Think about specific actions or qualities of the person you want to thank.
- ❑ Grab a colored piece of paper and write a nice “thank you” or “gratitude note for this person.
- ❑ Show Ms. Rodriguez, at the end of class for credit :)



Review: Opener: Which of these things is not like the other?



Think, Pair, Share



Review: Reflect on the Meaning of Race



Based on what you know or think you know:

What is race? What, if anything, can one's race tell you about a person? How might this concept impact how you think about others or how others think about you?

Answer this in your student organizer.

Opener: Race: The Power of an Illusion 7:55

• -13:10 →

Directions:

- Take notes in response to the viewing guide questions as you watch the clip.
- We will watch the video twice to help with understanding.
- Debrief the video together

Race: The Power of an Illusion - Takeaways



Race is not meaningful in a biological sense.

It was created rather than discovered by scientists and has been used to justify existing divisions in society.

Explore the meaning of Race

1. Circle any words that you do not understand in the definition.
2. Underline three to four words that you think are crucial to understanding the meaning of racism.
3. Below the definition, rewrite it in your own words.
4. At the bottom of the page, write at least one synonym (or other word closely related to racism) and one antonym.

Let's discuss our responses as a class.

Consider the Impact of Racism

1. Read Lisa Delpit's letter together
2. We will have a discussion about the following questions:
 - A. What has been the impact of racism on Delpit? How has racism influenced the ways that people think and act toward her?
 - B. How has racism affected how Delpit thinks about herself? According to her observations, how has racism affected how other African Americans think about themselves?
 - C. How does racism affect how a society defines its universe of obligation?

The Myth of Race



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Turn and Talk



Do you feel Hillsdale is a safe space/place for students of color? Why or why not?

Turn and Talk to a partner: Why is this the identity you think about the most?

School to Prison Pipeline



School-to-Prison Pipeline refers to the school policies and procedures that drive many of our nation's schoolchildren into a pathway that begins in school and ends in the criminal justice system.

What is the School to Prison Pipeline?

1. What is one surprising fact or idea?
2. What is one interesting fact or idea?
3. What is one troubling fact or idea?



School to Prison Pipeline Simulation

The Goal: Graduation

We are all starting in 6th grade. Read the scenario. Use the random number generator as “dice” to “roll.”

Use your phone and go to this website: bit.ly/lazydice

If I see you on Snapchat, texting, or playing a game, then your phone will be mine until 3:45 pm.

School to Prison Pipeline Simulation

Read the “A” scenario.

If you have to repeat a grade, then read the “B” scenario.

SIXTH GRADE

6A. You're failing math.

(Discuss some reasons why you might be failing math. Do all of them have to do with your ability to do math?)

Roll 1-3, and your teacher lets you do extra credit and you move to the next grade.

Roll 4-6, and you flunk. You're repeating your grade!

6B. Your mom is driving you to school, and a cop pulls the car over.

(Discuss some reasons why your mom would get pulled over in the first place. Then discuss some reasons why she might get arrested.)

Roll 1-2, and you get off with a warning, proceed to the next grade.

Roll 3-4, and you're getting a ticket. You miss your first class and are suspended for "skipping" class.

Roll 5-6, and your mom is getting arrested. Proceed to foster care.

Debrief

1. What grade did you make it to?
2. If you didn't make it to graduation, what event pushed you out of school?
3. What systems or institutions(schools, courts, prisons, etc) help to create and continue the school to prison pipeline? (What institutions pushes students into the school to prison pipeline)
4. What would have helped your student navigate the S2PP? For example, What could have helped them stay out of Juvie? Find housing after being homeless? Get through 7th grade math?



**Wait, that was just a
game right? Not real
thing...**

Effects of the school to prison pipeline

- ▶ Black people are just 13% of the total U.S. population, but 40% of the prison population.
- ▶ Latin@s comprise 16% of the U.S. population, but they represent 19% of those in prisons and jails.
- ▶ Black and Latin@ students are more than 3x as likely to be suspended than their White peers.
- ▶ Black and Latin@ students comprise 70% of those who face referral to law enforcement or school-related arrests.

ARE OUR CHILDREN BEING PUSHED INTO PRISON?

THE PIPELINE TO PRISON: THE U.S. HAS THE HIGHEST INCARCERATION RATE IN THE WORLD, AND ITS PRISONS AND JAILS ARE OVERWHELMINGLY FILLED WITH AFRICAN AMERICANS AND LATINOS. THE PATHS TO PRISON FOR YOUNG AFRICAN-AMERICAN AND LATINO MEN ARE MANY, BUT THE STARTING POINTS ARE OFTEN THE SCHOOL AND FOSTER CARE SYSTEMS.

FROM SCHOOL TO PRISON

STUDENTS OF COLOR FACE HARSHER DISCIPLINE AND ARE MORE LIKELY TO BE PUSHED OUT OF SCHOOL THAN WHITES.

40%  OF STUDENTS **EXPELLED** FROM U.S. SCHOOLS EACH YEAR ARE BLACK.

70%  OF STUDENTS INVOLVED IN "IN-SCHOOL" **ARRESTS** OR REFERRED TO LAW ENFORCEMENT ARE BLACK OR LATINO.

3.5 X  BLACK STUDENTS ARE THREE AND A HALF TIMES MORE LIKELY TO BE **SUSPENDED** THAN WHITES.

2 X  BLACK AND LATINO STUDENTS ARE TWICE AS LIKELY TO **NOT GRADUATE** HIGH SCHOOL AS WHITES.

68% OF ALL MALES IN STATE AND FEDERAL **PRISON** DO NOT HAVE A HIGH SCHOOL **DIPLOMA.**

FROM FOSTER CARE TO PRISON

YOUTH OF COLOR ARE MORE LIKELY THAN WHITES TO BE PLACED IN THE FOSTER CARE SYSTEM, A BREEDING GROUND FOR THE CRIMINAL JUSTICE SYSTEM.

50%  OF CHILDREN IN THE **FOSTER CARE SYSTEM** ARE BLACK OR LATINO.

30%  OF FOSTER CARE YOUTH ENTERING THE **JUVENILE JUSTICE SYSTEM** ARE PLACEMENT-RELATED BEHAVIORAL CASES
(e.g. RUNNING AWAY FROM A GROUP HOME).

25%  OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **INCARCERATED** WITHIN A FEW YEARS AFTER TURNING 18.

50%  OF YOUNG PEOPLE LEAVING FOSTER CARE WILL BE **UNEMPLOYED** WITHIN A FEW YEARS AFTER TURNING 18.

70% OF INMATES IN CALIFORNIA **STATE PRISON** ARE FORMER **FOSTER CARE** YOUTH.

THE COLOR OF MASS INCARCERATION



MUHSO PRA_000231

According to the Children's Defense Fund, in 2011,

- ▶ every 7 seconds a Latino public school student was suspended;

Effects of the School to Prison Pipeline

- ▶ In 2006,
 - ▷ Latino boys only comprised 10% of the country's student population but accounted for 14% of all suspended students,
 - ▷ white males made up 29% of the nation's student population but accounted for 28% of all suspended students.

**But Ms. Thomas
how did we end
up in the place
where school
could lead to
going to prison?**

That will be our
lesson next
week! But let's
talk about some
of the
structures in
schools that
allow the S2PP
to exist.

Structures within schools that allow the school to prison pipeline to exist

- ▶ Zero tolerance policies
- ▶ School Resource Officers
- ▶ Labeling students
- ▶ Suspensions and Expulsions
- ▶ Harsh Punishments
- ▶ Stigmatization

Jigsaw

Warm Up:

Vocabulary



As you come in, fill in today's key words at the top of your organizer

- **Identity:** the concept you develop about yourself that evolves over the course of your life
 - Could be positive or negative
 - SUPER complex and evolving (always changing)!

Identity

Visible or Invisible

If a stranger looks at you without knowing you, would they be able to tell/know what you identify as?



Targeted or Advantaged?

Is this an aspect of your identity that is the target of prejudice/discrimination in your own community?

OR

Is it an identity that is privileged in your own community?

SMCSP Final 10/23

Who is Ms. Rodriguez?

Social Identities	I self-identify as...	Visible or Invisible? (V/I)	Targeted or Advantaged? (T/A)
Race/Ethnicity	Latina/ Guatemalan + Mexican	?	T
Nationality	American	V/I	A
Gender*	Cis-gender woman	V	T/A
Sex	Female	V	T
Sexual Orientation	Straight	V/I	A
Religion	Christian	V, I	A
Socioeconomic Status	Middle class	V, I	T, A
Language Proficiency	English, Spanish, Spanglish	V	SMUHSD PRA 000238 A/A

Social Identity Chart



- Fill out student organizer: Social Identity chart below to the best of your ability.
- If there's anything you don't know the answer to or are not comfortable writing down, leave it blank.
- You decide; it's your identity! It will continue to change as you grow.

Identity Basics



Which social identities do you think about the MOST often?

Turn and Talk to a partner: Why is this the identity you think about the most?

Identity Basics



***Which social identities do you think about the
LEAST often?***

***Turn and Talk to a partner: Why is the
social identity you think about the least?***

Identity Basics



Which of your own social identities would you like to learn more about?

Turn and Talk to a partner: Why is this a social identity you would like to learn more about?

Identity Basics



*Which social identities have the **STRONGEST** effect on how you see yourself as a person?*

Turn and Talk to a partner: Why does this social identity have the strongest effect on you?



Where do people get their information
about people?

How might people form their beliefs
about people?

The Dominant Narrative

Traditionally, mainstream storytelling through mass media and schools rely on collection of stereotypes that we hear again and again.

In short, dominant stories privilege Whites, males, the upper economic classes, and heterosexuals by naming these social identities as “normal.”

This is also called _____?
(Hint: Fancy word; starts with an H)

The dominant narrative
stems from Hegemony!

The Dominant Narrative



Dominant narratives tend to silence people who offer evidence contradicting (arguing against) these portrayals.

Upholds Hegemony and hegemonic systems like white supremacy and patriarchy.

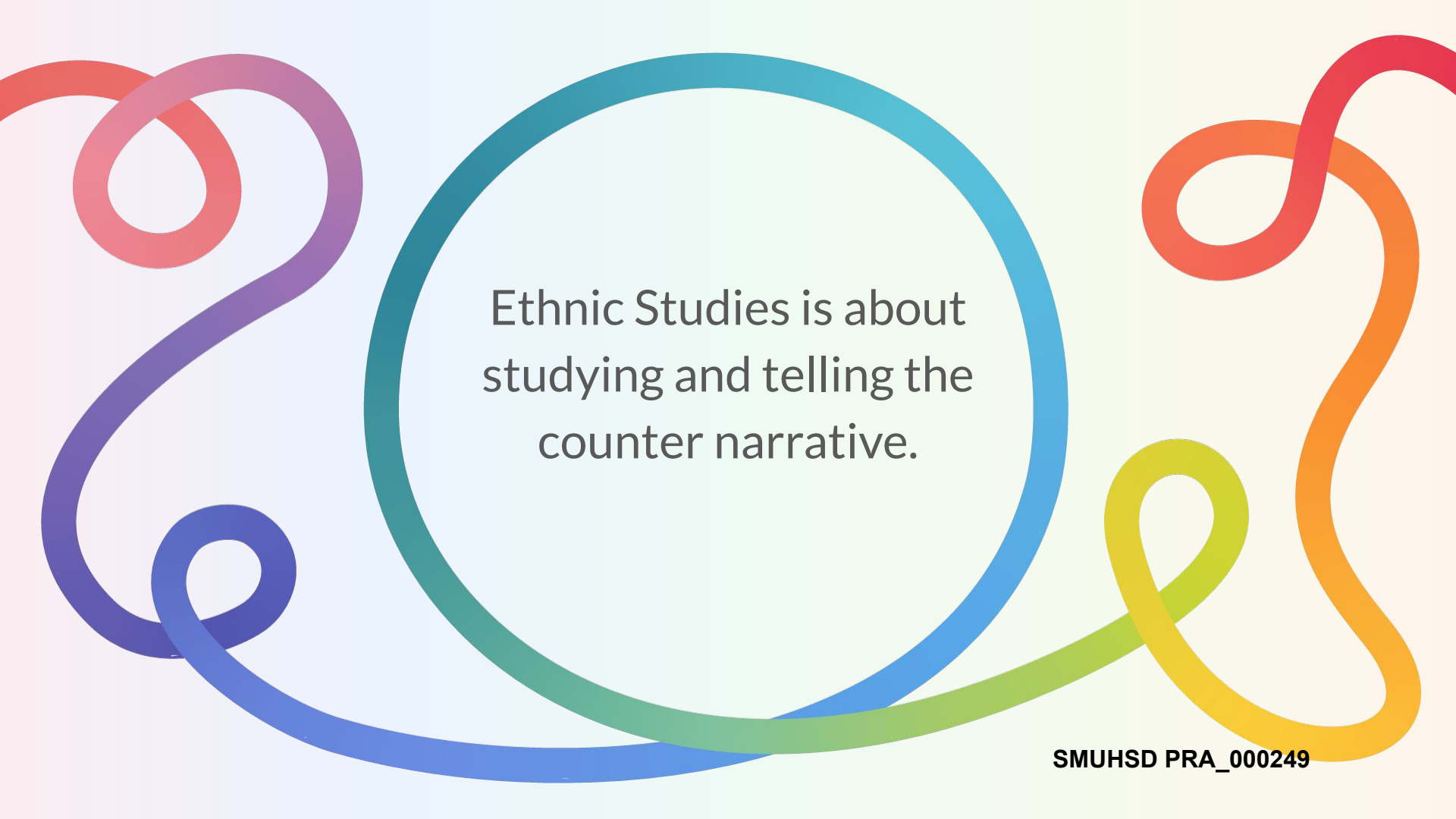
The Counter Narrative



Counter-narratives are stories of the experiences and perspectives of racially and socially marginalized (put to the side) people.

Counter-narratives use the lived experiences of people of color and other oppressed people to raise awareness about social and racial injustice.

Counter-storytellers challenge dominant stories that omit and distort the histories and realities of oppressed communities.



Ethnic Studies is about
studying and telling the
counter narrative.

Why is it important to tell the counter narrative?

What is the dominant narrative about immigrants?

If you were to turn on the news, go on social media, talk to the average “American,” or classmate, what do they believe about immigrants?

What is the counter narrative of immigrants?

What do YOU know about immigrants? What are the stories that aren't on the news or social media?

When Mexico sends its people,
they're not sending their best.
They're sending people that have
lots of problems, and they're
bringing those problems with us.

They're bringing drugs.
They're bringing crime.
They're rapists.

And some, I assume, are good
people.

- Donald Trump
US presidential Candidate



The Dominant Narrative

Obama Has Deported More People Than Any Other President

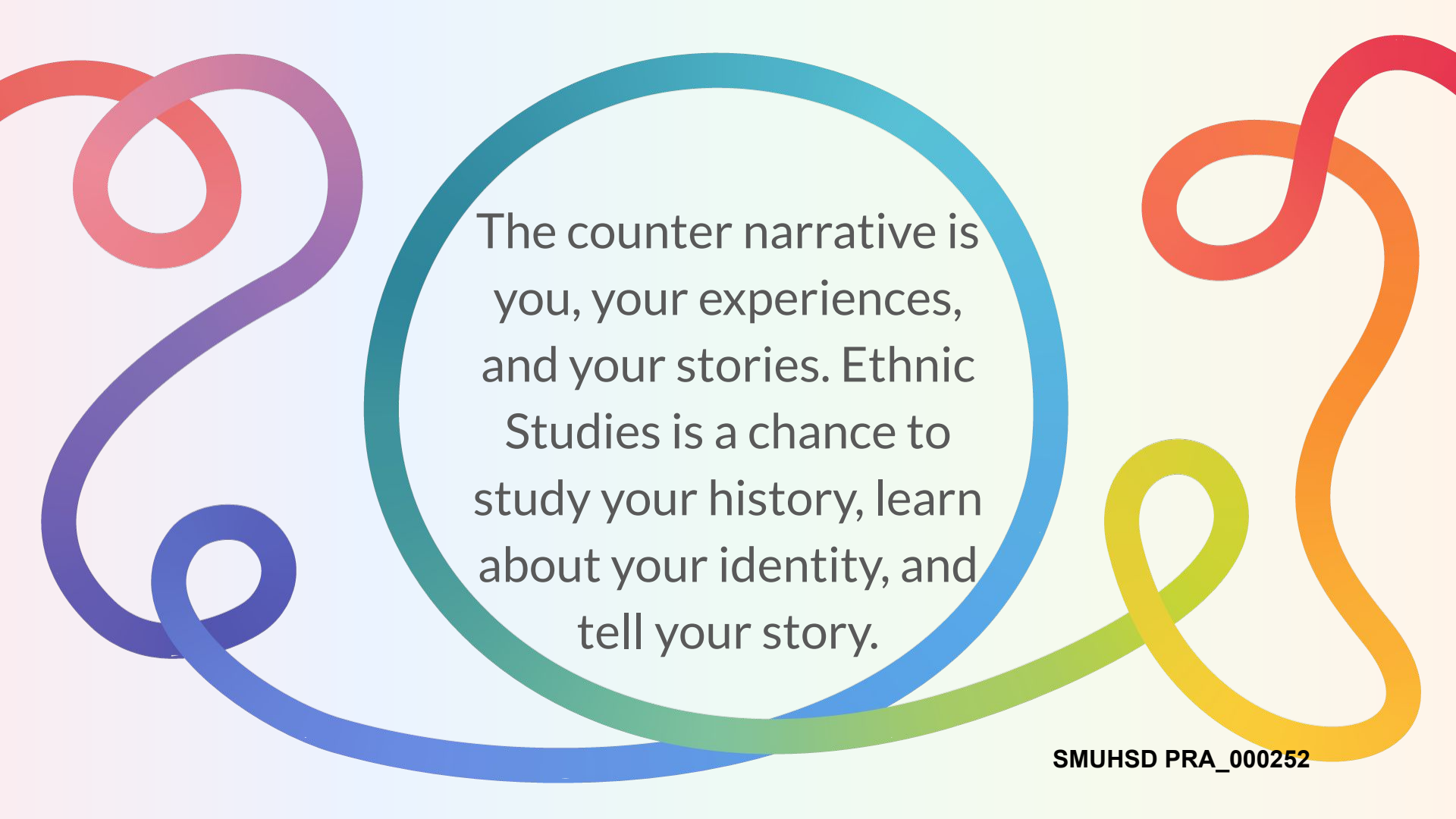
Trump may be getting closer to Obama's recent policy.

By **SERENA MARSHALL**

August 29, 2016, 11:05 AM • 4 min read

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The counter narrative is
you, your experiences,
and your stories. Ethnic
Studies is a chance to
study your history, learn
about your identity, and
tell your story.

Dear White Counselor: A counter-narrative

How is this “[Dear White Counselor](#)” an example of counter-narrative?



What is your counter-narrative?



What is the dominant narrative about an aspect of your identity?

How has someone judged you or underestimated you because of your identity?

How have you proved them wrong?

This is a chance to talk
your sh*t!

Write your Dear _____
Letter!

Reflection



Based on what you learned today about the master-narrative and counter-narrative, write a reflection responding to the following prompt.

How does telling the counter narrative disrupt hegemony?

Use 5-6 complete sentences and refer to the rubric.

Agenda Feb 29

- In Lak'Ech
- Intro to Food Injustice: Where does our food come from?



IN

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

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Where does our food come from?



What did you have to eat last night for dinner?

For breakfast today?

For lunch?

Where did this food come from?

What is a migrant worker? Who is an undocumented immigrant?



Migrant worker: a person who moves to another country or area in order to find employment, in particular seasonal or temporary work. **Most migrant workers are farmworkers.**

Undocumented immigrant: a foreign-born person who doesn't have a legal right to be or remain in the United States.

- approximately 11 and 12 million undocumented immigrants in the U.S.

What is a “Farmworker?”



Many migrant farmworkers are undocumented immigrants.

They are the backbone of our economy in the U.S.

**In 2019, [according to the IRS](#), more than 2.5 million tax returns were filed using ITINs, accounting for nearly \$6 billion in taxes. Payments from unauthorized workers accounted for about \$12 billion in tax revenue for Social Security.

What is a “Farmworker?”



What SITs with you?

One surprising fact or idea

One interesting fact or idea

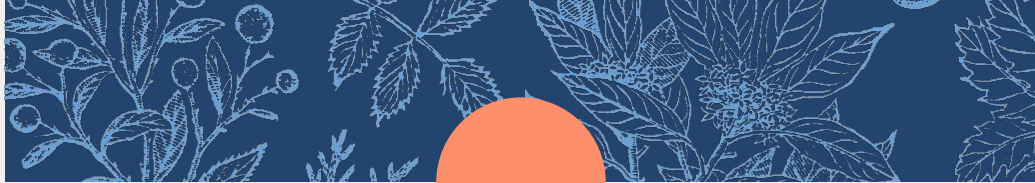
One troubling fact or idea



**UNDOCUMENTED
& INDISPENSABLE**



How are
farmworkers
viewed in the
U.S.?



**For the Pandemic,
Farmworkers were
labelled as “Essential
workers” because they
Literally feed America.**



We would not
have fresh foods
in our grocery
stores w/o
farmworkers.

The Harvest

GREENBERG



This cartoon was drawn during the pandemic.

Tell me your best guess:
Based on the cartoon, how do you think the pandemic has affected farmworkers?

Farmworkers during the pandemic



Youtube video/article on farmworkers during COVID

1. Initial thoughts and reactions?
2. What are some barriers that farmworkers are facing?



Capitalism

The goal of capitalism is to make more money → increase profit.

- Labor + Capital (materials you need to make stuff) = \$\$\$

\$\$\$ = billions, trillions



Capitalism

- Farming is a \$45 billion dollar business in the U.S.
- Labor + Capital = \$\$\$
- Using undocumented immigrants= cheap labor
 - Because they are undocumented more vulnerable to exploitation out of fear of being deported or losing their jobs





What is the connection between farmworkers and capitalism?

- *Capitalism affects farmworkers by...*
- *The connection between farmworkers and capitalism is...*

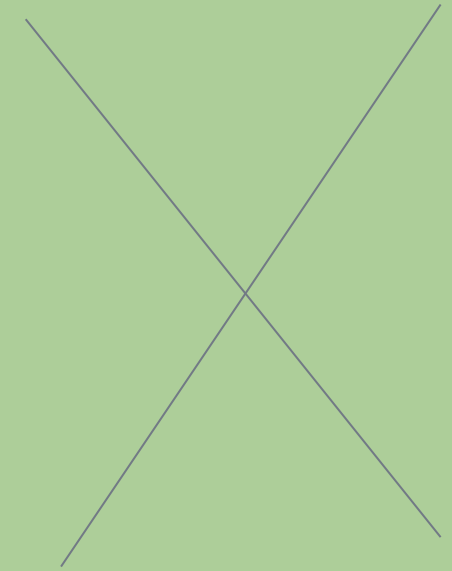
**Capitalism is inherently
racist→ Most exploited
workers are poor People of
color.**

**We must see now that the evils
of racism, economic
exploitation and militarism
are all tied together... you can't
really get rid of one without
getting rid of the others...**

-Martin Luther King Jr.

Intersectionality

**What -isms/-phobias
are present for
farmworkers?**



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Farmworker's contributions to the U.S. Economy is not new.

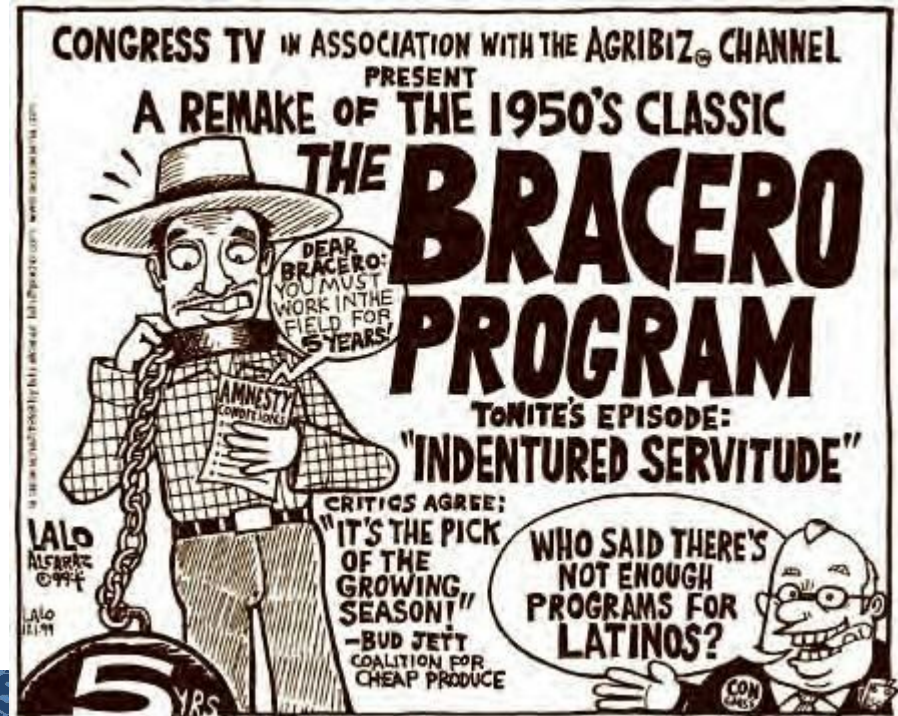


- Mexican labor has driven U.S. economy for decades.
- An influx of Mexican immigrants came to the U.S. to find work due to Mexican Revolution and dire economic conditions in Mexico.

Braceros Program

What can you infer about The Bracero Program from this political cartoon?

Indentured servitude=a contract (also known as an indenture or a covenant) by which they agreed to work for a certain number of years in exchange for transportation/or to pay off a loan



What is the Bracero Program?

- Labor shortage in the U.S. due to the Great Depression and World War II
- Due to this need, a treaty was signed in 1942 between the United States and Mexico to alleviate the shortage of labor.

125,000 Braceros to Head for U.S.

MEXICO CITY, Aug. 8 (AP) — More than 125,000 Mexican migrant workers will head for American farms this week, government officials estimated today.

This will be one of the largest movements of Mexican contract labor for harvesting crops in the United States. The unusually high number of applications for jobs was attributed to widespread crop failures in Mexico, causing small landowners and farm hands to abandon their fields.

What is the Braceros Program?

- Bracero : “one who works with his arms”, “field hand.”
- Under this program, **Mexican workers, were allowed to enter the United States on a temporary basis.**



What is the Braceros Program?

- Between 1942 and 1964, approximately **4.6 million Mexican nationals** came to work in the U.S. as braceros.



Forms of Resistance



- How have farmworkers resisted the various forms of oppression?

Unionizing!

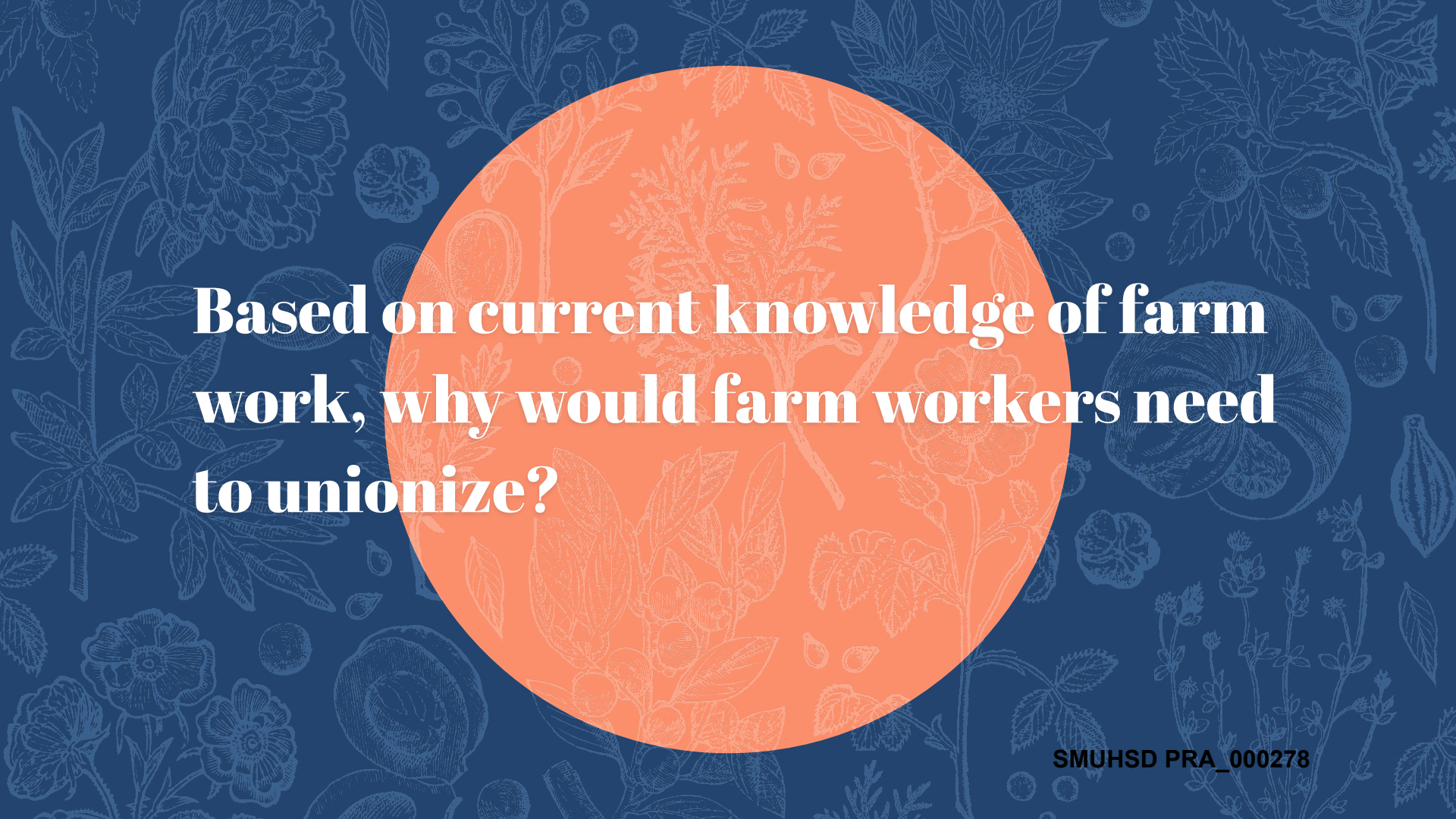
What does that mean?



Unionizing means forming or joining a union.

What is a union?

- **An organization that fights for the rights of workers.**
- Different labor groups have different unions.



Based on current knowledge of farm work, why would farm workers need to unionize?



For Mexican–Americans, the resistance
was led by Cesar Chavez and Dolores
Huerta.

Who was Cesar Chavez?



- Throughout his youth and into adulthood, Cesar was migrant farmworker.
- Cesar's career in community organizing began in 1952 when he joined Community Service Organization (CSO)



Who was Cesar Chavez?



- “Yet Cesar’s dream was to organize a union that would protect and serve the farm workers whose poverty and powerlessness he had shared.”
- Cesar resigned from the CSO and moved to Delano, California,
- **Co-founded the National Farm Workers Association with Dolores Huerta**

Who is Dolores Huerta?



- Huerta quit teaching to become a community organizer.
 - “... she could no longer bear to see her students come to school with empty stomachs and bare feet...”

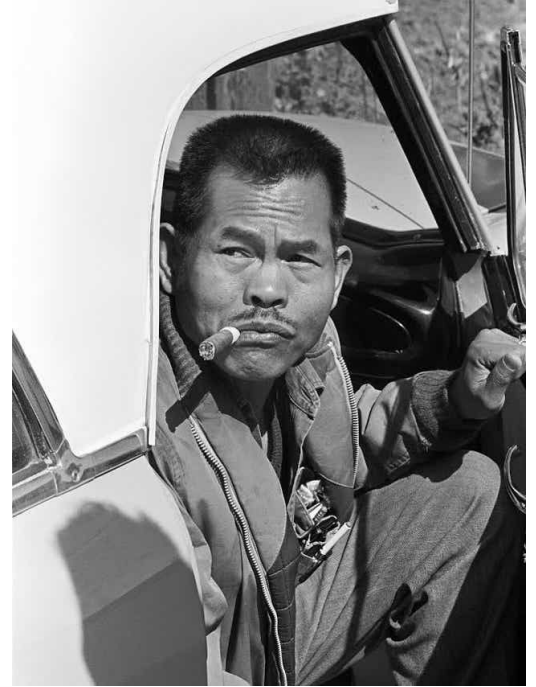


Who is Dolores Huerta?

- Served in the leadership of the Stockton Community Service Organization (CSO).
- In 1955 met César E. Chávez
- “The two soon discovered that they shared a common vision of organizing farm workers, an idea that was not in line with the CSO’s mission.”
- César and Dolores resigned from the CSO, and **launched the National Farm Workers Association in the spring of 1962.**

Who is Larry Itliong?

- Immigrated to the U.S. at 14 years old.
- In 1930, joined 1st strike and co-founded the Alaska Canneries Workers Union.
- Earned reputation as a young fiery activist and a leading figure in labor organizing throughout the West Coast.



Who is Larry Itilong?

- Moved to Stockton, California and founded the multi-ethnic Agricultural Workers Organizing Committee (AWOC) in 1959.



California Grape Strike!

The Delano grape strike lasted for five years and became one of the most pivotal labor movements in the history of the United States.



Why go on Strike?

- **Strike:** To refuse to take part in one's work duties as part of an official work stoppage organized by a labor union.
- No work= no money (for the workers and the corporation)





California Grape Strike!

Why would going on strike be an effective method to gain better working conditions? (Hint: Think about the economic contributions of farmworkers)

1965 Delano Grape Strike



- September 8, 1965, thousands of Filipino American farm workers led by AWOC (founded by Itilong) went on strike in Delano, California.

Strikes Typically Did not Work



- **Large labor supply**
 - Filipino farm workers would go in strike → Mexican farm workers would break the strike
 - Mexican farm workers would go on strike → Filipino farm workers would break the strike
 - **No disruption in the food supply**
 - **Farm owners and corporations still making money**
- **Violence from police**

1965 Delano Grape Strike



- Itliong asked the National Farm Workers Association (NFWA), led by Cesar Chavez and Dolores Huerta, to join the Filipino American farm workers on strike.
- Chavez initially declined

1965 Delano Grape Strike



- Eight days later, on September 16, 1965, the Mexican American farm workers walked out and joined the Filipinos on strike.
- AWOOC and NFWA would become the United Farm Workers (UFW)
- Strike lasted 5 years

California Grape Worker's Timeline



1966: César Chavez leads a march from Delano, in California's San Joaquin Valley, to Sacramento to raise attention for the grape workers' strike.

Dolores Huerta negotiates with grape growers on behalf of the United Farm Workers union. Most growers refuse to negotiate.

California Grape Worker's Timeline



1966–1970: The United Farm Workers union organizes a national boycott of grapes and continued strikes of grape workers. Grape sales drop 30–40% percent by 1969.

1970: Most grape growers agree to negotiate with the union. Grape workers receive a 6% salary increase and recognition for the union.



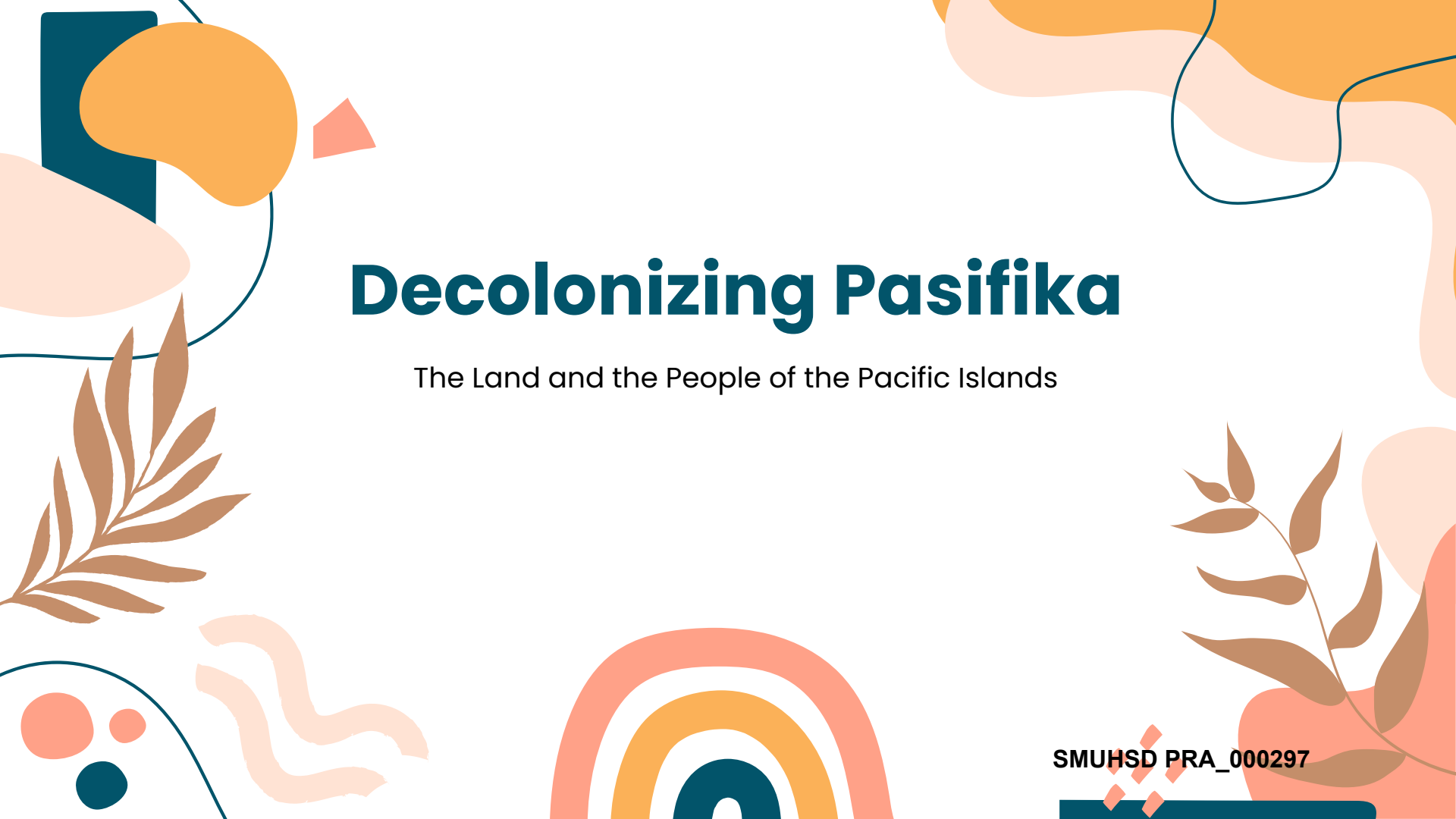
Canvas→ Modules→ California



Viva La Causa Documentary



SMUHSD PRA_000296

The background is white with various abstract elements. In the top left, there's a dark blue square and an orange circle. In the top right, there are orange and light orange wavy shapes. On the left side, there's a brown leafy branch. In the bottom left, there are orange and dark blue circles. In the bottom center, there's a rainbow with orange, yellow, and dark blue bands. In the bottom right, there's another brown leafy branch and a dark blue rectangle with orange diamond shapes above it.

Decolonizing Pasifika

The Land and the People of the Pacific Islands

SMUHSD PRA_000297



IN

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

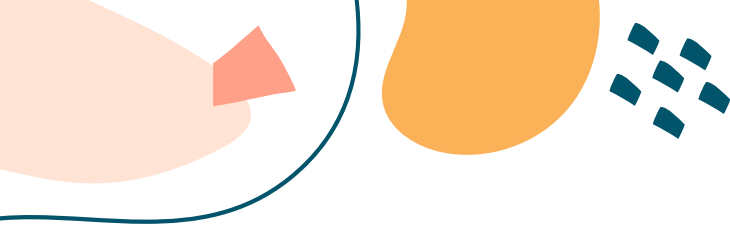
Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

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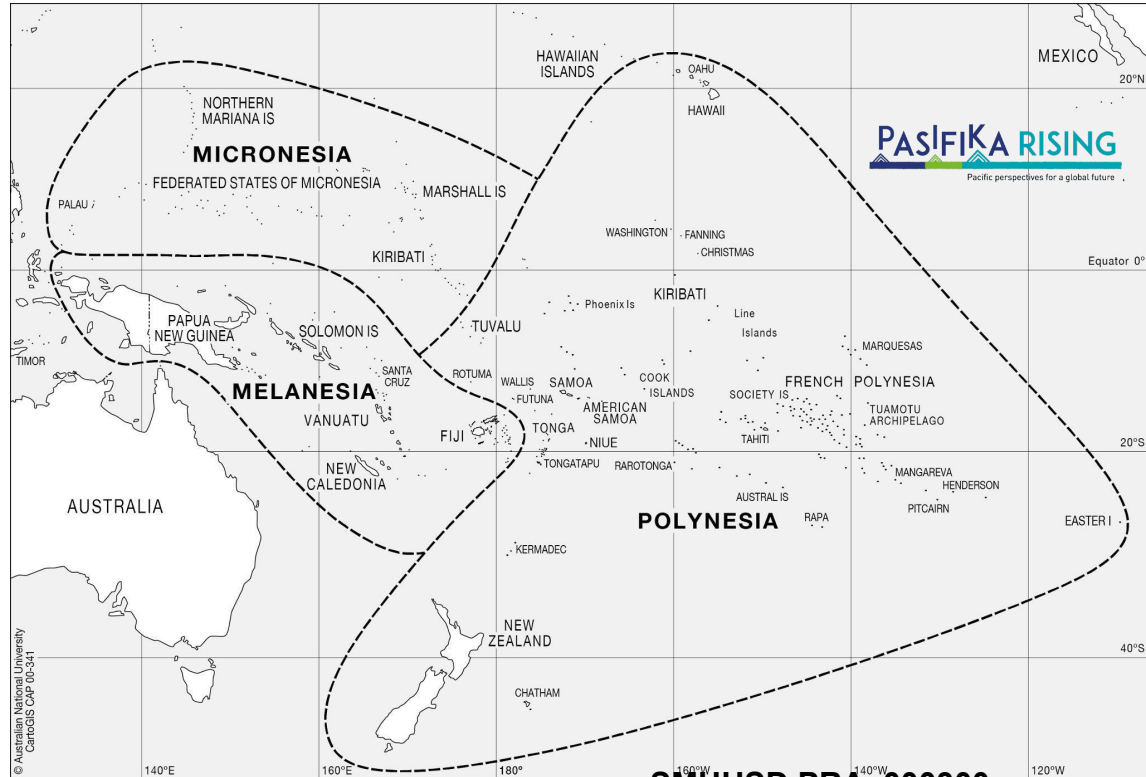
THINK, PAIR, SHARE

**What do you think of
when when you hear the
phrase, “Pacific Islands”?**

Pacific Islands

Pasifika, Oceania

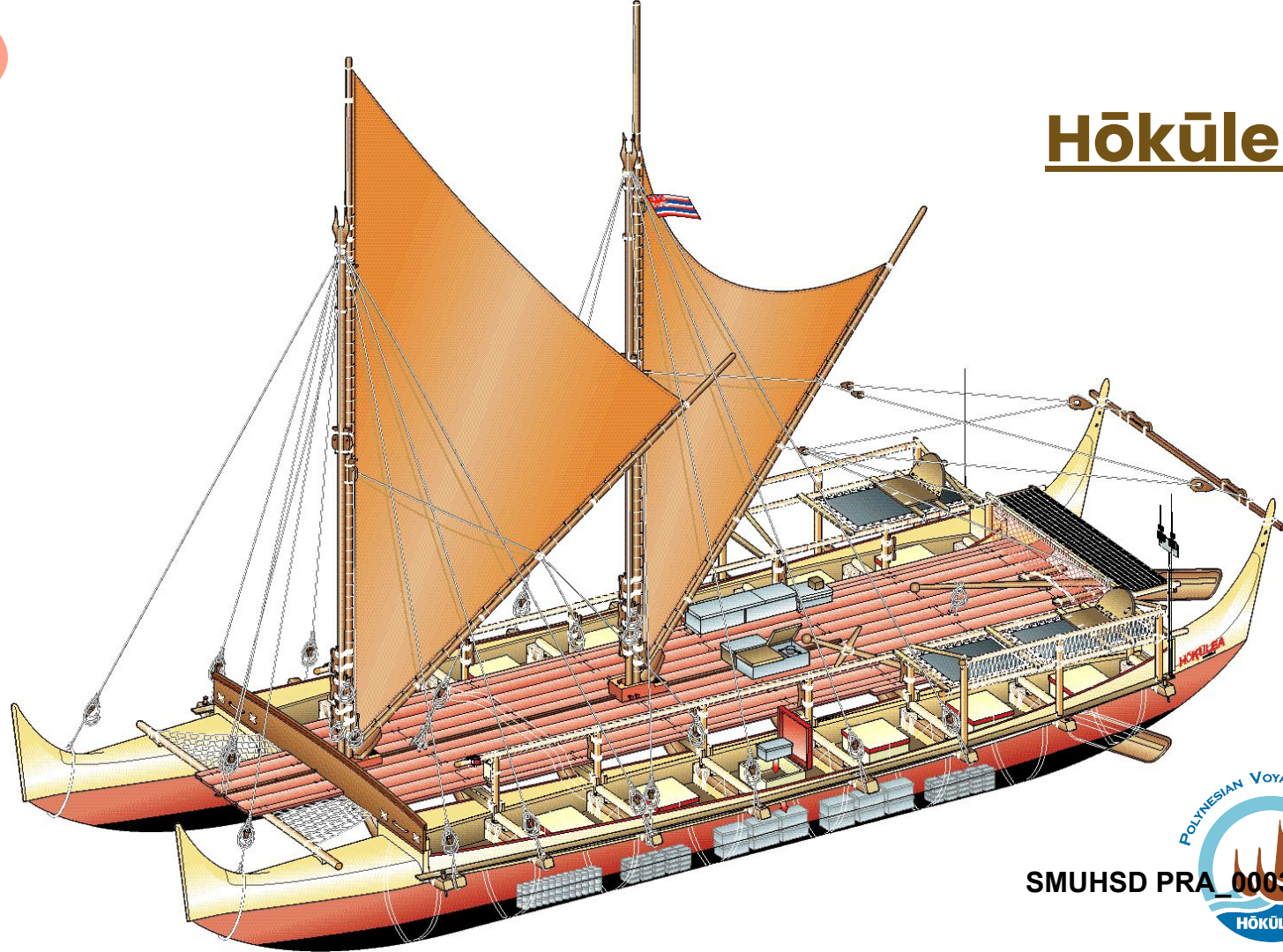
The Pacific Islands are part of a geographic region in the Pacific Ocean consisting of three geographic groups. It is a mix of independent states, unincorporated territories, and dependent states.



PASIFIKA RISING
Pacific perspectives for a global future

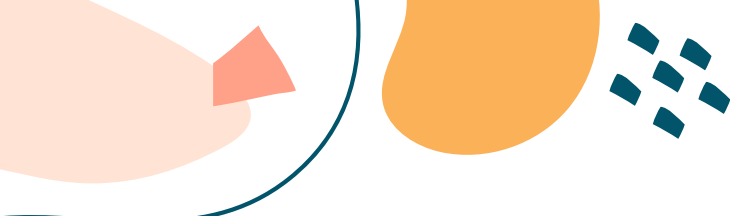
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Hōkūle'a



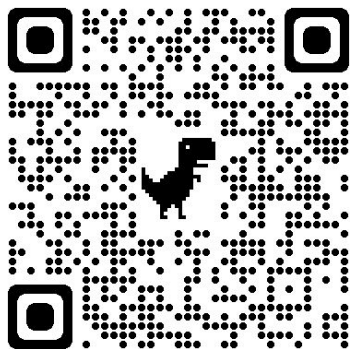
SMUHSD PRA_000301





“Our Sea of Islands”

Selected excerpts by
Eveli Hau'ofa



Reflection questions:

What “belittling” view do people have of the Pacific Islands and what historical context led to that view?

Why does the author prefer the term “sea of islands” over “islands in a far sea”?

Has this reading challenged your own perception of the Pacific Islands? How?

[Link to Reading](#)

SMUHSD PRA_000302





Map of Pacific Islands

Scavenger Hunt

1. Using Google, find the names of the three geographic regions.
2. Circle them on this map using three different colors and label them

Extension activity:

[Click to learn more](#)

Read more about this area and find 3-5 new facts you didn't know

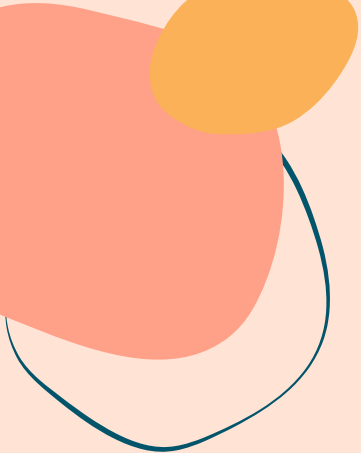
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Important to note...

In 1795, European taxonomer, Johann Blumenbach, created arbitrary racial classifications including “Caucasian, Mongolian, Malayan, Ethiopian, and American.” His ideas influenced the development of **scientific racism** in the 19th century.

In the same vein, “in the 1830s, a French traveler, Jules Dumont d’Urville, created the arbitrary divisions and groupings of Pacific Islanders as Melanesians, Micronesians, and Polynesians, based on alleged skin color (Melanesians) and the size and numbers of islands (Micronesians and Polynesians). Although we retain these categories, the truth about those islanders, like that of the waters they inhabit, is far more complex, varied, and nuanced than those externally imposed classifications.”

American History Unbound, Gary Okihiro

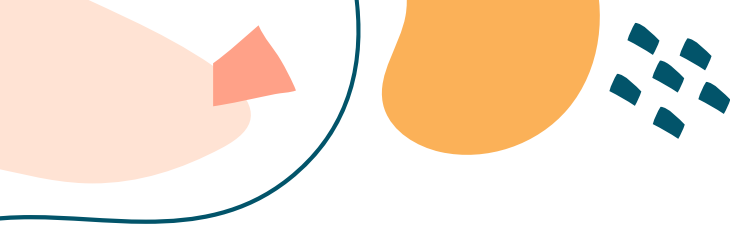


Activity 4

7 Pillars of Colonization



SMUHSD PRA_000305



Colonization

the action or process of settling among and establishing control over the indigenous people of an area

What does colonization look like? What actions are involved?



1. Grabbing the Land

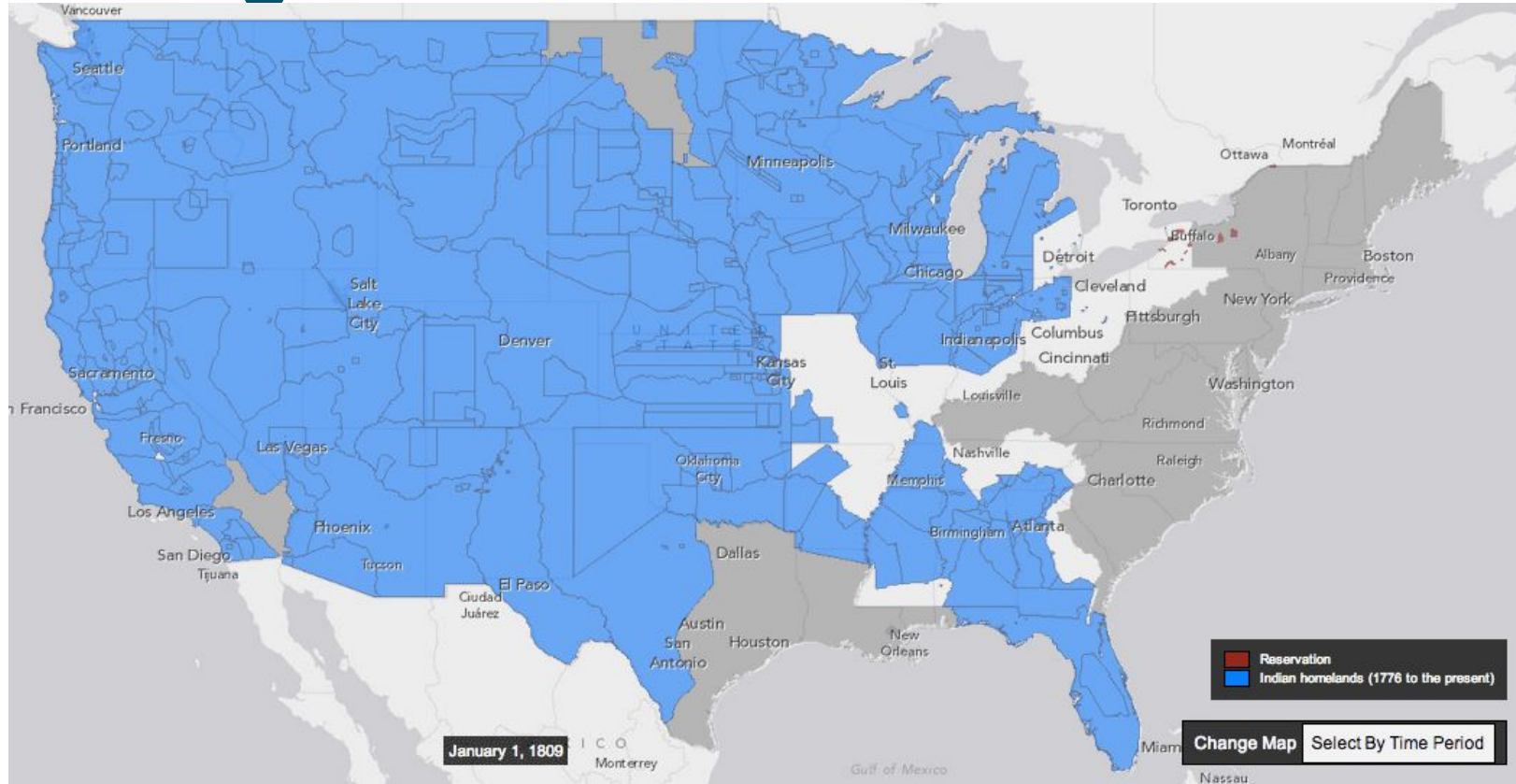


When colonists...

- take control of the land/territory and the natural resources
- force the natives to work the land for free (slavery)

dis-possession

Pushing Natives Out



SMUHS PRA_000308

2. Growing for the colonizer



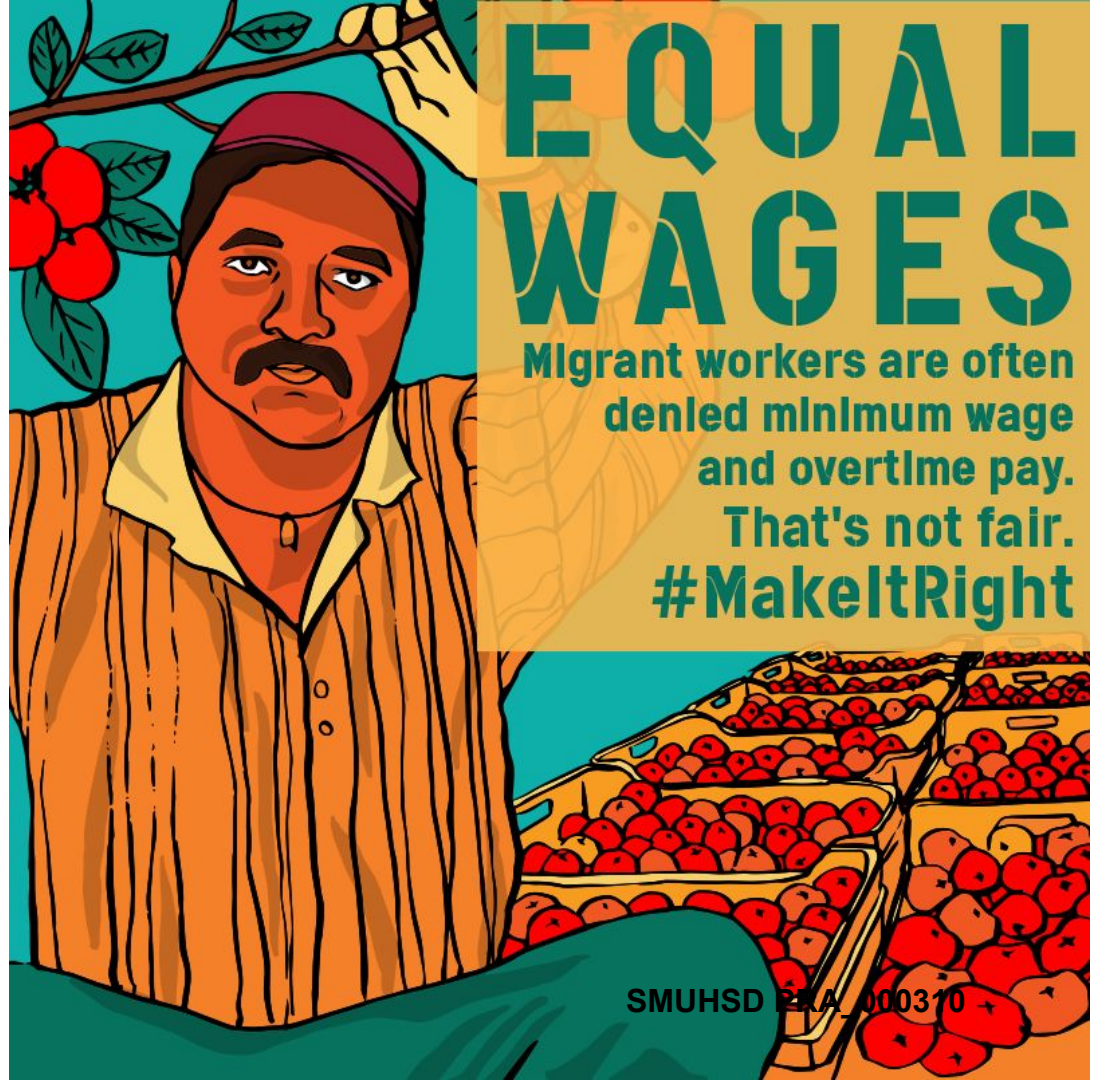
- Colonists don't always want the crops that are grown in the countries they colonize.
- They force the Natives to grow **single crops** to send back to the colonizing country (sugar, tobacco, rubber)

Who grows your food?

Who makes your clothes?

Who makes the devices you use?

What is the cost for the production of these items?



3. Developing the colonizer country

The riches of colonized territories are used to develop/improve Europe or other colonizing countries, including the U.S.



4. Consuming Colonially

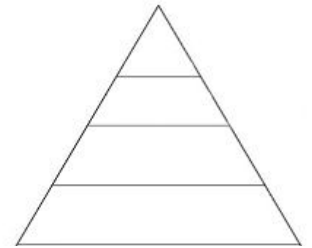
- Colonies (colonized territories) are forced to buy overpriced products from the “mother country” (In Europe, U.S.).



5. Hatching Hierarchies

Colonizers established a **system** to keep them rich and powerful (at the top) and the natives poor, at the bottom. These systems are kept in place through unjust laws and violence.

Hierarchy: a system in which people or groups are ranked one above the other

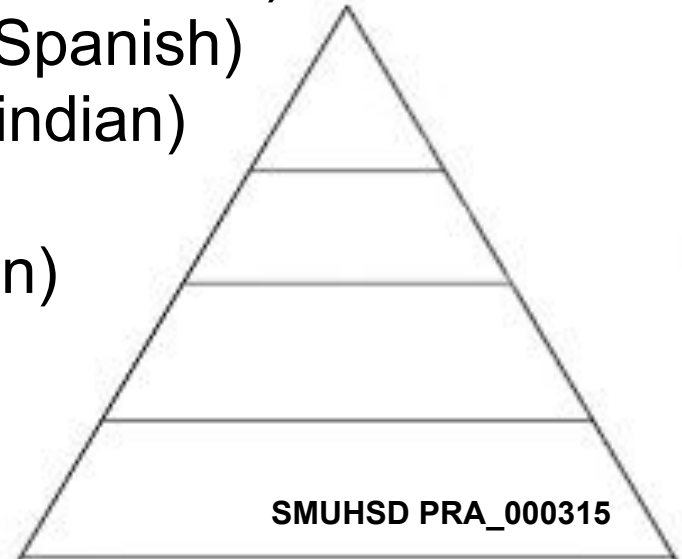




Las Castas:

Where do you see traces of the caste system in your life or society?

- Peninsulares (Spaniards)
- Criollos (Spanish Americans)
- Indios (Amerindians)
- Mestizos (Amerindian and Spanish)
- Castizos (Spanish with some Amerindian)
- Cholos (Amerindian with some Spanish)
- Pardos (Spanish, African, Amerindian)
- Mulattos (African and Spanish)
- Zambos (Amerindian and African)
- Negros (Africans)



6. Killing Cultures

Colonizers force Natives to:

- learn the colonizer's language
- practice the colonizer's religion & culture

*Colonizers made Native traditions illegal.



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Native American Boarding Schools

1. What do you notice? What do you think these pictures represent?

2. How would you feel if someone forced you to be something else other than your culture?



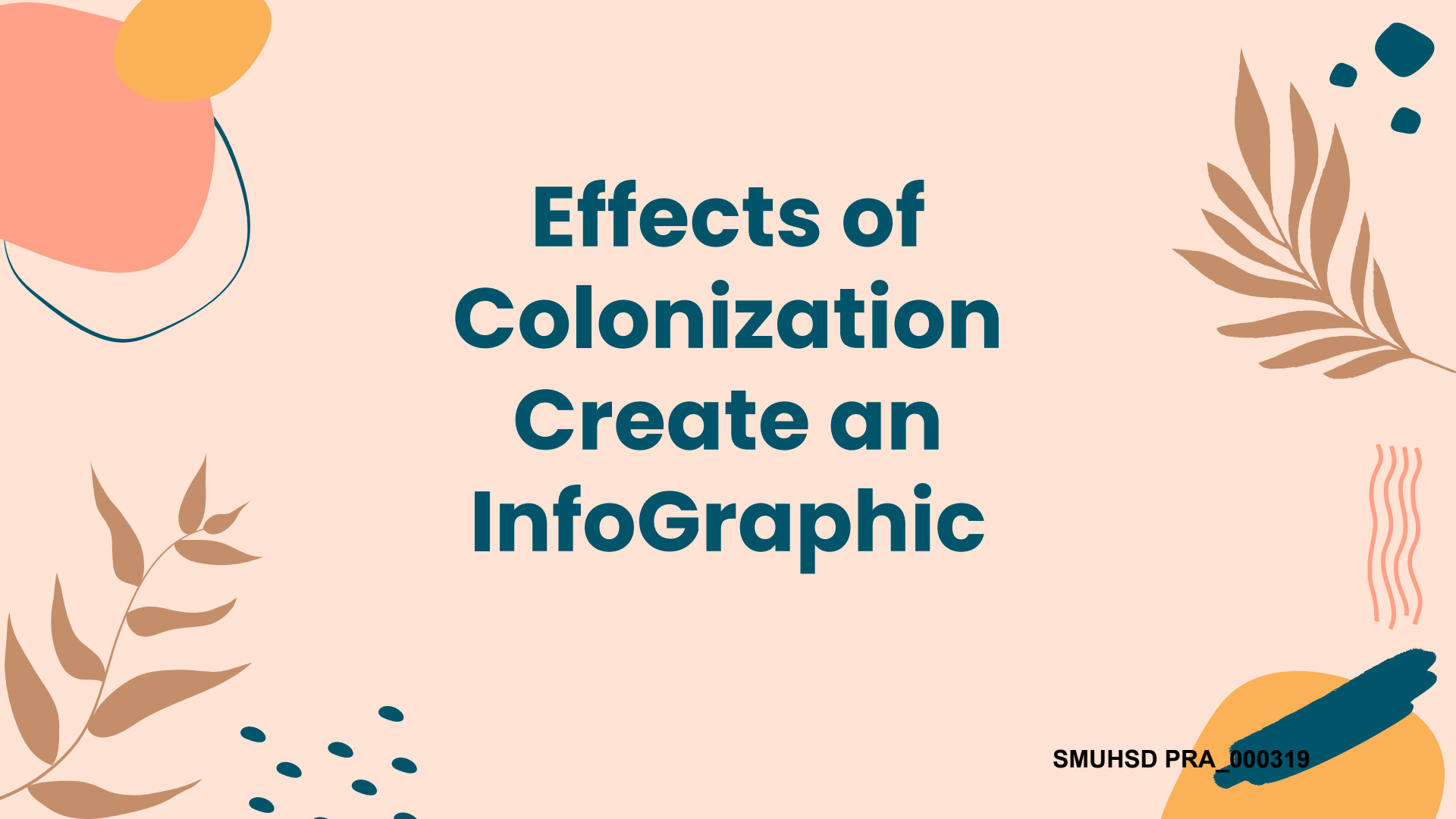
7. Exploiting (Abusing) The Land

Indigenous people felt connected to the land.

Colonists viewed the land as property to own, buy, sell destroy and exploit.



SMUHSD_PRA_000318



Effects of Colonization Create an InfoGraphic

SMUHSD PRA_000319

INFOGRAPHIC CREATION Lets Students

Think critically
about a subject,
data set, or
complex idea!



Evaluate validity
& trustworthiness
of source
material!



Reiterate and
reuse information
in dynamic ways!



Meet
standards for
visual and
tech learning!



Be creative!



Increase
data literacy!



Improve tech
and research
skills!



Become
digital
citizens!





You will be grade on:

Thinking critically about the 7 Pillars

Do you teach, do you inform, is it clear that you understand the pillars based on the information you provide.

How you choose to reiterate the information in a dynamic way

Are you drawing pictures, making connections that help make sense.

Your creativity!

Is it colorful, thoughtful, appealing to the eye.

7 PILLARS OF COLONIZATION

HOW COLONIZATION CHANGED INDIGENOUS WAYS OF LIFE?

Food and health in Guam has changed significantly because U.S. bases have taken farmland. Chamorros now have to rely on imported foods and the people of high rates of diabetes, heart disease, obesity. Language on Guam is primarily English because the U.S. banned the speaking of the Chamorro language.



2. GROWING FOR COLONIZER

Chamorros relied on farming and fishing before U.S. colonization. The seizure of farmland to make military bases have forced the people to eat foods at fast food chains imported from the colonizing country.

1. GRABBING LAND



For over 123 years, the U.S. has owned Guam. The island was taken from Spain, and the U.S. has built military bases on 25% of the island taken from the indigenous Chamorros.

3. DEVELOPING COLONIZER'S COUNTRY

Guam is 5,600 miles southwest of California. The military bases the U.S. has built on Chamorro land allows the colonizer to extend their war-making capabilities to countries in Asia, in particular China and North Korea.



6. KILLING CULTURES

From 1898 to recently, the Chamorro people of Guam were denied the right to citizenship by its U.S. colonizer, and were banned from speaking their indigenous language in an attempt to kill Chamorro culture.



4. CONSUMING COLONIALITY

Guam has the highest military enlistment rates than any state in the union. Many Chamorros feel there is no other way out of poverty. Guam has poverty rates 50% higher than states, and the people feel they have to take the one chance the colonizer gives.



5. HATCHING HIERARCHIES

Chamorro people of Guam have been considered an "alien race" since 1901 by a SCORUS decision. The court said the Chamorros are different from Americans because "differing from us in religion, customs, laws, methods of taxation and modes of thought, the administration of government and justice, according to Anglo-Saxon principles"



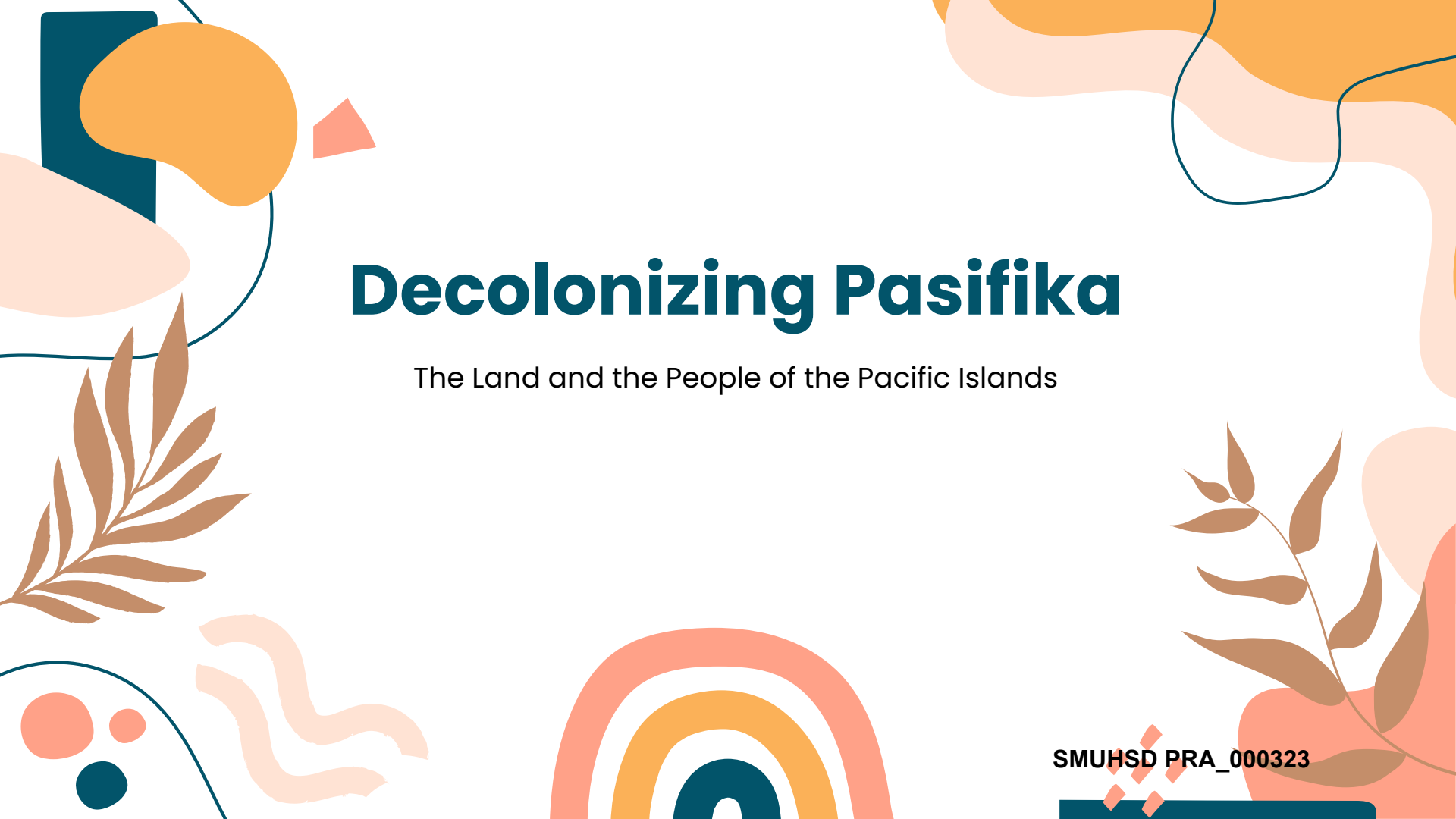
7. EXPLOITING THE LAND

During WWII, indigenous Chamorros were forced into refugee camps while the U.S. military seized indigenous land to build military bases. After years of court battles, the "compensation" Chamorros received for the seized land averaged \$1 an acre.

IN THE PACIFIC ISLANDS

SMUHSD_PRA_000322



The background is white with various abstract elements. In the top left, there's a dark blue square and an orange circle. In the top right, there are orange and light orange wavy shapes. On the left side, there's a brown leafy branch. At the bottom left, there are orange and dark blue circles. At the bottom center, there's a rainbow with orange, yellow, and dark blue bands. At the bottom right, there's another brown leafy branch and a dark blue rectangle with orange diamond shapes above it.

Decolonizing Pasifika

The Land and the People of the Pacific Islands

SMUHSD PRA_000323



IN

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

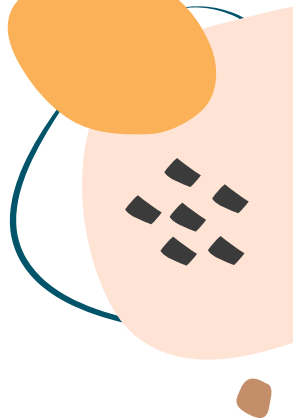
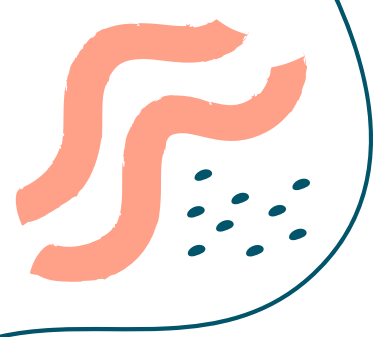
SMUHSD PRA_000324

Agenda: April 25, 2024



Complete the infographics.

Circle Up - Community Circle &
Present



Check In Question: Rose, Thorn, Bud

Rose: Something that is going good or we are excited about

Thorn: Something not too good right

Bud: Something we are looking forward to

Present our Infographics to the class



Week 1

- Day A
- Day B
- Day C

Week 2,
Advancing
Ethnic Studies,
Day A

The background of the slide is a blurred photograph of a protest. A person is holding a white sign with bold, black, sans-serif text that reads "ETHNIC STUDIES HELPS US BREATHE AGAIN!". The text is partially obscured by the central title box. The overall tone is serious and activist.

Welcome to Advancing Ethnic Studies

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Mateo, this is known as **Ramaytush Muwekma Ohlone land.**”

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

In Lak'ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
- More on this for next week...

Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

Essential Questions for the Week August 20, Week #2, Day A, Unit 1

- What does it mean to **show up**?
 - For your friends, family, classmates, community?
- What is the benefit in showing up?
- What are some challenges to showing up authentically as your whole self?

Syllabus

Summary

- Full Year Elective Course
- Slide Decks, Assignments listed on Canvas under Modules
- Show Up, Engage, Activate
- In lak'ech

Digital Signature from You,
Parent/Guardian on Canvas,



Advancing Ethnic Studies:
Agency & Action
2023-2024

Period 3 - Ms. Rodriguez
rrodriguez@smuhsd.org



White Skin Frontiers/Living Without Borders (True Culture Mural Project)

Course Description - From the SMUHS Ethnic Studies Course of Study

Advancing Ethnic Studies is an extension of our introductory course, Introduction to Ethnic Studies. It is designed for students to be politically, socially, and economically conscious about their personal connections to local and global histories. Students will utilize the tenets of ethnic studies to examine the contributions, and struggles of different historically marginalized groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically marginalized groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary community issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement.

Course Goals and Scholar Outcomes:

Scholars will:

- ☐ Review the foundational concepts and tenets of Ethnic Studies, and how these concepts and tenets will be used to assess and analyze historical and current events.
- ☐ Discuss and analyze the intersectionality of their identities to better understand their positionality in today's society.
- ☐ Have a better understanding of themselves in context of the history of the United States and our contemporary society.
- ☐ Celebrate the community and cultural wealth of the local area in order to amplify the stories central to their identity development.
- ☐ Identify and analyze issues in their communities and complete a community Praxis project.
- ☐ Develop academic skills in speaking, listening, reading, writing, and research which can be applied in multiple academic courses.

SMUHS PRA_000333

Class Logistics

Monday - 1-7 Day - A Day:

- Intro to Week
- Community Check In, Journal
- Open Seats
- HW Assigned (if there is)

Wednesday - Block - B Day

- Lecture, Text (Video, Reading, Pictures) Analysis
- Assigned Seats

Friday - Block - C Day

- Discussion or Application
- Community Circle

HW Due

Please arrive on time. If this is an issue, please let me know!

This Week

This Week

- M: Syllabus & Logistics
- W: Values & In Lak'ech
- F: Building Community through Self

HW by Friday:

- “Signed” syllabus
- Please get a 0.5 or 1 inch binder!
- Finish Poem
- Heartifact



What is ethnic
studies?

Who are you?

You will:

Create an **Acrostic Name Poem** that incorporates words and/or images of your identity.

This will be shared out with our class community over the next week.

- Write out your **First Name** on the cloud.
- Think of words that **describe YOU** but begin or incorporate a letter from your name. Ex. Ruby, “R” is for resilient.
- Place your brainstormed words, phrases, sentences on the colored sheets that begin with the same letters.



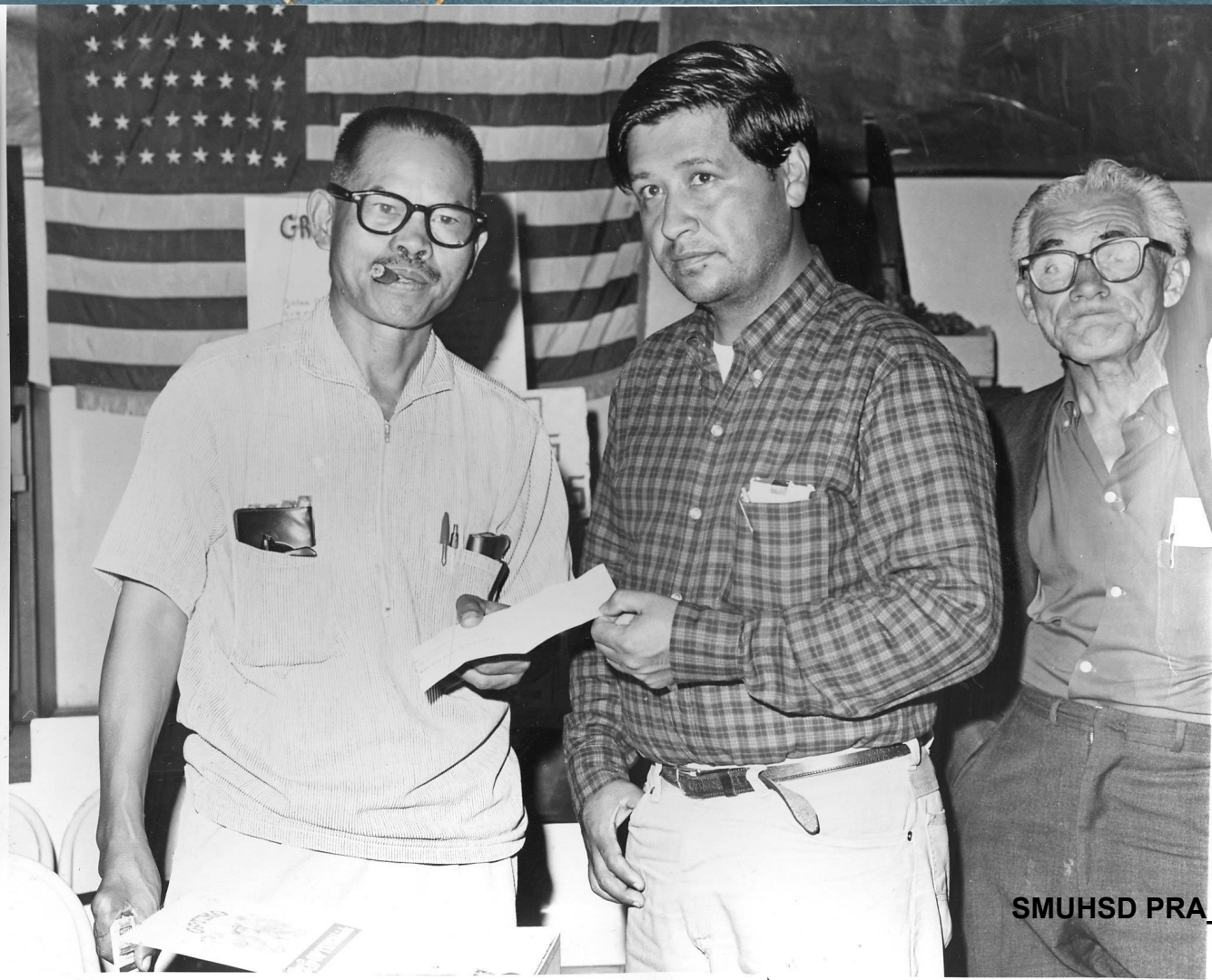
This Week

This Week

- M: Syllabus & Logistics
- W: Values & In Lak'ech
- F: Building Community through Self

HW by Friday:

- “Signed” syllabus
- Please get a 0.5 or 1 inch binder!
- Finish Poem
- Heartifact



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SMUHSD PRA_000340

Part One: Punch, the one who tried to get away.

Suzanne Plihcik: In the colony of Virginia, in 1640, an African indentured servant by the name of John Punch runs away from his servitude. John has figured out that this wasn't what he imagined it to be. Interestingly, John doesn't run away alone. He runs away with a Dutchman and a Scotsman. They are all indentured servants; they are all living in identical circumstance. So they band together and run away.

John Biewen: This does not go well. The three men are chased down and caught.

Suzanne Plihcik: And a very interesting thing is recorded in the Colony of Virginia. The Dutchman and Scotsman are given four additional years of servitude as punishment – one to the master to whom they're indentured and three to the colony. But the African is given what we see codified for the first time as perpetual servitude.

John Biewen: The judge tells John Punch that unlike the two men from Europe, he will labor for his master for the rest of his days.

Suzanne Plihcik: What have we rewritten down? Slavery. Slavery.

John Biewen: Some Africans were already effectively enslaved in Virginia by 1640. But the Punch case seems to be the first explicit approval of lifelong servitude—and the first time African and European people were treated differently in the law.

Suzanne Plihcik: Why was it done?

John Biewen: This is important. Suzanne says whether the judge consciously intended this or not, his decision was a gift to rich landowners.

Suzanne Plihcik: The story of race, folks, is the story of labor. They needed a consistent, reliable labor force. And they could not have a consistent, reliable labor force if that labor force was banding together and challenging the authority of the colony.

John Biewen: Colonial America was deeply unequal. Most people of every color were poor laborers – farm workers, builders, seamstresses. And those workers were prone to getting restless and pulling out the pitchforks. There were lots of worker uprisings. The disparate sentencing of John Punch was one of the first examples, Plihcik says, of what would become an ongoing practice by the rich landowning class and their political representatives: The practice of giving the poor people who looked like those in power, people of European descent, advantages—usually small advantages—over Africans and Native people.

Suzanne: And what did that do? It switched their allegiance from the people in their same circumstance to the people at the top. It eventually created a multi-class coalition of people who would later come to be called white. It created a multi-class coalition. So this was a divide and conquer strategy. It was completely brilliant.

...

Part Two: the lawmakers.

Suzanne Plihcik: By 1680 the Virginia House of Burgesses is literally debating what is a white man. Why are we debating what is a white man? What are we giving away? Land. And rights. We're basically deciding who is going to be the citizen of this new world.

John Biewen: The Virginia House of Burgesses was the first legislative body in colonial America. In 1682, the Burgesses passed a law limiting citizenship to Europeans. It made all non-Europeans – “Negroes, Moors, Mollatoes, and Indians,” as the law put it – quote, “slaves to all intents and purposes.” Virginia was giving away land at the time, in 50-acre allotments, but only to Europeans. Nine years later, in 1691, the Burgesses passed another law. According to historian Terrance MacMullan, this law included the first documented use in the English-speaking colonies of the word “white” – as opposed to English, European, or Christian – to describe the people considered full citizens. That is, the people who got to remain citizens so long as they didn't marry outside of their so-called race. The law read, quote: “Whatsoever English or other white man or woman, being free, shall intermarry with a negro, mullato, or Indian man or woman, bond or free, shall within three months after marriage be banished and removed from this dominion forever.”

Suzanne Plihcik: So, by 1691, we have a definition of white and we have constructed race in what becomes the United States. It's important that we see this creation was for the upliftment of white people, primarily to support the white people at the top. Poor and working class whites will get little. They will get just as much as is needed to ensure their allegiance.

...

Part Three: Bacon's Rebellion.

Chenjerai Kumanyika: That's why I think it's so important, the story that you all are telling, the pieces of it. And you know another really important piece that I always think of is the Virginia Slave Codes.

John Biewen: And that's, what, 1705?

Chenjerai Kumanyika: Right. The Virginia Slave Codes happened in 1705. And I think, you know, they intensify slavery and give more rights to slave owners and really to white people in certain ways. But what happens shortly before the Virginia Slave Codes is Bacon's Rebellion. And by the way, I'm not an expert on any of this either, right. But what we know about Bacon's Rebellion is that you basically had like these farmers of multiple classes, but a lot of poor folks, [and] you had poor Black servants and slaves who were promised freedom if they fought with Bacon. And he was rising up against Governor Berkeley for a variety of reasons, but it seems like the main reason was Bacon wanted to have the right to go and really attack and make war on Indians. You know, and to even use some other Indian tribes to attack other Indian nations.

John Biewen: And this was back in the 1670's, I believe?

Chenjerai Kumanyika: Right. Bacon's Rebellion happened between 1676 and 1677, is usually the time frame people talk about. And I want to be clear. Bacon's Rebellion isn't really something that we want to celebrate because of the way that it was a part of the genocide of Native Americans. But what it showed the House of Burgesses and what it showed Governor Berkeley was, a multi-racial rebellion that showed the possibility of class solidarity across racial lines. And that was horrifying. And so it was Bacon's Rebellion itself and things like Bacon's Rebellion that eventually lead to the Virginia Slave Codes.

John Biewen: So are you suggesting that the Virginia Slave Codes, which were really essentially a vicious crackdown on Black people and a real tightening of the screws as far as slavery in the colonies, that that was, in part at least, a way of breaking what could otherwise have been a multiracial coalition of people sort of at the bottom of society rising up?

Chenjerai Kumanyika: That's right. I mean I think, you know, the story that you all have already been telling involves like this slow intensification of slavery. And I think the Virginia Slave Codes mark a crucial turning point. I mean you just have to look at what's going on with those laws. I mean, one thing is in Section 34 I think, you get this thing that says when a slave is resisting his master, the master has the right to correct the slave. And if the slave is killed in that process of what they call correction, right, then it wouldn't be counted as a felony. You know, and it says actually the master, owner and every other such person giving correction 'shall be free and acquitted of all punishment and accusation.' So, now you just have the ability of slave holders to just torture Black slaves with like, with impunity, basically, and know that they're not going to face any punishment. So if you look at part 23 of the Slave Act, it was also, it was encouraging, encouraged white free people to hunt down and capture escaped slaves. And there was this whole reward system that involved tobacco and rewarding people with tobacco so you're now incentivizing free whites to try to capture free Black folks. And there's also this part that deals with marriage. So any white man or woman who marries a person of African or Indian descent is now going to be committed to jail for a period of six months without bail and has to pay 10 pounds as a fine. So, what you really can see there is like, you can really see the intensification of any racial division really happening there through these laws. Right?

John Biewen: And there wouldn't have been any need for these laws if people weren't actually having a tendency to join together, whether it's in marriage, in relationships, or potentially on grounds of class interest and things like that.

Chenjerai Kumanyika: Right. I mean you look at, in your story, John Punch escapes together with some folks who would now be classified as white. Right? And then you had interracial relations. I mean, people don't make laws about things that aren't happening, you know, to stop things from happening if they're not happening...

Our Sea of Islands - Selected excerpts by Epeli Hau'ofa

...Views held by those in dominant positions [about Oceania]... can have significant consequences for people's self-image... In Oceania, derogatory and belittling views of indigenous cultures are traceable to the early years of interaction with Europeans. The... condemnation by Christian missionaries of Oceania cultures as savage and barbaric has had a lasting negative effect on people's views of their histories and traditions.

...[there is a popular idea] about Islander... [that] the small island states and territories of the Pacific, that is, all of Polynesia and Micronesia, are too small, too resource-poor, and too isolated from [economically powerful mainland countries] for their inhabitants ever to be able to rise above [depending upon] wealthy nations.

The idea that the countries of Polynesia and Micronesia are too small, too poor, and too isolated to develop any meaningful degree of autonomy is... a very narrow kind [of view] that overlooks culture, history and... [the] tens of thousands of ordinary Pacific Islanders right across the ocean—from east to west to north to south...

...Do people in most of Oceania live in tiny confined spaces? The answer is yes if one believes what certain social scientists are saying. But the idea of smallness is relative; it depends on what is included and excluded in any calculation of size. When those who hail from continents... see a Polynesian or Micronesian island they naturally pronounce it small or tiny. Their calculation is based entirely on the extent of land surfaces they see.

But if we look at the myths, legends, and oral traditions [of Oceania]... it becomes evident that they did not [understand] their world in such microscopic proportions. Their universe comprised not only land surfaces but the surrounding ocean as far as they could [travel], the underworld with its fire-controlling and earth-shaking [gods], and the heavens above with their hierarchies of powerful gods and named stars and constellations that people could count on to guide their ways across the seas. Their world was anything but tiny... Smallness is a state of mind.

There is a world of difference between viewing the Pacific as "islands in a far sea" and as "a sea of islands." The first emphasizes dry surfaces in a vast ocean far from ["powerful" nations]. Focusing on this way stresses the smallness and remoteness of the lands... Europeans, on entering the Pacific... introduced the view of "islands in a far sea." From this perspective the islands are tiny, isolated dots in a vast ocean. Later on, continental men—Europeans and Americans—drew imaginary lines across the sea, making the colonial boundaries that confined ocean peoples to tiny spaces for the first time. These boundaries today define the island states and territories of the Pacific.

The difference between the two perspectives is reflected in the two terms used for our region: Pacific Islands and Oceania. The first term, "Pacific Islands," is [commonly] used everywhere; it

[means] small areas of land sitting atop submerged reefs... "Oceania" denotes a sea of islands with their inhabitants. The world of our ancestors was a large sea full of places to explore, to make their homes, to [raise] generations of seafarers. People raised in that environment were at home with the sea. They played in it... they worked in it, they fought on it. They developed great skills for navigating their waters—as well as the spirit to traverse even the few large gaps that separated their island groups.

...Evidence of the [connections between] islands with their economies and cultures is readily available in the oral traditions of the islands...Nineteenth-century imperialism [created] boundaries that led to the contraction of Oceania, transforming a once boundless world into the Pacific Island states and territories we know today. People were confined to their tiny spaces, isolated from each other. No longer could they travel freely to do what they had done for centuries... Conquerors come, conquerors go, the ocean remains, mother only to her children.

The world of Oceania is neither tiny nor deficient in resources. It was only [thought of small because of colonization] that lasted less than a century in a history of millenia... Oceania is vast, Oceania is expanding, Oceania is hospitable and generous, Oceania is humanity rising from the depths of brine and regions of fire deeper still, Oceania is us. We are the sea, we are the ocean, we must wake up to this ancient truth and together use it to overturn all [dominant] views that aim ultimately to confine us again, physically and psychologically, in the tiny spaces... from which we have recently liberated ourselves. We must not allow anyone to belittle us again, and take away our freedom.

The author, **Epeli Hau'ofa** (1939-2009), was a Tongan and Fijian writer and anthropologist born of Tongan missionary parents in the Territory of Papua. He lived in Fiji and taught at the University of the South Pacific. He was the founder of the Oceania Centre for Arts at the USP. ([Wikipedia](#))

Welcome Back!

Unit 2: Systems & Solidarity

- Take out your **Where I'm From Poem**
- Add "**Race as a Social Construct**" to your **Assignment Log**

IN LAK'ECH



1. *Tú eres mi otro yo.*
 2. You are my other me.
 3. *Si te hago daño a ti,*
 4. If I do harm to you,
 5. *Me hago daño a mi mismo.*
 6. I do harm to myself.
 7. *Si te amo y respeto,*
 8. If I love and respect you
 9. *Me amo y respeto yo.*
 10. I love and respect myself.
- From Luis Valdez' "Pensamiento Serpentino"
(1971) with English Translation

Ice Breaker: Share Out

1. What's your name
2. What grade are you in?
3. What is something you are passionate about?
4. Who is **someone** you really care about and why?
5. Name someone on this campus you really connect with?

Learning Targets

- I understand that **race is a social construct**, and that it impacts identity and a person's role in American society
- I understand the impact of race on people who are multiracial

Essential Questions

- What is race, ethnicity and nationality, and how are they different?
- How was the idea of race created in the United States and how does it impact people living in the US today?

What is a social construct ? *[vocab]*

an idea that has
been created &
accepted by people
in a society.



What is Race?

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*"We know, for example, since the human genome project, that we are ... 99.9% genetically the same. There is more genetic variation in a flock of penguins than there is in the human race. There is more genetic variation **within** groups that have come to be called races than there is **across** groups that have come to be called races."*

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Race is physical characteristics that define a person as being a member of a specific group.

Examples: Skin color, hair color and texture, eye color, facial features, physical build

The Biology of **SKIN** COLOR

Melanin [vocab]

Melanin

- produces hair, eye and skin pigmentation (coloration)
- more melanin you produce = the darker your eyes, hair and skin

The amount of melanin in your body depends on:

- genetics
- how much sun exposure your ancestral population had

Race is a social construct!

The definition has changed over time.

1790

AMERICANS WERE RECORDED IN THESE RACE/ETHNICITY CATEGORIES ON THE CENSUS FORM.

Free white males, Free white females

All other free persons

Slaves

2020

LATEST CENSUS

White [+]

Black or African American [+]

American Indian or Alaska Native

Chinese

Japanese

Filipino

Korean

The 1860 Census Had Three Race Categories: White, Black and Mulatto

	Dwelling Houses— numbered in the order of visitation.	Families numbered in the order of visitation.	The name of every person whose usual place of abode on the first day of June, 1860, was in this family.	DESCRIPTION.			Profession, each per over 15 y
				Age.	Sex.	White, Black, or Mulatto.	
	1	2	3	4	5	6	
1							
2							
3							

Source: U.S. Census Bureau

SMUHSD PRA_000354

The 2020 Census is Happening Now. Respond Today.



About



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What stands
out to you
about the
census race
categories?

SMUHSD PRA_000355

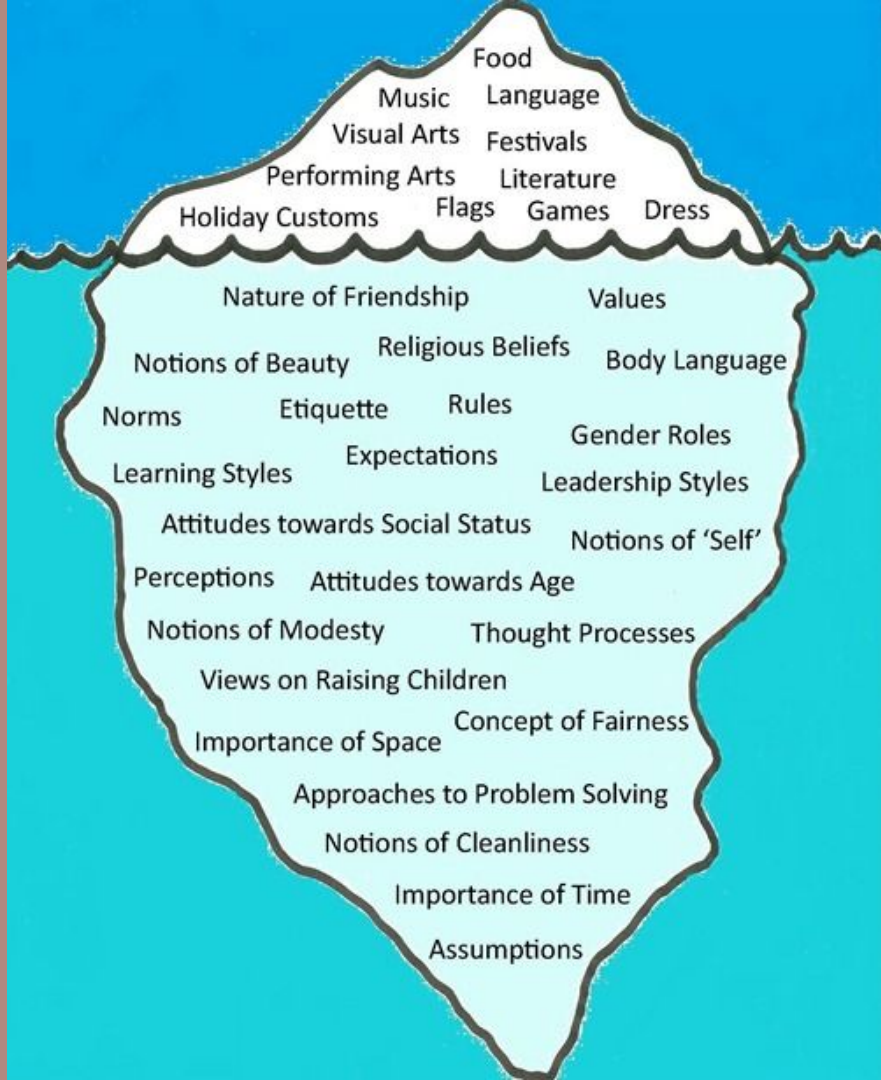
What is Ethnicity?

Example

- Race: Asian
- Ethnicity: Japanese

Ethnicity is based on shared cultural categories that a group finds important opposed to race (physical traits)

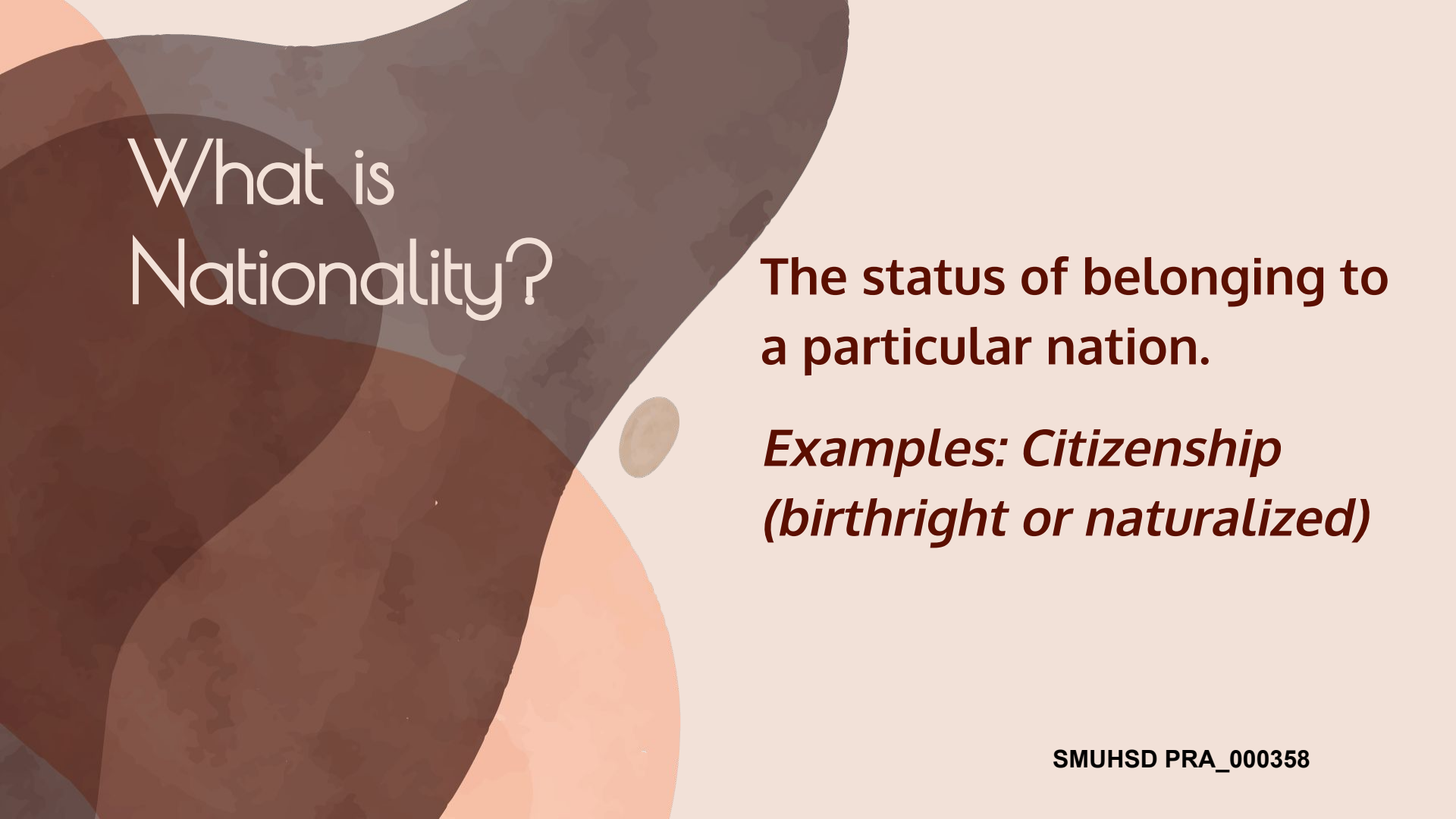
Examples: Language, accent, religion, styles of dress, hairstyles, social customs, food and dietary preferences



Culture is like an iceberg,
you only “see” 10%.

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a particular nation.**

***Examples: Citizenship
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'Made in America' Debrief Discussion

- What evidence does the podcast provide to support that race is a social construct (something that was created and accepted by people in a society)?
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SMUHSD PRA_000362

***Warning:** This video includes discussion of a racial slur.

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Step 1: Share what you learned from your video with your group.

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Extra ...

Race as a Social Construct Gallery Walk

**Walk around the room viewing
these graphs and write down what
each tells you about the experience
of multiracial people in the US.**



Gallery Walk Debrief

- How do the statistics compare to the personal anecdotes in the video?
- Do the statistics support or disprove that the experience of multiracial people in the US has changed from 2008 to 2015?

Welcome Back!

Unit 2: Systems & Solidarity

- Take out your **Where I'm From Poem**
- Add "**Race as a Social Construct**" to your **Assignment Log**

1. *Tú eres mi otro yo.*
2. You are my other me.
3. *Si te hago daño a ti,*
4. If I do harm to you,
5. *Me hago daño a mi mismo.*
6. I do harm to myself.
7. *Si te amo y respeto,*
8. If I love and respect you
9. *Me amo y respeto yo.*
10. I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino"
(1971) with English Translation



IN LAK'ECH

SMUHSD PRA_000368

Ice Breaker: Share Out

1. What's your name
2. What grade are you in?
3. What is something you are passionate about?
4. Who is **someone** you really care about and why?
5. Name someone on this campus you really connect with?

Learning Targets

- I understand that **race is a social construct**, and that it impacts identity and a person's role in American society
- I understand the impact of race on people who are multiracial

Essential Questions

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Source: U.S. Census Bureau

SMUHSD PRA_000375

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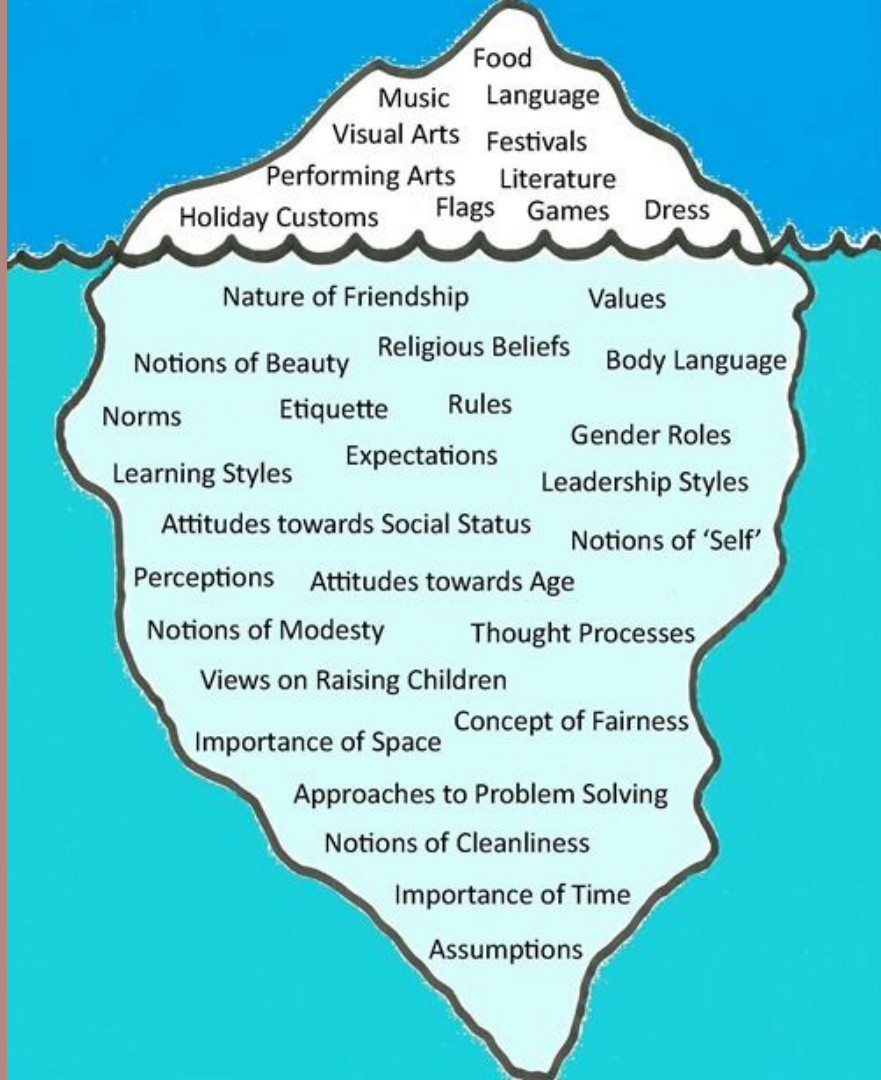
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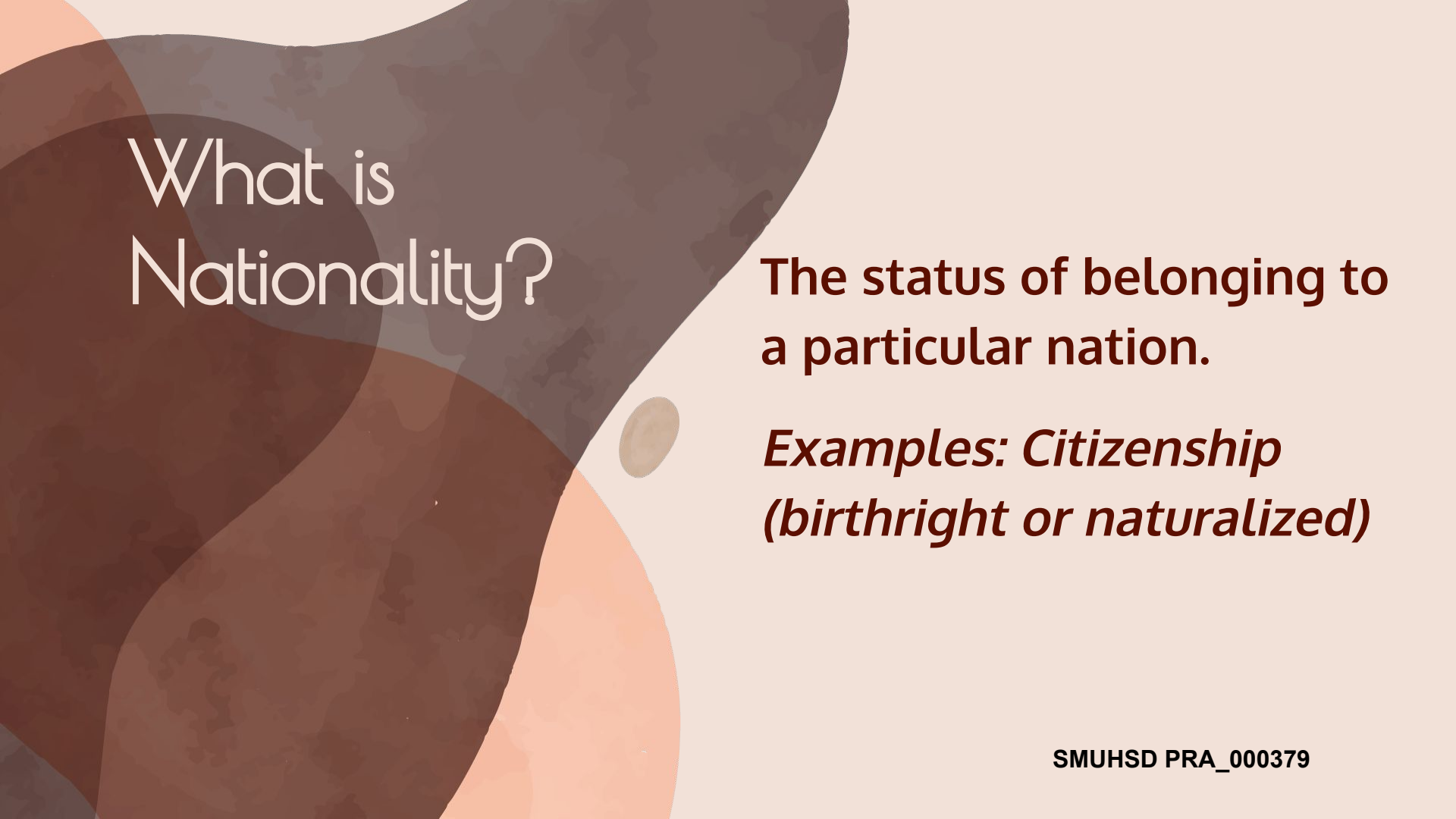
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SMUHSD PRA_000383

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Race as a Social Construct Gallery Walk

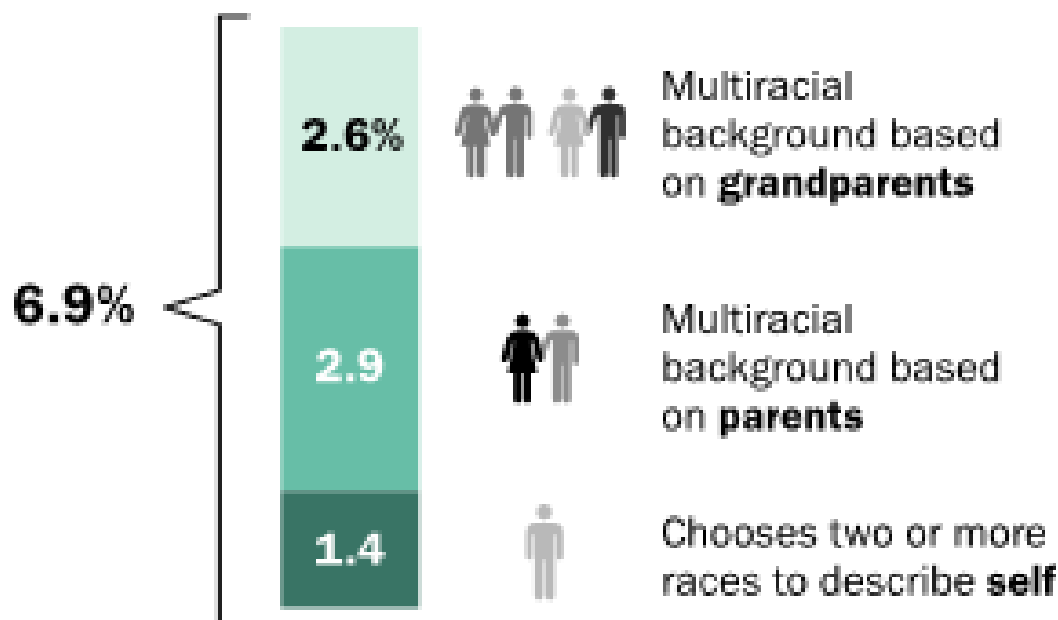
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Gallery Walk Debrief

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Estimating the Size of the Multiracial Population



Respondents can be counted as multiracial one of three ways:

First (**self**), if they select two or more races for themselves.

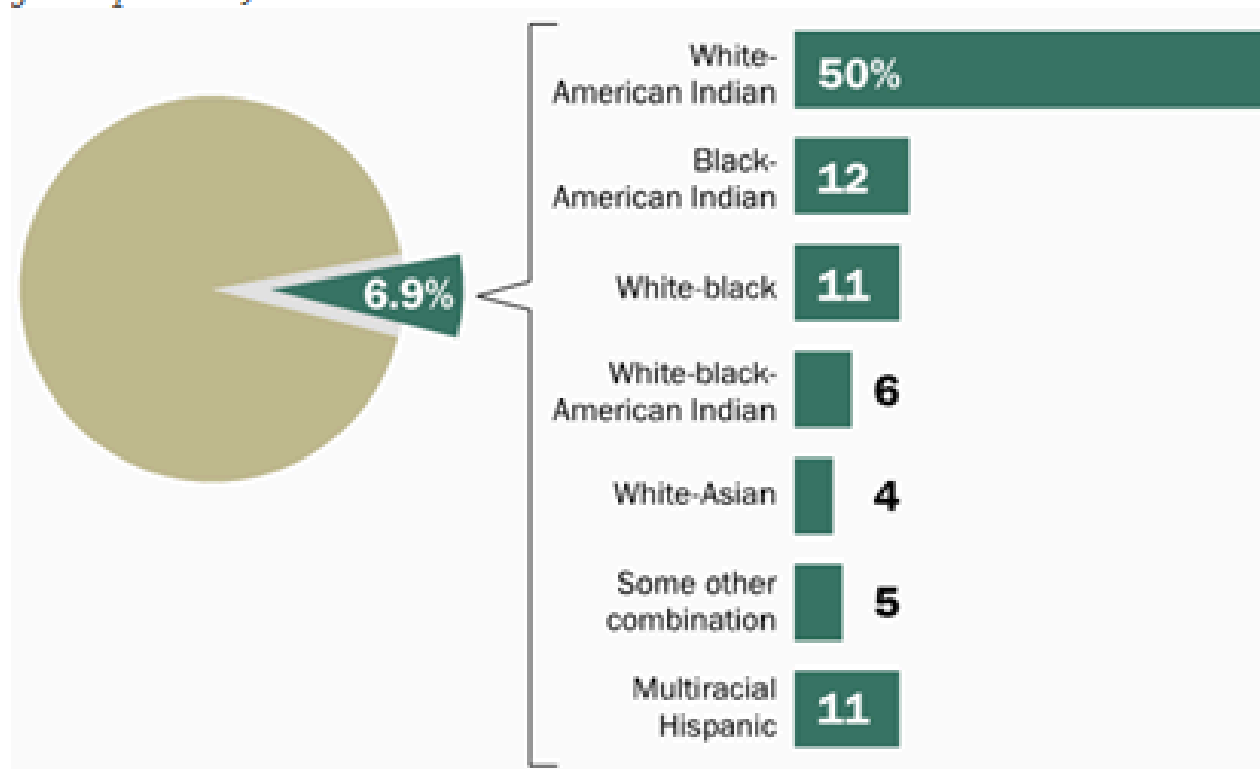
Second (**parents**), if they do not select two or more races for themselves but report that at least one of their biological parents was not the same race as them, or select two or more races for at least one of their parents.

Third (**grandparents**), if they do not fit the definition of multiracial based on their own or their parents' racial background, but indicate that at least one of their grandparents was not the same race as themselves or their parents, or select two or more races for at least one of their grandparents.

Source: Pew Research Center survey, Feb. 6-April 6, 2015
(n=21,224 sampled adults)

White and American Indian Biracial Adults Are the Largest Multiracial Group

Percentage of all U.S. adults who have at least two races in their background (based on races of self, parents or grandparents)



Note: Multiracial adults are two or more races (based on backgrounds of self, parents or grandparents). Multiracial subgroups and "some other combination" are non-Hispanic and mutually exclusive. The multiracial Hispanic subgroup includes Hispanics who are also any two or more races. Multiracial subgroups may not add to 100% because of rounding.

Source: Pew Research Center survey, Feb. 6-April 6, 2015 (n=21,224 sampled adults including 1,555 multiracial adults)

4-in-10 Have Mixed-Race Background and Say They're Multiracial

% of adults with a background including two or more races who consider themselves "multiracial"

All multiracial adults 39

Multiracial groups

White-Asian 70

White-black 61

White-black-Amer. Indian 50

Black-Amer. Indian 33

White-Amer. Indian 25

Note: Based on adults with two or more races in the backgrounds of self, parents or grandparents. Multiracial subgroups are non-Hispanic and mutually exclusive. Sample sizes are: 118 white-black, 88 white-Asian, 907 white-Amer. Indian, 128 black-Amer. Indian, 106 white-black-Amer. Indian.

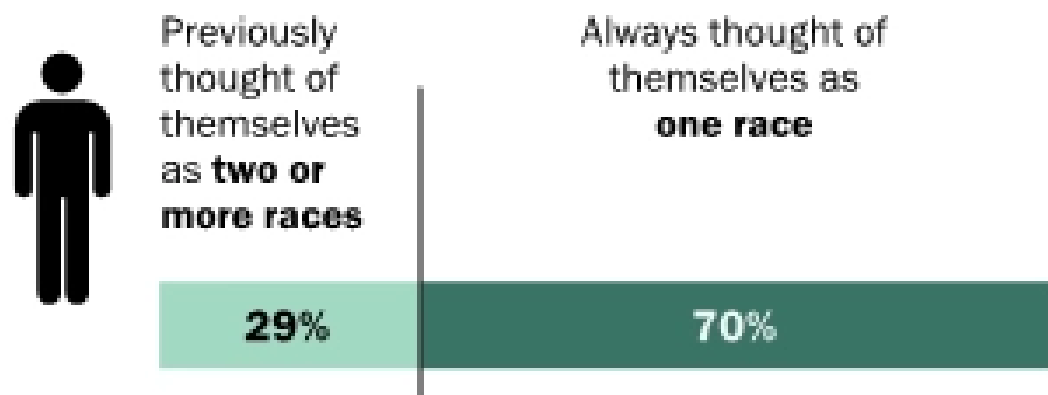
Source: Pew Research Center survey, Feb. 6-April 6, 2015 (n=1,555 multiracial adults)

For Some, Racial Identity Has Changed

*Percentage of adults with a multiracial background who say they are **two or more races** who ...*



*Percentage of adults with a multiracial background who say they are **only one race** who ...*

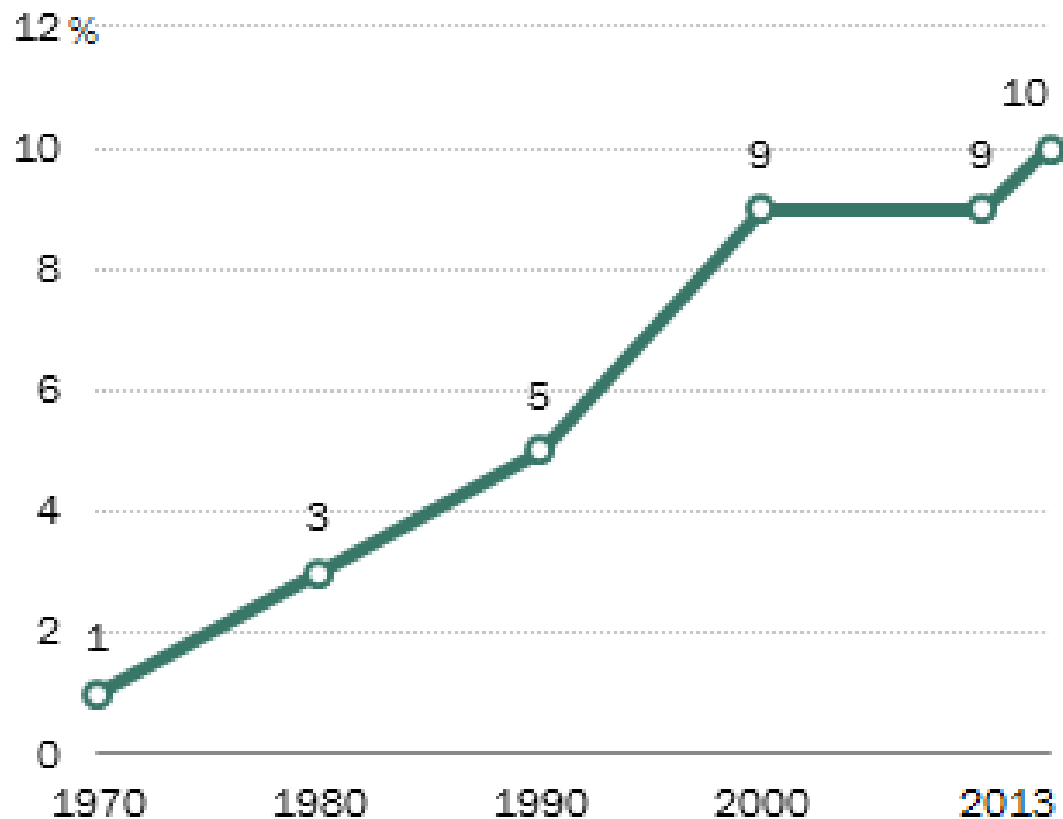


Note: Multiracial adults are two or more races (based on backgrounds of self, parents or grandparents). Those who gave no answer are shown but not labeled.

Source: Pew Research Center survey, Feb. 6-April 6, 2015
(n=1,555 multiracial adults)

Multiracial Babies on the Rise

% of children younger than 1 year old who are multiracial, among those living with two parents



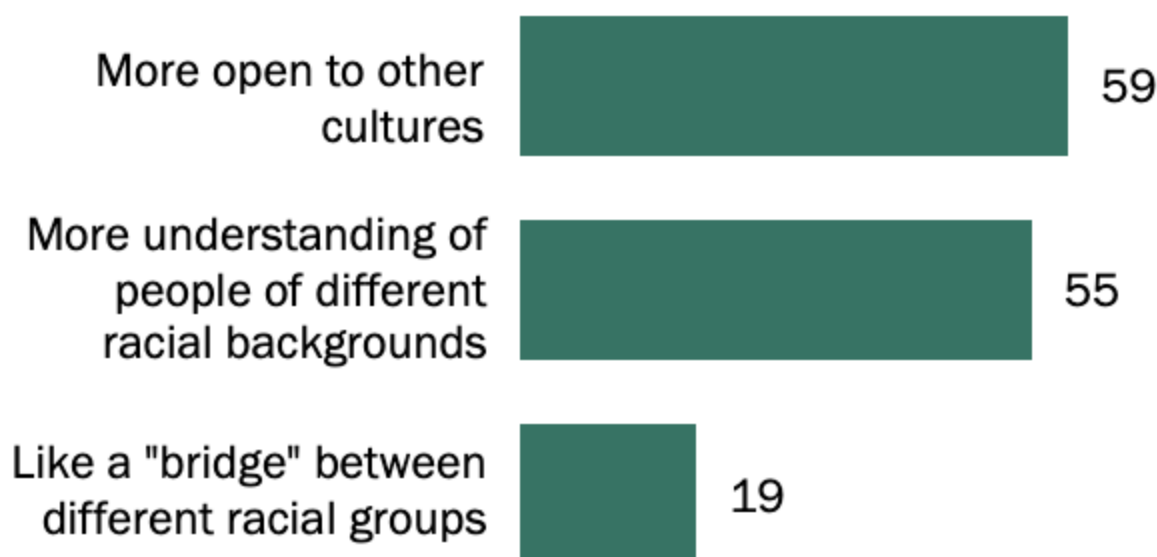
Note: In this analysis, "multiracial" is based on the race of the child's parents. If a child has two parents who are of different races, or if at least one of the child's parents is multiracial, the child is also identified as multiracial. Analysis is limited to children living with two parents to maintain comparability across time. In 2000, the Census Bureau altered the race variable to allow for people to identify as multiracial. See Chapter 1 for more details.

Source: Pew Research Center tabulations of the 1970, 1980, 1990 and 2000 censuses and 2010 and 2013 American Community Surveys (IPUMS)

PEW RESEARCH CENTER

Majorities of multiracial adults saw themselves as more open to and understanding of other cultures, races

% of adults with a multiracial background who said their multiracial background made them feel ...



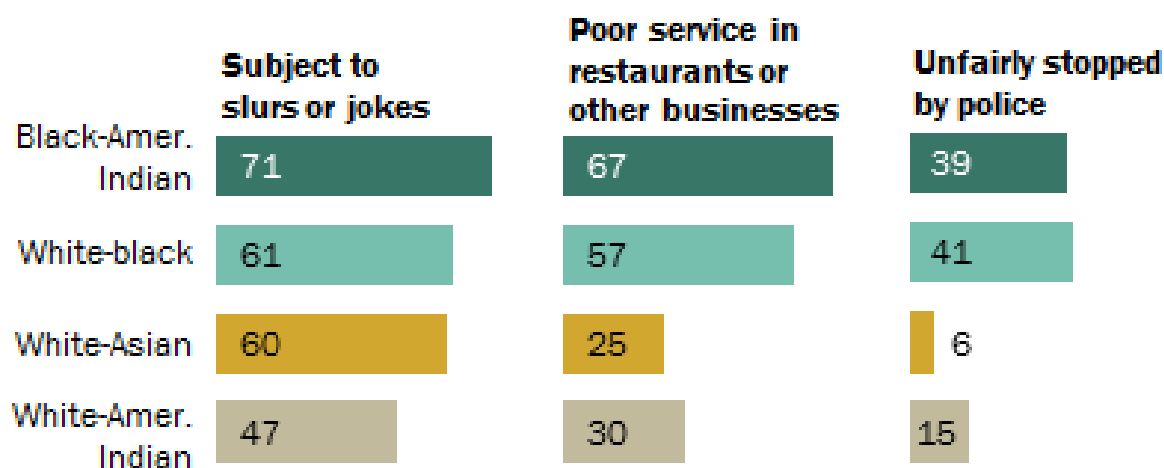
Note: Multiracial adults include those who are two or more races based on background of self, parents or grandparents.

Source: Survey of U.S. multiracial adults conducted Feb. 6-April 6, 2015.

PEW RESEARCH CENTER

Many Multiracial Adults Have Experienced Racial Discrimination

% saying they have ever experienced each of these because of their racial background



Note: Biracial adults are two races and non-Hispanic (based on backgrounds of self, parents or grandparents). Sample sizes are: 118 white-black, 88 white-Asian, 907 white-Amer. Indian, 128 black-Amer. Indian.

Source: Pew Research Center survey, Feb. 6-April 6, 2015

PEW RESEARCH CENTER

Q16b,d,e

Multiracial adults who were perceived as white were less likely to have experienced discrimination

% of adults with a multiracial background who said they had ever ____ because of their racial background

Among those who said most people would describe them as ____ if they passed them on the street

	White	Black	Hispanic	Multiracial
Been subject to slurs or jokes	44	71	55	72
Received poor service in restaurants, hotels or other businesses	26	69	56	61
Been treated unfairly by an employer in hiring, pay or promotion	22	52	39	44
Been threatened or physically attacked	27	28	34	39
Been unfairly stopped by police	14	43	34	36

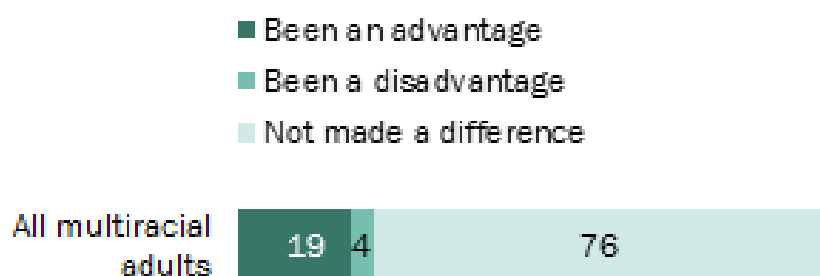
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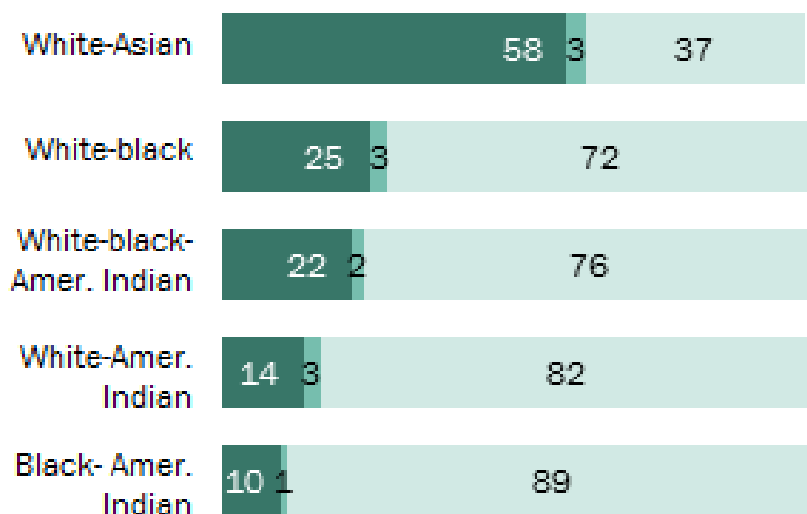
PEW RESEARCH CENTER

Few Multiracial Adults Say Their Racial Background Has Been a Disadvantage

% saying having a racial background that includes more than one race has mainly ...



Multiracial groups



Note: All races and Hispanic origin based on backgrounds of self, parents or grandparents. Multiracial adults are two or more races. Biracial adults are two races and non-Hispanic. Samples sizes are: 118 white-black, 88 white-Asian, 907 white-Amer. Indian, 128 black-Amer. Indian. The white-black- Amer. Indian group is three races and non-Hispanic (n=106). Those who gave no answer are not shown.

Source: Pew Research Center survey, Feb. 6-April 6, 2015 (n=1,555 multiracial adults)

Biracial White and Black Adults Have Much Closer Ties to Black Relatives

% saying they have had a lot of contact with their ...

Among white-black



Among white-Asian



Among white-Amer. Indian



Among black-Amer. Indian



Among white-black-Amer. Indian



Note: All races and Hispanic origin based on backgrounds of self, parents or grandparents. Biracial adults are two races and non-Hispanic. Sample sizes are: 118 white-black, 88 white-Asian, 907 white-Amer. Indian, 128 black-Amer. Indian. The white-black-Amer. Indian group is three races and non-Hispanic (n=106).

Source: Pew Research Center survey, Feb. 6-April 6, 2015

PEW RESEARCH CENTER

Q32a,c,d,e

Multiracial Adults Less Likely to Have Single-Race Partners

% saying their spouse/partner is ...

Multiracial, among ...



White only, among ...



Black only, among ...



Asian only, among ...



Note: Based on respondents who are married or living with a partner. Races and Hispanic origin of the respondent based on backgrounds of self, parents or grandparents. Multiracial adults are two or more races. The multiracial subgroups in this chart are not mutually exclusive and include non-Hispanics only. Multiracial Asians are not shown due to small sample size. Single-race groups are one race and non-Hispanic.

Source: Pew Research Center survey, Feb. 6-April 6, 2015 (n=1,555 multiracial adults; n=1,495 adults in the general public)

Source: [Pew Research Center, 2015](#)

Unit 1 Summative - “Life’s Works” Outline

Name:

Unit 1 (Self) → Unit 2 (Stories)

When we share our stories, we are reminded of the humanity in each other. And when we take time to understand each other’s stories, we become more forgiving, more empathetic, and more inclusive.

- Michelle Obama

For your summative for Unit 1, you will tell your story as it is right now. As you all know, Ethnic Studies is rooted in counter narratives, stories, love, and liberation. It is incredibly important that we share our stories as a bridge to understanding and connecting to one another. Complete Parts 1 & 2 this week so you can complete parts 3 & the summative presentation.

(adapted from Linkage Inc)

The purpose of this activity is to reflect on your current life journey and purpose for this class. You will start by reflecting on your own experiences and how they’ve helped define who you are as a person. Next, you’ll use this information to map out a visual timeline or pathway of your life. Then, based on your answers to several questions, you’ll determine how you will use this information to take action with greater clarity and purpose.

Part 1

Personal highlights

1. What were the milestones in your life? What successes have you had? What positive experiences have helped define who you are?

2. How did these milestones shape you as a person and/or a leader? (principles, values, commitments, etc.)

Times of struggle

3. What significant events or periods of your life were challenging? What crises have you encountered?

4. What did you learn from those periods of your life? How did some of the challenges help develop who you are?

Mentors and Guides

5. Who are/were the key players in your life? Who was influential in your development? Who are/were your mentors?

6. What lessons did you learn from your mentors and guides? How have they impacted you?

Watershed / Sliding Door Moments

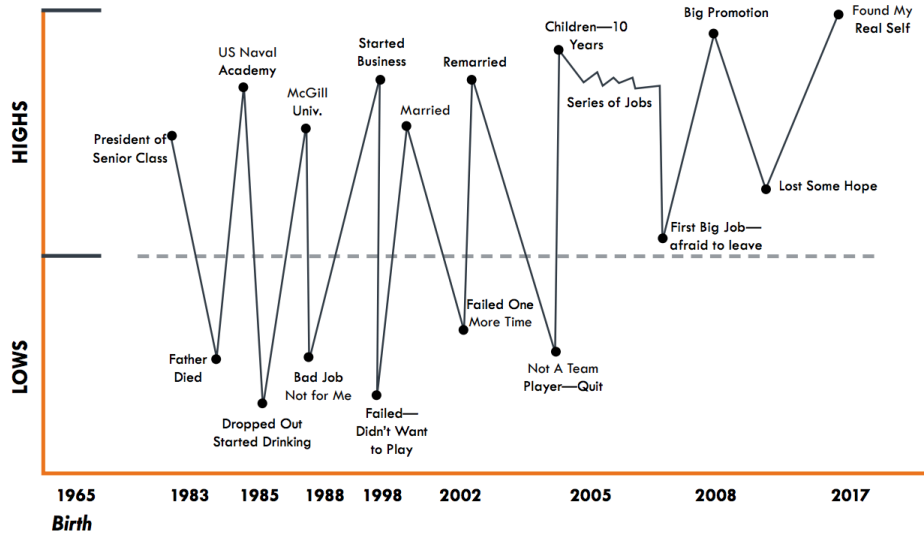
7. What transitions have you made in your journey? What decisions had the greatest impact on the path you took in your life?

8. How did these decisions and transitions impact you? What did you learn in the process?

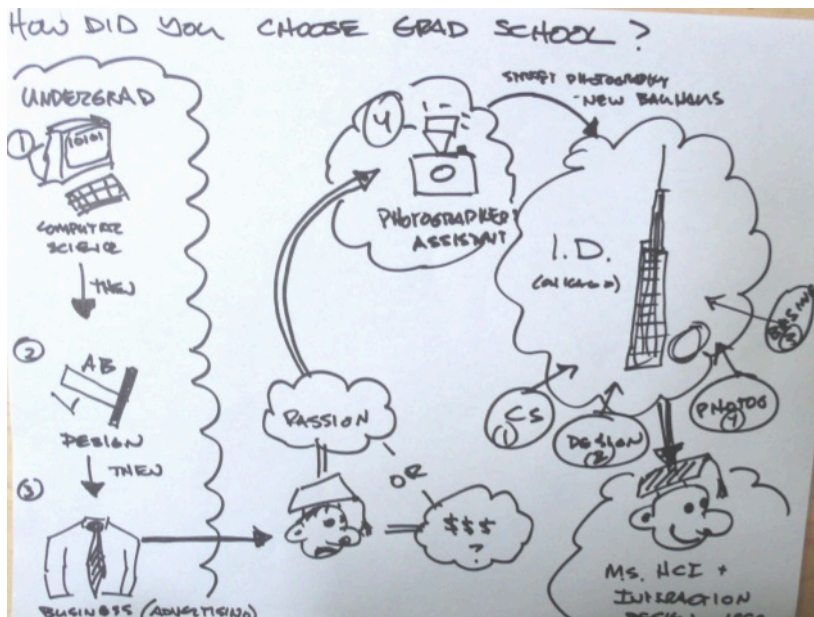
Part 2 - Map Out Your Story - ON 11 x 17 Paper (Get from Teacher)

Map out your life's journey so far - **on paper!** You can create a timeline or a journey map- whatever helps you visualize your journey. Think of this as your opportunity to tell your own personal story of how you got to where you are today. You can start as early as you wish, cover as many years as seem appropriate, and add major events, decisions, monumental occasions, life changes, or relationships to your journey map/ timeline.

Sample Leadership Timeline



Sample Leadership Journey Map

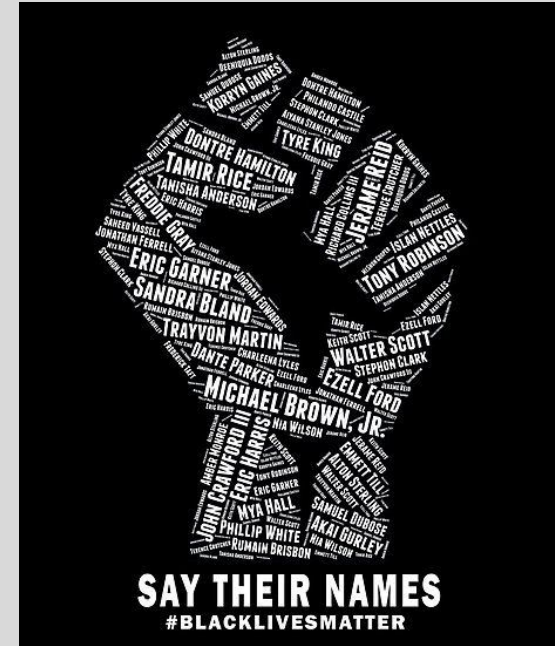


Part 3 - Create your Presentation

- More information and rubric will be given next week! Stay tuned :)

In Lak'ech

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- 7) Si te amo y respeto,
(8) If I love and respect you,
- 9) Me amo y respeto yo.
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Essential Questions:



- 1. What is the purpose of the Black Lives Matter Movement?
How has it grown?*
- 2. Why is Black Lives Matter necessary, how did we get here?*

**BLACK
LIVES
MATTER**



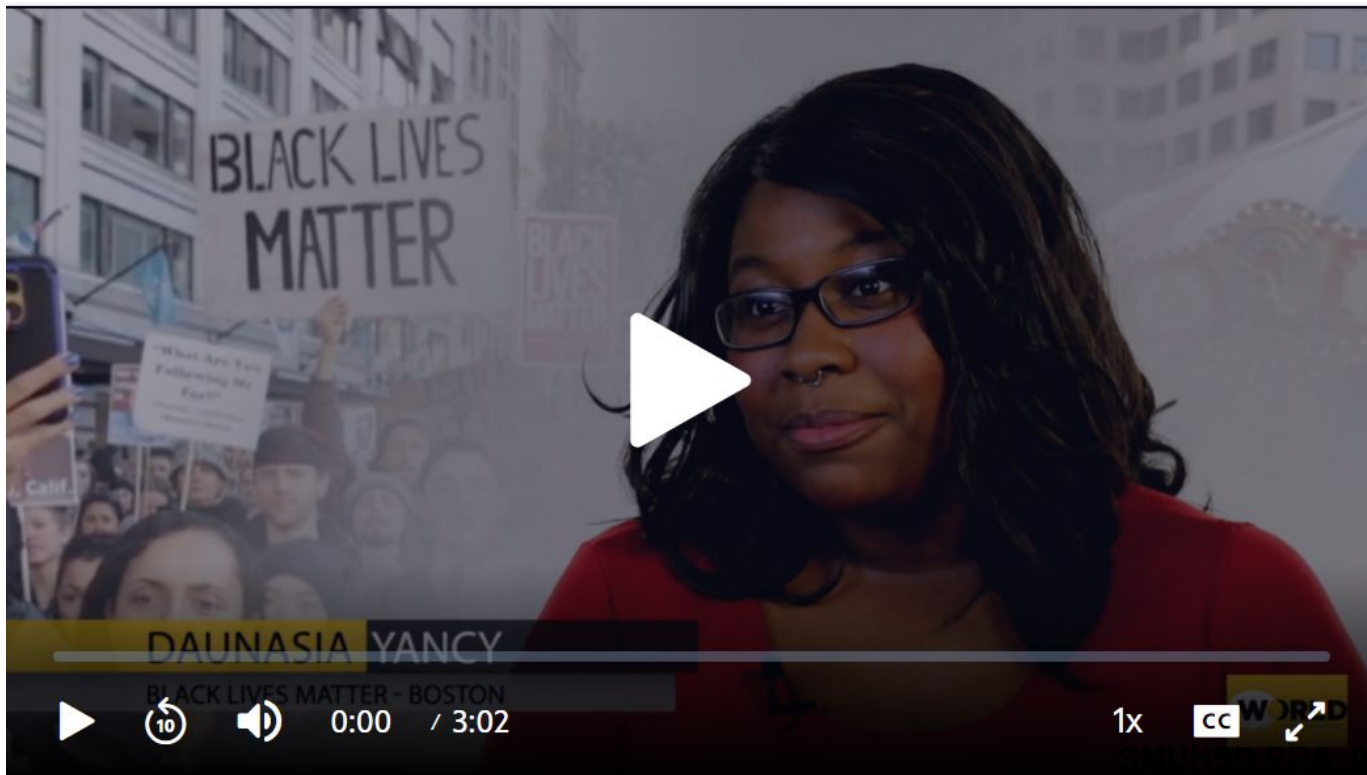
Examining a hashtag that evolved to a global movement.



#blacklivesmatter began in 2013
The movement was started by three
black women—Alicia Garza,
Patrisse Cullors and Opal
Tometi—following the 2013
acquittal of George Zimmerman, a
Florida man who had shot and killed
Trayvon Martin, an unarmed black
teenager, the preceding year

It is also dedicated to
affirming black people's
“contributions to this
society, our humanity, and
our resilience in the face of
deadly oppression,”
according to its founders.
SMUHSD PRA_000406

PBS - Black Lives Matter:
Campaigning for Racial Justice



00407

But, how did we get here?

— We will be looking at the history of 8 slain individuals that help us understand the necessity of the BLM movement. ***These are just the beginning....*** —

Directions

Part 1: Expert Groups

1. **As a group**, read carefully about your assigned person
2. FIRST read the abstract and then open the history.com link
3. Once you have finished reading, complete the note taker
4. Create a BEAUTIFUL image that reflects a part of your “assigned persons” life.

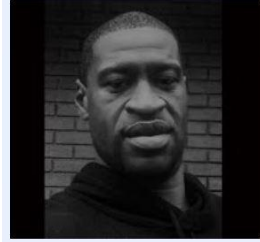
Part 2: Jigsaw

1. Your teacher will organize you into groups of **FOUR**
2. Share your responses with the group - mini presentation!

BLM History Jigsaw Instructions - Part 1

Each table group will be assigned **one** person to focus on bit.ly/BLMjigsaw

1. **As a group**, read carefully about your assigned person
2. FIRST read the abstract and then open the history.com link
3. Once you have finished reading, complete the note taker
 - a. Complete **your** section of the organizer (all boxes) - **you are the experts!**
4. Create a BEAUTIFUL image that reflects a part of your "assigned persons" life



Still No Justice For Emmett Till ...



Oscar Grant, III



SMUHSD PRA_000410

Circle Community Time -

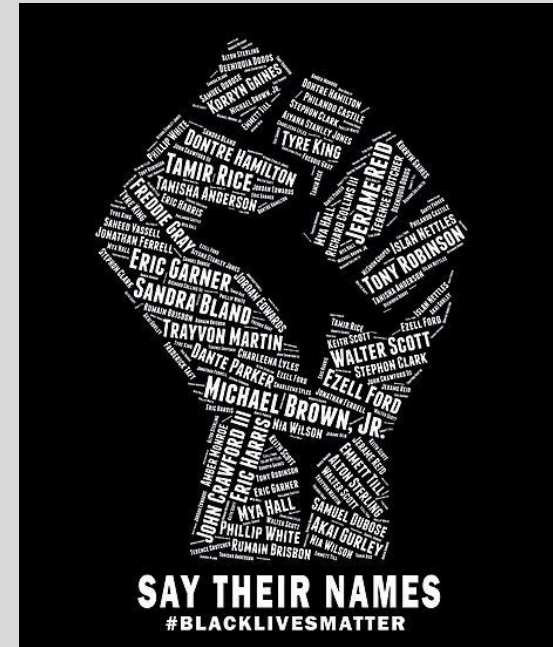
Last class, you were asked to read about different people that helped IGNITE the Black Lives Matter Movement. We read about these individuals and eventually we will share out about these 8 Amazing individuals whose lives were lost to uncalled acts of violence.

Today, I want you to **think of a time period in your life that was difficult, a challenge, something you were having a hard time getting through. What was it and how did you come out on the other side?**

1. Draw an Image that represents this time period or challenge.
2. We will Share OUT in Class during our community Circle Time

In Lak'ech

- 1) Tú eres mi otro yo.
- 2) You are my other me.
- 3) Si te hago daño a ti,
- 4) If I do harm to you,
- 5) Me hago daño a mi mismo.
- 6) I do harm to myself.
- 7) Si te amo y respeto,
- 8) If I love and respect you,
- 9) Me amo y respeto yo.
- 10) I love and respect myself.





LET'S CONNECT

SMUHSD PRA_000413

Cultural Energizer: NAME CARD



RUBY RODRIGUEZ
(SHE/HER)

SIDE A

Write your full name
and pronouns.

SIDE B

CORNER 1- How did you get your name? Who named you?

CORNER 2- What does your name mean?

CORNER 3- Have you ever been called another name? Nickname?

CORNER 4- What is the power in your name?

Middle: One word that represents your power or one of your best qualities :)

**CORNER 1- HOW DID
YOU GET YOUR NAME?
WHO NAMED YOU?**

**CORNER 2- WHAT DOES
YOUR NAME MEAN?**

COMMITTED

**CORNER 3- HAVE YOU EVER BEEN
CALLED ANOTHER NAME?
NICKNAME?**

**CORNER 4- WHAT IS
THE POWER IN YOUR
NAME?**

SMUHSD PRA_000414

“Ethnic studies did not arise in a vacuum. It arose with the intent of giving voice to stories long silenced, including stories of injustice, marginalization, and discrimination, as well as stories of those who became part of our nation in different ways, such as through slavery, conquest, colonization, and immigration.”

California Department of Education-
Model Curriculum



What's the BIG PICTURE?

“Ethnic Studies is bigger than a syllabus and bigger than a practice in a classroom. It is more than an adjective and noun; it’s a verb, like love. In short, Ethnic Studies is a social movement. Unapologetically. It is not the fruit of struggle; it is a vehicle of struggle. It’s not a career or credential; instead, it is a commitment to a political project and something you practice and live.”

~ Dr. Jason Ferreira, SFSU College of Ethnic Studies

Directions

Part 1: Expert Groups

1. **As a group**, read carefully about your assigned person
2. FIRST read the abstract and then open the history.com link
3. Once you have finished reading, complete the note taker
4. Create a BEAUTIFUL image that reflects a part of your “assigned persons” life.

Part 2: Jigsaw

1. Your teacher will organize you into groups of **FOUR**
2. Share your responses with the group - mini presentation!

BLM History Jigsaw Instructions - Part 3

Reflection (on canvas)

1. Complete the reflection questions on Canvas thoughtfully



Still No Justice For Emmett Till ...



SMUHS D PRA_000418

Principles of Black Lives Matter

— *What are the core values of the
BLM movement?* —

Today you will be
making a GROUP
digital poster on ONE
of the principles - See
Example

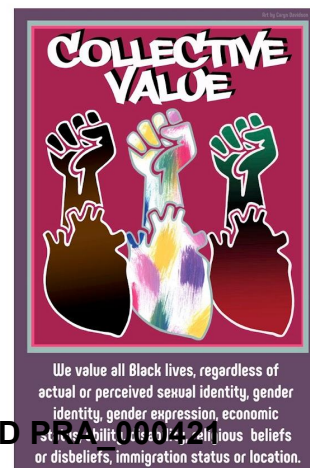
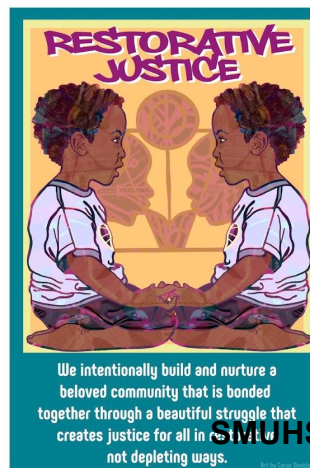
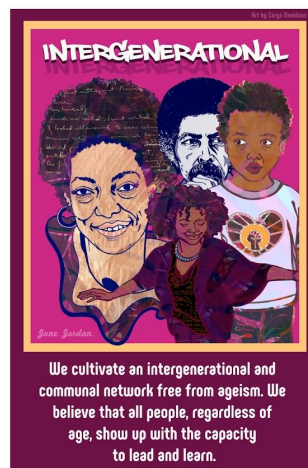
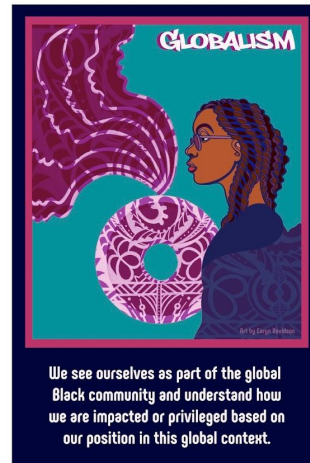
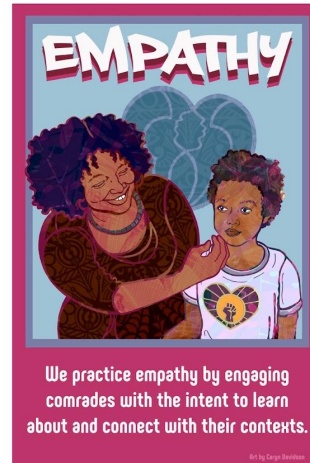


BLM PRINCIPLES POSTERS: SECONDARY SCHOOL POSTER EXAMPLES

As a group, select
ONE principle to create
your poster

Here is a [LINK](#) to the
posters

[do not pick globalism]



13 Principles of Black Lives Matter

- 1) Write:
 - a) Title = the principle name
 - b) REMIX IT: describe the principle in your own words.
- 2) Explain:
 - a) why it's important to BLM
 - b) why it should be important to others
- 3) What does it look like in practice - consider what would our schools/nation/world look like with more of this?
- 4) Include pictures, a quote, and/or an affirming image that captures your principle. (3 visuals minimum)



EXAMPLE: Globalism

1. Your Remix:

We are aware of our standing in society and especially in comparison to other places. We are all a part of the Black community all around the world.

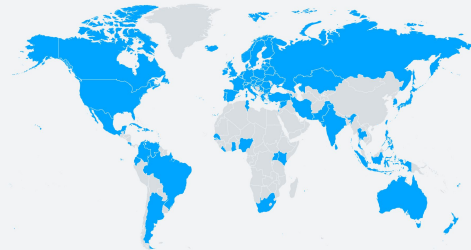
Please list group members names here. Your # = your role and responsibility (listed in speaker notes)

1. Ms. Keane
2. Ms. Caldwell
3. Mr. Henderson
4. Mr. Moshkounian

4) Photos



Black Lives Matter-protests worldwide since 2020



2)

- **BLM:** No matter how near or far someone is we care about you. This is a global community!
- **Others:** Everyone should care because we are only as strong as our neighbour. We need to use our privileges/ resources to support everyone. We are a global community.

3) What does it look like?

- BLM Protests around the world that include everyone in solidarity.
- Continuity - people continue to support the movement always → all people support.
- Activist art → art speaks all languages and knows no boundaries.

1. Principle Name

- 1) **Your Remix:**
define/describe in your own words

4) Photos

Answer Questions here:

- 2)
- BLM:
 - Others:

3)

1. Principle Name

- 1) **Your Remix:**
define/describe in your own words

Please list group members names here. Your # = your role and responsibility (listed in speaker notes)

- 1.
- 2.
- 3.
- 4.
5. (maybe?)

4) Photos

Answer Questions here:

- 2)
- BLM:
 - Others:

3)

13 Principles of Black Lives Matter

Pick your role (one number per person):

- 1) Write:
 - a) Title = the principle name
 - b) REMIX IT: describe the principle in your own words.
- 2) Explain:
 - a) why it's important to BLM
 - b) why it should be important to others
- 3) What does it look like in practice - consider what would our schools/nation/world look like with more of this?
- 4) Include pictures, a quote, and/or an affirming image that captures your principle. (3 visuals minimum)
- 5) Extra person? Please assist with person 3 & 4.



Agenda March 12



- In Lak'Ech
- Brief Intro to Solidarity
- Larry Itliong Posters

IN

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Vocabulary

Boycott

to refuse to buy in order to make a protest or bring about a change



Solidarity

a feeling or condition of unity based on common goals, interests, and sympathies among a group's members



SMUHSD PRA_000429

Can you name these labor activists who co-founded the UFW?



Larry Itliong



Dolores Huerta



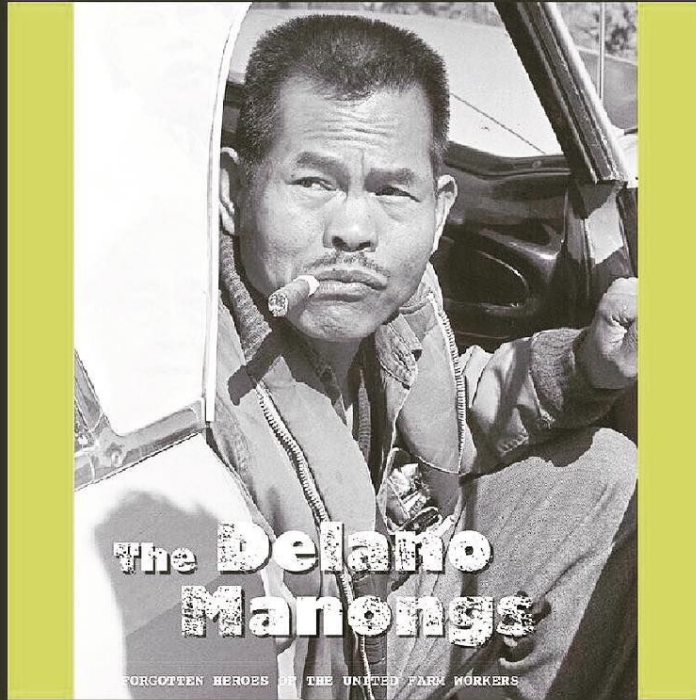
Cesar Chavez

Larry Itliong

was a Filipino **labor activist**. In 1956, he founded the Filipino Farm Labor Union in California. In 1962, he co-founded the United **Farm Workers** with Cesar Chavez and Dolores Huerta.



Filipino American History Month



“The Delano Manongs” tells the story of how Larry Itliong organized a group of 1500 Filipinos to strike against the grape growers of Delano, California - eventually resulting in one of the most successful labor movements in US history.

“Manong” comes from a northern Philippines dialect called Ilocano and is a term of affection and respect, best translated as “older brother.”

Many Filipino Americans apply the term to this first wave of immigrants, like Larry Itliong.



Filipino and Chicano/Latino Farm Worker Solidarity

The 1965-1970 Delano Grape Strike and Boycott





On September 8, 1965, over 800 Filipino **farm workers** affiliated with the Agricultural Workers Organizing Committee (AWOC) went on **strike** in ten grape vineyards around Delano led by Larry Itliong and Ben Glines.

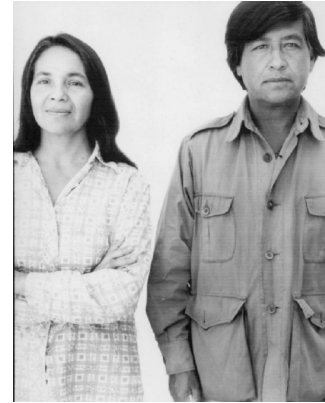
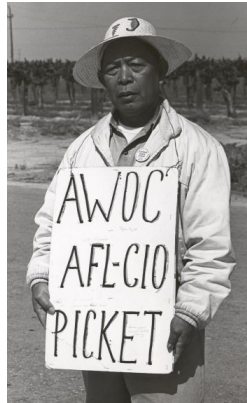
Think, Pair, Share



What was the dilemma (problem) Filipino farm workers were facing when they began their strike?

What was the solution to their problem?

The UFW originated from the solidarity of two workers' rights organizations, the Agricultural Workers Organizing Committee (AWOC) and the National Farm Workers Association



AWOC was led by Larry Itliong and mainly composed of Filipino **farm workers**.

NFWA was led by Dolores Huerta/César Chávez and mainly composed of Chicano/Latino **farm workers**.

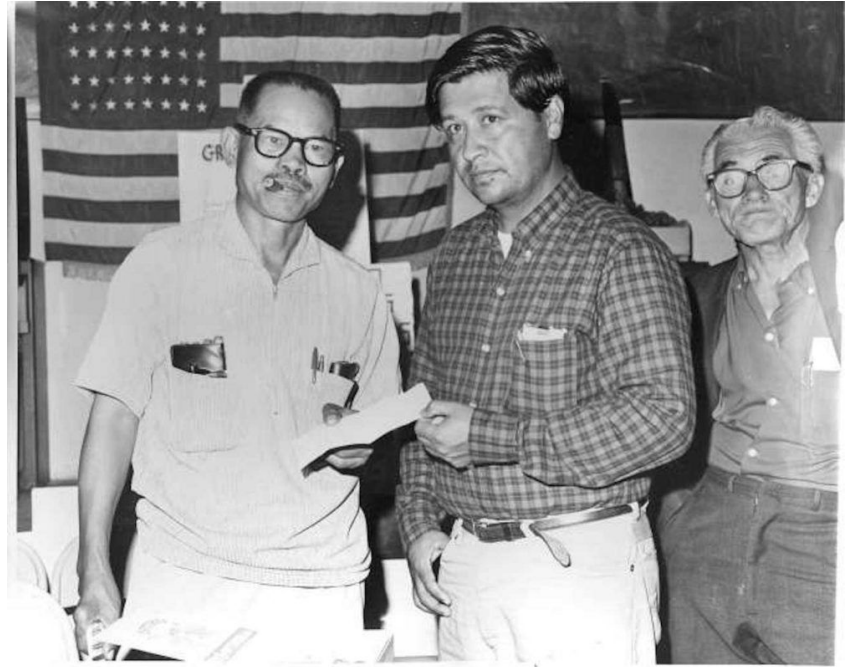
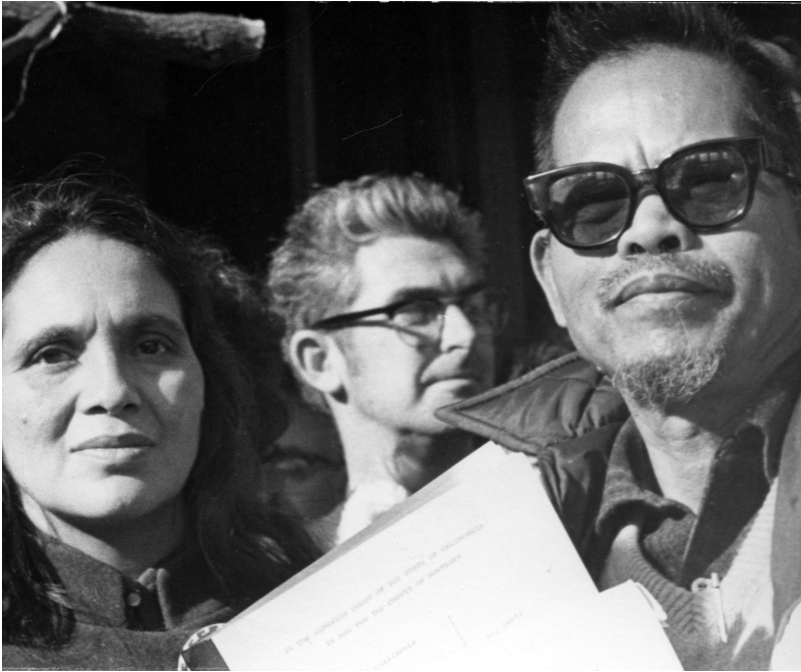
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After five long years, the growers signed a contract in 1970 that gave the farm workers,

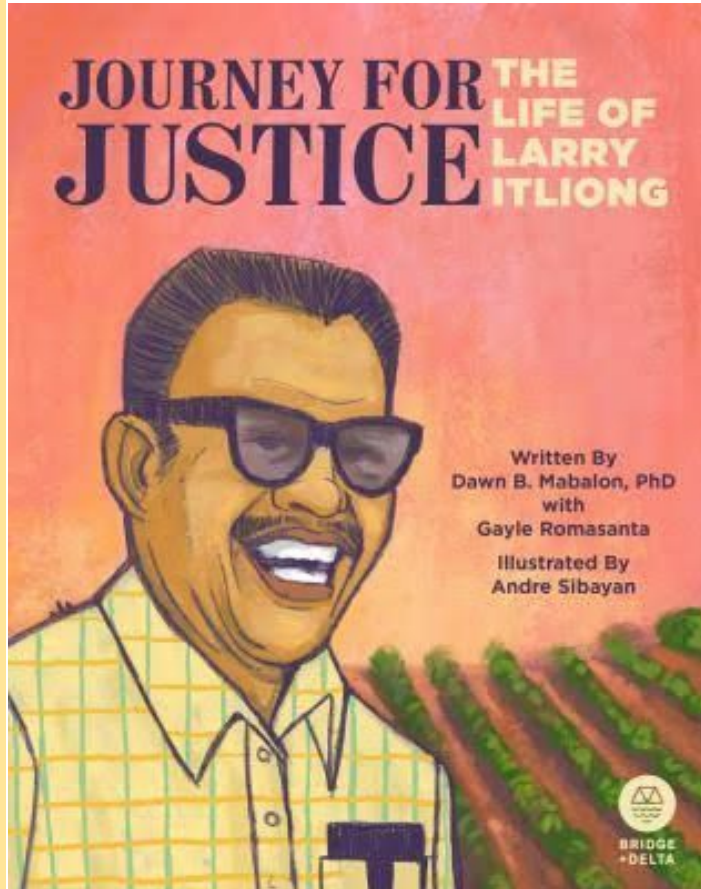
- ❑ a pay raise,
- ❑ health-care benefits, and
- ❑ safety protections from pesticides.

What do you know about Larry Itliong?



What do we want to know about Larry Itliong?

Listen to Read Aloud

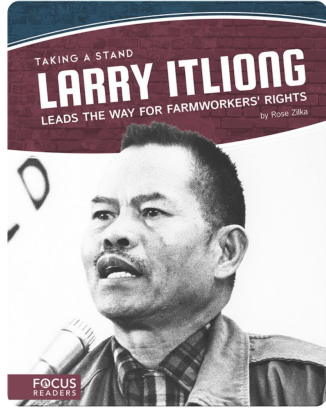


* Review

- Hometown/country
- Early life
- Childhood
- Teen Years

* Be ready to discuss the following about Larry Itliong:

- Adulthood
- Death
- Legacy



ARTICLE

Why it's important to know the story of Filipino-American Larry Itliong

1934 Words

Work with your table pod. Fill in the important events that occurred on the dates below.

Larry Itliong Timeline	
1913	
1929	
1930	
1948	
1956	
1965	
1966	
1970	
1971	
1972	
1977	SMUHSD PRA_000440

Group Project Poster



Create an informational poster about Larry Itliong and his connection to the UFW. Your group can use pencils, pens, crayons, and/or markers, print.

- Did your group include a title?
- Did your group include two pictures of Larry Itliong?
- Did your group state his connection to the UFW?
- Did your group state 5 important facts about Larry Itliong in complete sentences?
- Did your group use 3 vocabulary words and they are highlighted in yellow?
- Did your group check your spelling, capitalization, and punctuation?

Be creative and enjoy the process. When you are finished, hang your group poster up in our Classroom Poster Exhibit.



Check in: Pick one word that describes Larry Itliong.

Round 1: In your opinion, is it important for schools to teach lessons about Larry Itliong? Why or why not?

Round 2: What is the most interesting fact you learned about Larry Itliong?



Can you name these **labor activists** who co-founded the UFW?

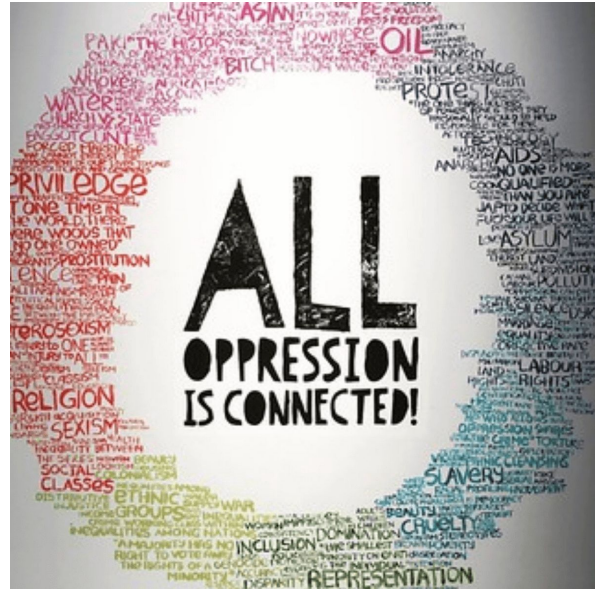


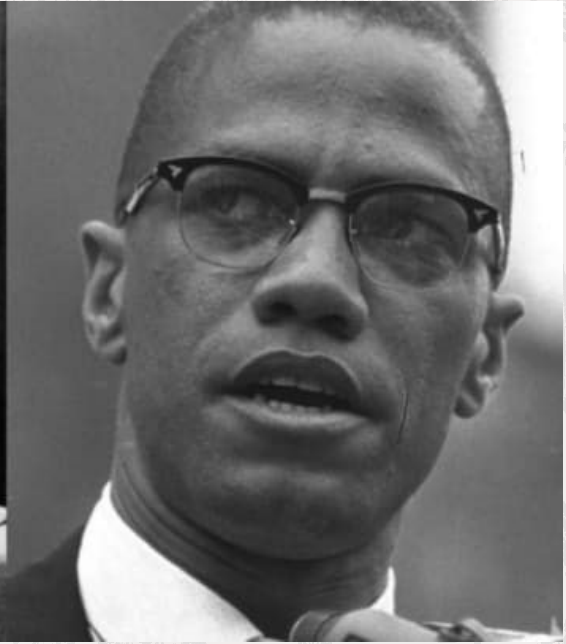
Knowledge is Power! Each One Teach One!

SMUHSD PRA_000443



Where is their room for RACIAL solidarity on your concept map?





Viral images show people of color as anti-Asian perpetrators. That misses the big picture.

SMUHSD PRA_000445

Racial Solidarity

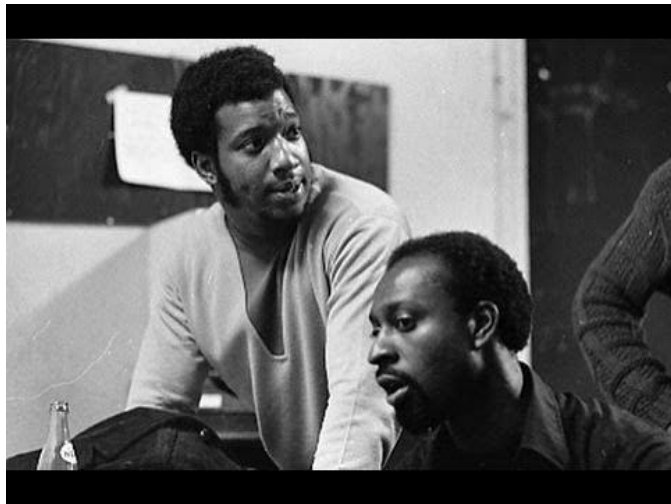


Latinos, Black people, Asians,
Indigenous people, ALL people
of color live under WHITE
SUPREMACY!!!

**Why is racial solidarity
important?**



Class Solidarity



But what about class?

According to Fred Hampton,
who benefits from a poor white
person hating a poor person of
color?

The rich use Race to divide



Read The Atlantic article,
“Segregation Had to be
Invented”

Why were wealthy white landowners
threatened by class and racial solidarity
(working class white and black people
working together)?

How did white wealthy landowners break
up the racial and class solidarity?

Who likes
Frosted Flakes?
Fruit Loops?
Apple Jacks?



140
CALORIES
0g
SAT FAT
0g
200g
SUGAR
14g
TOTAL
SUGARS
PER 1 CUP SERVING

SMUHSD PRA_000449

NET WT/PESO NETO 33.5 OZ (2 LB 1.5 OZ) (949g)

Kellogg's Strike

1. Why are Kellogg workers on strike?
2. How is their struggle similar to the struggle of farmworkers?
3. How is organizing through a labor union a form of resistance against classism?



Viva La Causa **PROTEST ART**

How can protest artwork
help create change in
communities?

Directions

As a group, you will now look at another resistance strategy: artwork!

Look through **at least 2 images** + read through the descriptions in the speaker notes section

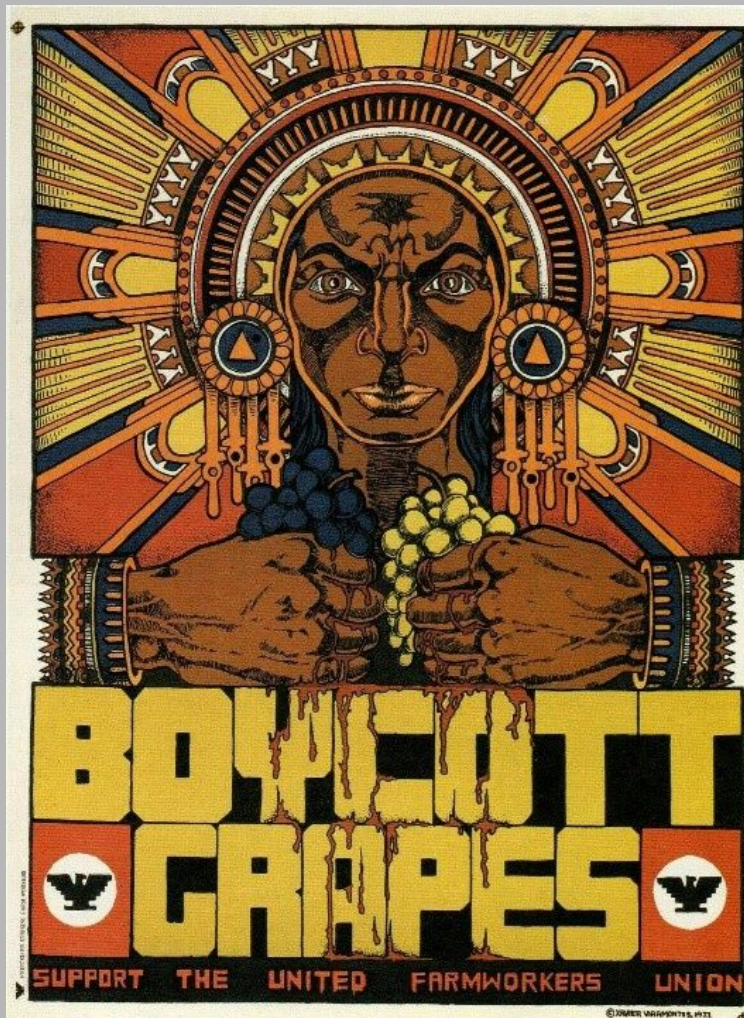
Then, you will answer the questions together as a group in C.W. #12

**SOURCE
A**



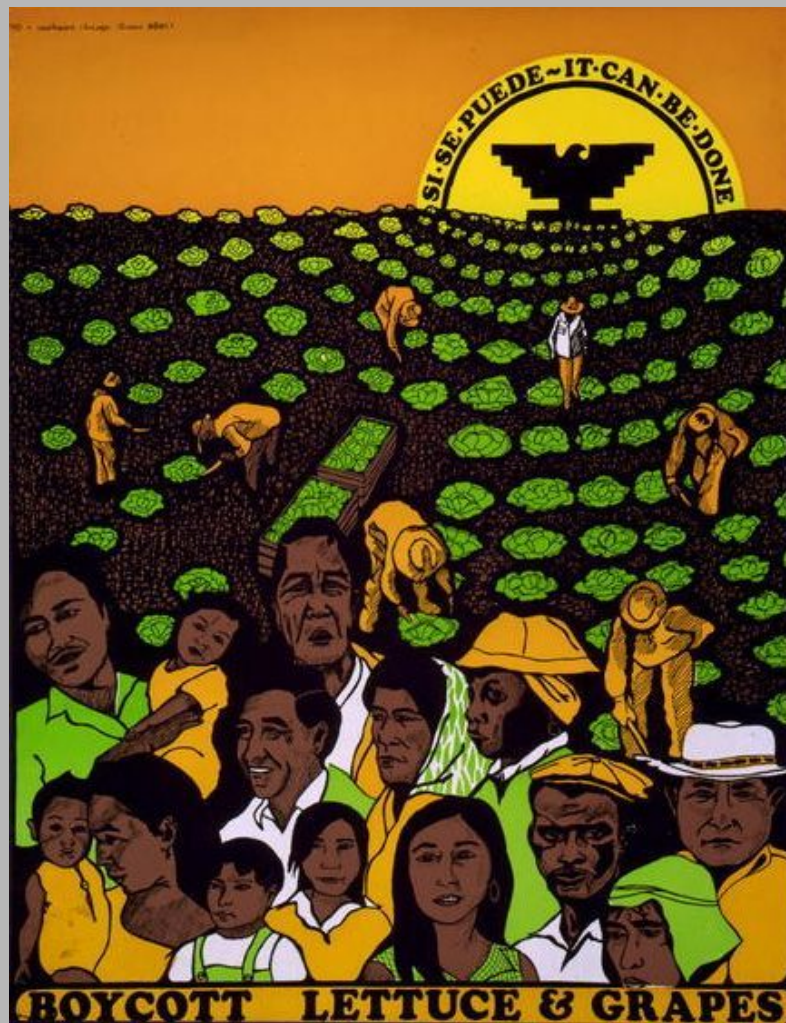
SMUHSD PRA_000453

**SOURCE
B**



SMUHSD PRA_000454

**SOURCE
C**



SMUHSD PRA_000455

**SOURCE
D**



SMUHSD PRA_000456

SOURCE E

FARMWORKERS STRIKE TO SAVE THEIR UNION

The United Farmworkers Union, led by Cesar Chavez, has struggled non-violently for eleven years to bring justice to America's farmworkers. Today, the growers and the giant Teamsters Union are trying to destroy the Farmworkers' movement.

JOIN THE FARMWORKERS' FIGHT!

Spend your summer working with the Farmworkers. You will receive strikers' benefits of \$5 a week, plus room and board.

Viva la Huelga!



SAN FRANCISCO:
2101 Third Street
San Francisco 94114
(415) 362-7795
(415) 864-5813

SAN JOSE:
Box 373
San Jose 95103
(408) 282-4821

LOS ANGELES:
1415 W. Olympic Blvd.
Los Angeles
(213) 381-1136

SEATTLE:
2229 14th Ave. S.W.
Seattle, Washington
(206) 752-7649

DENVER:
1650 Race Street
Denver, Colorado 80202
(303) 532-7278



SMUHSD PRA_000457

**SOURCE
F**

**ONLY
BUY
UNION
LABEL**

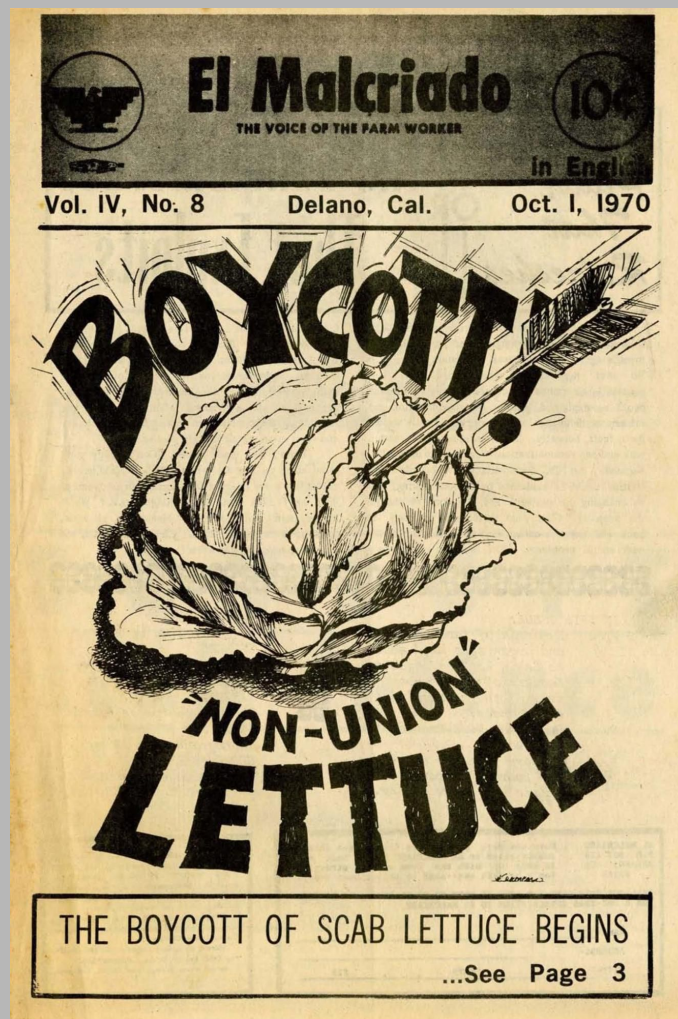
**FARMWORKERS
AFL - CIO**

GRAPES



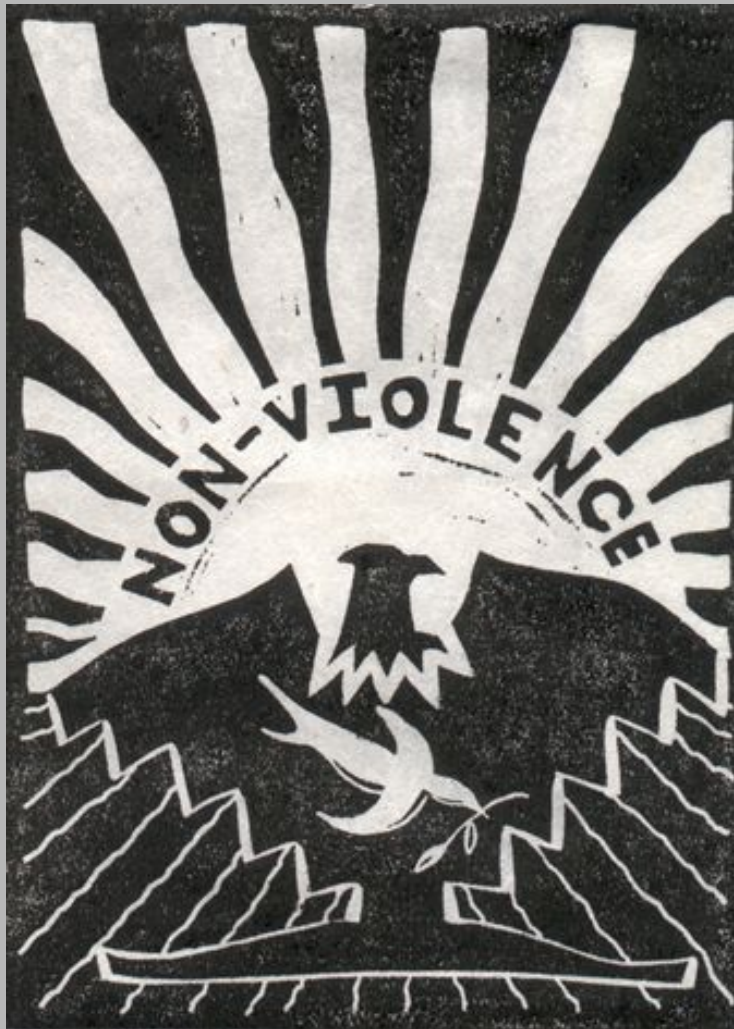
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G**



SMUHSD PRA_000459

**SOURCE
H**



SMUHSD PRA_000460

SOURCE I



We have the strength.
Without our hands, without
our sweat, the grapes
cannot be plucked. If we
understand this well, we
will win very soon.

“We Hold These Truths to be Self-Evident” - BLM History Jigsaw

Instructions:

Each table group will receive instructions to research one of the eight people listed below. The group will be responsible for completing a one-page bio about the slain individual at their table.

Each student will receive a note template with the eight names of the slain individuals and columns/rows where they will be required to take notes. Students will fill in the notes for the individual they researched before participating in the jigsaw. Students should be experts in their assigned person before beginning.

Readings

- [Emmett Till Link](#)
- [Medgar Evers Link](#)
- [Oscar Grant Link](#)
- [Trayvon Martin Link](#)
- [Michael Brown Link](#)
- [George Floyd Link](#)
- [Breonna Taylor](#)
- [Ahmaud Arbery](#)



Still No Justice For Emmett Till ...

1. Emmett Till - [Bio Emmett Till Link](#)

On August 28, 1955, while visiting family in Money, [Mississippi](#), 14-year-old [Emmett Till](#), an African American from [Chicago](#), is brutally murdered for allegedly flirting with a white woman four days earlier. His assailants—the white woman’s husband and his brother—made Emmett carry a 75-pound cotton gin fan to the bank of the Tallahatchie River and ordered him to take off his clothes. The two men then beat him nearly to death, gouged out his eye, shot him in the head, and then threw his body, tied to the cotton gin fan with barbed wire, into the river. Less than two weeks after Emmett’s

body was buried, Milam and Bryant went on trial in a segregated courthouse in Sumner, Mississippi. There were few witnesses besides Mose Wright, who positively identified the defendants as Emmett’s killers. On September 23, the all-white jury deliberated for less than an hour before issuing a verdict of “not guilty,” explaining that they believed the state had failed to prove the identity of the body. Many people around the country were outraged by the decision and also by the state’s decision not to indict Milam and Bryant on the separate charge of kidnapping.



2. Medgar Evers - [Bio Medgar Evers Link](#)

As NAACP's first field officer in Mississippi, Evers established new local chapters, organized voter registration drives, and helped lead protests to desegregate public primary schools, parks, and Mississippi Gold Coast beaches. Evers gained notoriety in the eyes of white supremacists after becoming involved in two high-profile Mississippi cases. His public

investigations into the 1955 lynching of 14-year-old Emmett Till and the 1960 conviction of Clyde Kennard, a Black civil rights activist framed for crimes he didn't commit, left Evers vulnerable to attack. White supremacists made several attempts on Evers's life before succeeding on June 12, 1963. After pulling into his driveway and getting out of his car carrying NAACP T-shirts reading "Jim Crow Must Go," Evers was shot in the back and died at the local hospital less than an hour later. He was murdered just hours after President John F. Kennedy's speech on national television in support of civil rights.



Oscar Grant, III

3. Oscar Grant - [Bio Oscar Grant Link](#)

At 2:00 a.m. on New Year's Day in 2009, five BART police officers were dispatched to Fruitvale Station due to reports of two groups of young men fighting on the train. Passengers thought to be involved in the fight were singled out and detained by the BART officers. Grant was among those detained, although he was not involved in any altercations on that trip. He tried to explain this to a BART officer but was punched in the face by the officer. Grant was forced to his knees then his stomach by officers who wanted to put handcuffs on him. During this process, Johannes Mehserle, another BART officer, fired his weapon at Grant while he was detained on the ground. Grant was severely wounded, taken to Highland Hospital, and died later that day. The Trial - In 2010 Mehserle, arguing that he was going for his taser and mistakenly pulled his revolver, avoided being charged with

second-degree murder and voluntary manslaughter. He was instead found guilty of involuntary manslaughter. The controversial trial was moved from Oakland to Los Angeles. Tensions in the Bay area were cited as the reason for the move. The jury that convicted Mehserle in Los Angeles, however, had no African Americans serving on it. Grant's death at the hands of police was part of a pattern of highly controversial police shootings across the United States involving black women and men and various police departments. These shootings eventually led to the [Black Lives Matter](#) Movement and led activists to tell his story in the film depiction, Fruitvale Station starring Michael B. Jordan as Oscar Grant.



4. Trayvon Martin - [Bio Trayvon Martin Link](#)

On February 26, 2012, Trayvon Martin, an African American teen wearing a hooded sweatshirt was walking home from a trip to a convenience store where he was buying skittles and juice. He was fatally shot by George Zimmerman, a neighborhood watch volunteer patrolling the townhouse community of the Retreat at Twin Lakes in Sanford, Florida who claimed he "looked suspicious." The

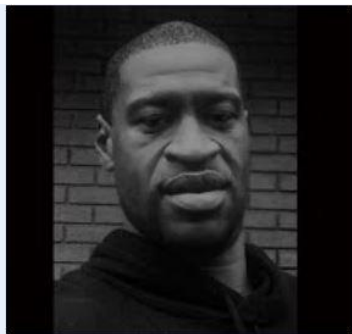
townhouse community had a recent string of burglaries. Zimmerman later claimed to have shot the unarmed 17-year-old out of self-defense during a physical altercation. After police initially opted not to arrest Zimmerman,

whose father is white and mother is Hispanic, the case sparked protests and ignited national debates about racial profiling and self-defense laws. Zimmerman later was charged with second-degree murder. Following a high-profile trial that riveted America, he was acquitted of the charges against him. The term “Black lives matter” was then used for the first time by organizer Alicia Garza in a July 13, 2013 Facebook post in response to Zimmerman's acquittal. The phrase spread widely and became a rallying cry against racial injustice.



5. Michael Brown - [Bio Michael Brown Link](#)

On August 9, 2014, police officer Darren Wilson shot and killed Michael Brown, an unarmed Black teenager, in Ferguson, Missouri, a suburb of St. Louis. Protests and riots ensued in Ferguson and soon spread across the country. There are many different accounts of the incident, including the testimonies of Wilson and of Brown's friend, [Dorian Johnson](#), who was with Brown at the time. Brown had been struggling and was looking for someone to talk to when he and Johnson walked to Ferguson Market & Liquor. He had been saying he was having a “spiritual epiphany” and was walking in the street with traffic whirring by. Once at the store, Brown reached across the counter took cigarillos, and shoved the clerk who threatened to call the police. Many details differ about that night, but most accounts agree that Officer Wilson saw Brown and Johnson walking in the street, demanded they get on the sidewalk, and then stopped his police SUV in front of them in order to confront them. He and Brown had an altercation through the open window of the car, during which Wilson fired twice. Brown and Johnson tried to leave, but Wilson exited his car to pursue them, and at some point, Brown turned back around to face Wilson, who then fired 12 shots, six of which hit Brown. Johnson's account says that Brown did have his hands up when he turned around (but perhaps partially) and he was unarmed. Brown's name, the phrase "Hands up, don't shoot" and the very mention of Ferguson quickly entered the lexicon of the growing Black Lives Matter movement. In November 2014, a grand jury declined to indict Officer Wilson, and later, the Justice Department concluded that Wilson acted out of self-defense, and was justified in killing Brown.



6. George Floyd - [Bio George Floyd Link](#)

On the evening of May 25, 2020, white Minneapolis police officer Derek Chauvin kills George Floyd, a Black man, by kneeling on his neck for almost 10 minutes. The death, recorded by bystanders, touched off what may have been the largest protest movement in U.S. history and a nationwide reckoning on race and policing. The 46-year-old Floyd, a Houston native and father of five, had purchased cigarettes at a Minneapolis convenience store. After a clerk suspected that Floyd had used a counterfeit \$20 bill in the transaction, the store manager called the police. When officers arrived, they pulled a gun on Floyd, who initially cooperated as he was arrested. However, Floyd resisted being placed in the police car, saying he was claustrophobic. Officers

eventually pulled him from the car and Chauvin pinned him to the ground for nine minutes and 29 seconds. Floyd was unresponsive when an ambulance came and was pronounced dead at a local hospital. By early June, [protests were so widespread](#) that over 200 American cities had imposed curfews and half of the United States had activated the National Guard. Marches continued and spread throughout June, despite the restrictions on gathering during the COVID-19 pandemic and militarized resistance from federal and local law enforcement. Chauvin, who had at least [17 other misconduct complaints](#) lodged against him prior to killing Floyd, was arrested on May 29, 2020 and charged with second-degree and third-degree murder, as well as second-degree manslaughter. On April 20, 2021, after a trial, which was broadcast live online and on TV due to the pandemic, a jury found Chauvin [guilty](#) of all charges. He was later [sentenced](#) to 22 and a half years in prison.



7. Breonna Taylor - [Bio Breonna Taylor](#)

Shortly after midnight on March 13, 2020, Breonna Taylor, a 26-year-old Black emergency medical technician [EMT], is shot and killed by police in her Louisville, Kentucky apartment after officers busted through her door with a battering ram. Taylor and her boyfriend, Kenneth Walker, [neither of them had criminal records](#), had been asleep in bed. Walker, who later stated he feared an intruder had broken in, used his legally owned gun to fire one shot, which wounded Sgt. Jonathan Mattingly in the leg. Mattingly and officers Myles Cosgrove and Brett Hankison, all white and in plainclothes, returned fire, blindly shooting 32 times in the dark, striking Taylor six times.

Following an internal investigation, [Hankison was fired](#) by the Louisville Metro Police Department on June 23 for violating procedure and was indicted by a grand jury on September 23 on three counts of wanton[unprovoked] endangerment, as bullets he fired entered a neighboring apartment with people inside. He pleaded not guilty to endangering Taylor's neighbours. Kentucky Attorney General Daniel Cameron told the grand jury that Mattingly and Cosgrove were justified in returning fire. No charges were brought against either man for Breonna Taylor's death.

Following Taylor's death and subsequent national protests, including a viral social media campaign with the hashtag [#SayHerName](#) and outcries from celebrities, civil rights activists, and political leaders, no-knock warrants were banned in Louisville in an ordinance known as "[Breonna's Law](#)." The city also agreed to pay her family a historic \$12 million in a [wrongful-death lawsuit](#) settlement.



8. Ahmaud Arbery - [Bio Ahmaud Arbery](#)

Ahmaud Arbery, a 25-year-old Black man, is shot dead by a white father and son while out for a jog in a suburb of Brunswick, Georgia on February 23, 2020. On May 7, following the release of a video of the killing that spurred national attention from the media, civil rights groups, lawmakers, celebrities, and eventually, the Georgia Bureau of Investigation, Gregory and Travis McMichael were arrested on charges of murder and aggravated assault. William Bryan, who filmed the shooting on his phone, was also arrested and charged with felony murder and criminal attempt to commit false imprisonment. **All three men were later found guilty of murder and sentenced to life in prison.** Arbery's killing happened shortly before the deaths of George Floyd by police in Minneapolis and Breonna Taylor by

police during a failed no-knock raid in Louisville, Kentucky. All these incidents sparked widespread protests against police violence and racial injustice in the United States and around the globe.

On November 24, 2021, after about a two-week trial, a Georgia jury found Travis McMichael, Gregory McMichael, and William 'Roddie' Bryan guilty of murder, aggravated assault, false imprisonment, and criminal intent to commit a felony. In a separate trial, a jury found all three men were found guilty of federal hate crime charges, as well.

Create an informational poster about Larry Itliong and his connection to the UFW. Your group can use pencils, pens, crayons, and/or markers, print.

- Did your group include a title?
- Did your group include two pictures of Larry Itliong?
- Did your group state his connection to the UFW?
- Did your group state 5 important facts about Larry Itliong in complete sentences?
- Did your group use 3 vocabulary words and they are highlighted in yellow?
- Did your group check your spelling, capitalization, and punctuation?

Be creative and enjoy the process. When you are finished, hang your group poster up in our Classroom Poster Exhibit.

Points

Adv. Ethnic Studies: Unit 1: Class 8 - Community Agreements

Directions: Please Circle or highlight your top five most important agreements from the list of “**Community Agreements**” rooted in In Lak’Ech - that we picked as a class. IF you do not like the wording on something, cross it off and change it.

1. Treat others the way you want to be treated
2. Give Love and Respect to get Love and Respect
4. Be a good open minded listener; What does this look like?
5. Love and Respect one another
6. Be kind; What does being kind look like?
7. Inclusion and Openness = foundation for community.
8. The Energy you would Put Out = The Energy you Receive
9. The actions of ONE affect, the lives of all.
10. Love one another, wish the best for them.
11. Be passionate about others - other communities, be in solidarity with communities even if they are not reflective of your own.

Done?

Please go to this link and complete the survey.

bit.ly/ETHS_Survey

Due: THURSDAY, August 24, 2022

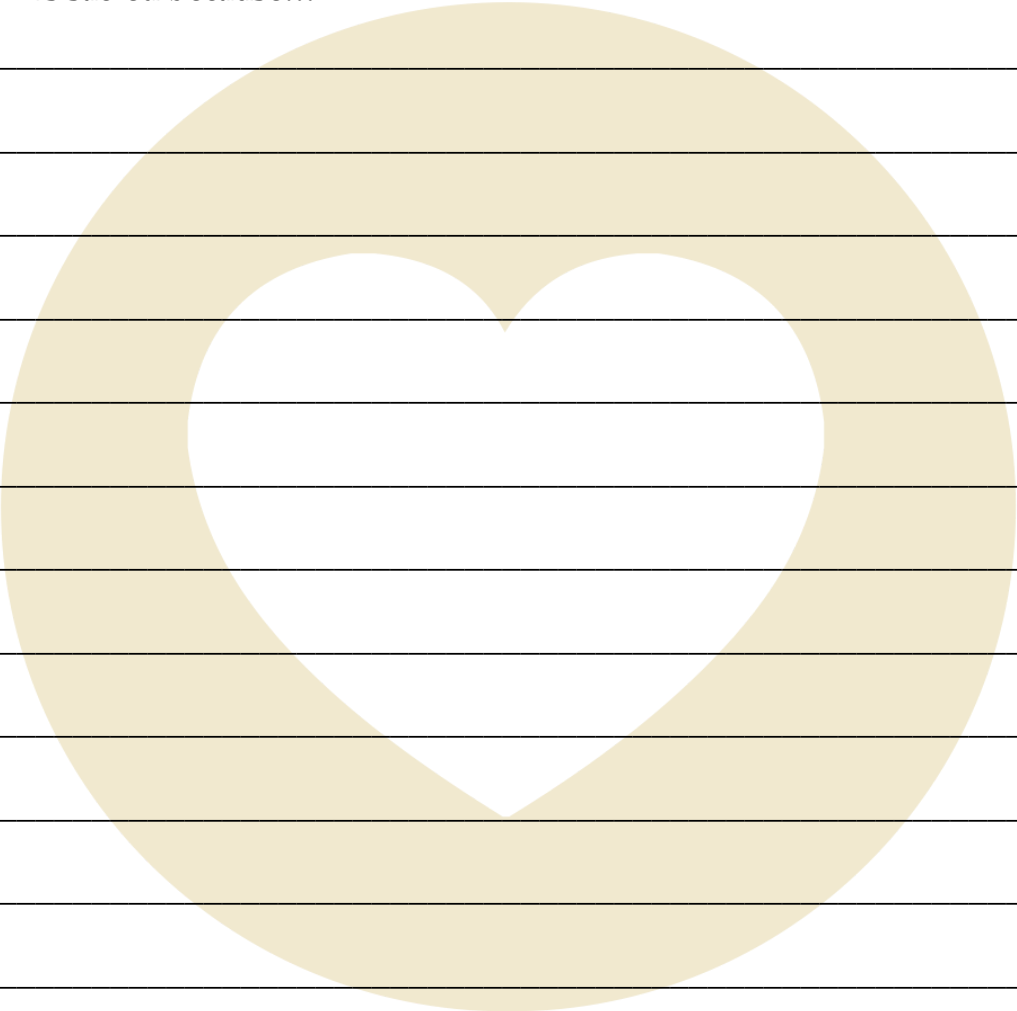
Name: _____

ETHNIC STUDIES SACRED IDENTITY HEARTIFACT

Sacred: respect, honor, and protection of life, knowledge, and all relations.
Identity: the set of qualities and beliefs that make one person or group different from others; who you are, who you want to be - centers YOUR experience
Heartifact: an object that is so special that you feel it in your corazón. Heartwork + Artifact = Heartifact

Directions: Bring a sacred heartifact that represents your identity. Your sacred heartifact should represent something that represents you and who you are at this moment. And it can also represent your past, present, or future. An example of a sacred heartifact can be a picture, an object, a written text, art, etc. Your sacred heartifact will be placed in our community circle as a symbol of community solidarity.

My heartifact is sacred because...



Adv. ETHS: Unit 2: Class 2: Quetzalcoatl in Education

Essential Question: *How has the precious knowledge of indigenous people been destroyed and reclaimed over time?*

Nahui Ollin - Four Movements (Quetzalcoatl, Tezcatlipoca, Huitzilopochtli, Xipe Totec)

Represents the movement of nature with respect to the four directions. A fundamental concept and guide for everyday life, to strive for balance, even when there is struggle.

Quetzalcoatl: *A concept meaning “precious and beautiful knowledge”*

- Quetzal = a beautiful bird in Mexico and Guatemala with bright colored feathers - meaning “beautiful and precious”
- Coatl = serpent, meaning “knowledge”

Quetzalcoatl is often that “precious and beautiful knowledge” (knowledge systems, histories) that has been purposefully kept from us in schools. Quetzalcoatl is considered “precious and beautiful” because it is our community’s histories and knowledges.

Dominant Narrative: An incomplete and/or inaccurate version of history that is created by those in power

Counter Narrative: A version of history that raises and uplifts the voices of those who have been historically ignored. Explains multiple perspectives and aspects of the story.

Culture:

- Ex: food, language, clothing, music, arts, holidays, beliefs, and religion.

Cultural Genocide: systematic destruction of traditions, values, language, and other elements that make one group of people distinct from another.

Quetzalcoatl in Education:

One way of controlling people’s “precious knowledge” was through controlling education.

- Indian Boarding Schools: Carlisle Boarding School

The Civilization Act:

- Passed by the United States Congress on March 3, 1819
- Started the “Indian Boarding School Policy” intended to implement _____ genocide through the removal and reprogramming of Indigenous children to accomplish the _____ destruction of Indigenous _____ and communities.

“Kill the Indian, Save the Man”

- General Pratt was the founder and superintendent of the Carlisle Indian Industrial School in Pennsylvania
 - _____ for other Indian Boarding Schools
- Between 1869 and the 1960s, hundreds of thousands of Indigenous children were _____ from their homes and families and placed in boarding schools operated by the federal government and the churches.
 - By 1900 there were more than _____ children in these schools
 - By 1925 there were more than _____ children
 - In _____ years the number tripled
- _____ boarding schools operated in 29 states
 - By 1926, nearly _____ of Indigenous school aged children were attending boarding schools

Life Inside & Consequences of Boarding Schools

- Children could not:
 - _____ their native language
 - act in any way that might be seen to represent traditional or _____ practices
 - wear traditional _____, _____, and personal belongings
- They suffered physical, sexual, cultural and spiritual abuse and neglect, and experienced treatment that in many cases constituted _____.
- Many children never returned home and their fates have yet to be accounted for by the U.S. government
- An estimated _____ children died at the U.S.-run schools.
 - the government does not know or is unwilling to say how many children even attended the schools, how many died in or went missing from them, or even how many schools existed.

Resistance

- One memorable act of protest occurred in 1894, when a group of Hopi men in Arizona _____ to send their children to residential schools. Nineteen of them were taken to _____ Island in California, about a thousand miles away from their families, and _____ for a year.
- After the January 1895 arrests, the San Francisco Chronicle reported that “[n]ineteen murderous-looking Apache Indians” had been imprisoned at _____, “because they would not let their children go to school.”

Reclaiming Precious Knowledge Answer the following about the video: How did the Elder in the video reclaim her precious knowledge and support others in reclaiming/learning theirs? Give two examples using two vocabulary words.

Adv. ETHS: Unit 2: Class 5: Your Quetzalcoat

OPENER: What are some precious memories that you have of your family and growing up? Think of your family, your culture, traditions. What's something you love about it. What is something that reminds you of family or growing up? Is there a smell, a taste, a specific story, a traditional outfit, a meal?

The Story: Quetzalcoatl is considered “precious and beautiful” because it is our community’s history and knowledge. What is the story behind this *precious knowledge*? What made you think of this? What is the story behind it or why is it special?

My Quetzalcoatl

My Honest Poem Sentence Starters

Directions: Use your reflections, identity chart, and ideas from your class discussions to create your own "honest poem." You can use or choose from the following sentence starters from Rudy Francisco's poem or create your own that feel authentic to you.

I was born on _____.

I hear that makes me a _____.

I am _____.

I'm a sucker for _____.

I'm still learning how to _____.

I'm often _____.

I'm often _____.

I like _____ a lot.

I've been told that _____.

People say that _____.

People say that _____.

Secretly, _____.

I have this odd fascination with _____.

I assume it's because _____.

I know it sounds crazy, but _____.

And to be honest, _____.

I know this sounds weird, but sometimes I wonder _____.

I wonder _____.

I'm afraid that _____.

Hi, my name is _____.

I enjoy _____.

But I don't allow myself to _____.

I have _____.

I have _____.

My hobbies are _____.

I don't know _____, but I do know _____.

I know _____.

I know _____.

Warm Up:

Vocabulary



As you come in, fill in today's key words at the top of your organizer

- **Identity:** the concept you develop about yourself that evolves over the course of your life
 - Could be positive or negative
 - SUPER complex and evolving (always changing)!

Identity

Visible or Invisible

If a stranger looks at you without knowing you, would they be able to tell/know what you identify as?



Targeted or Advantaged?

Is this an aspect of your identity that is the target of prejudice/discrimination in your own community?

OR

Is it an identity that is privileged in your own community?

small print only?

Who is Ms. Rodriguez?

Social Identities	I self-identify as...	Visible or Invisible? (V/I)	Targeted or Advantaged? (T/A)
Race/Ethnicity	Latina/ Guatemalan + Mexican	?	T
Nationality	American	V/I	A
Gender*	Cis-gender woman	V	T/A
Sex	Female	V	T
Sexual Orientation	Straight	V/I	A
Religion	Christian	V, I	A
Socioeconomic Status	Middle class	V, I	T, A
Language Proficiency	English, Spanish, Spanglish	V	SMUHSD PRA 000479 A/A

Social Identity Chart



- Fill out student organizer: Social Identity chart below to the best of your ability.
- If there's anything you don't know the answer to or are not comfortable writing down, leave it blank.
- You decide; it's your identity! It will continue to change as you grow.

Identity Basics



Which social identities do you think about the MOST often?

Turn and Talk to a partner: Why is this the identity you think about the most?

Identity Basics



***Which social identities do you think about the
LEAST often?***

***Turn and Talk to a partner: Why is the
social identity you think about the least?***

Identity Basics



Which of your own social identities would you like to learn more about?

Turn and Talk to a partner: Why is this a social identity you would like to learn more about?

Identity Basics



*Which social identities have the **STRONGEST** effect on how you see yourself as a person?*

Turn and Talk to a partner: Why does this social identity have the strongest effect on you?



Where do people get their information
about people?

How might people form their beliefs
about people?

The Dominant Narrative

Traditionally, mainstream storytelling through mass media and schools rely on collection of stereotypes that we hear again and again.

In short, dominant stories privilege Whites, males, the upper economic classes, and heterosexuals by naming these social identities as “normal.”

This is also called _____?
(Hint: Fancy word; starts with an H)

The dominant narrative
stems from Hegemony!

The Dominant Narrative



Dominant narratives tend to silence people who offer evidence contradicting (arguing against) these portrayals.

Upholds Hegemony and hegemonic systems like white supremacy and patriarchy.

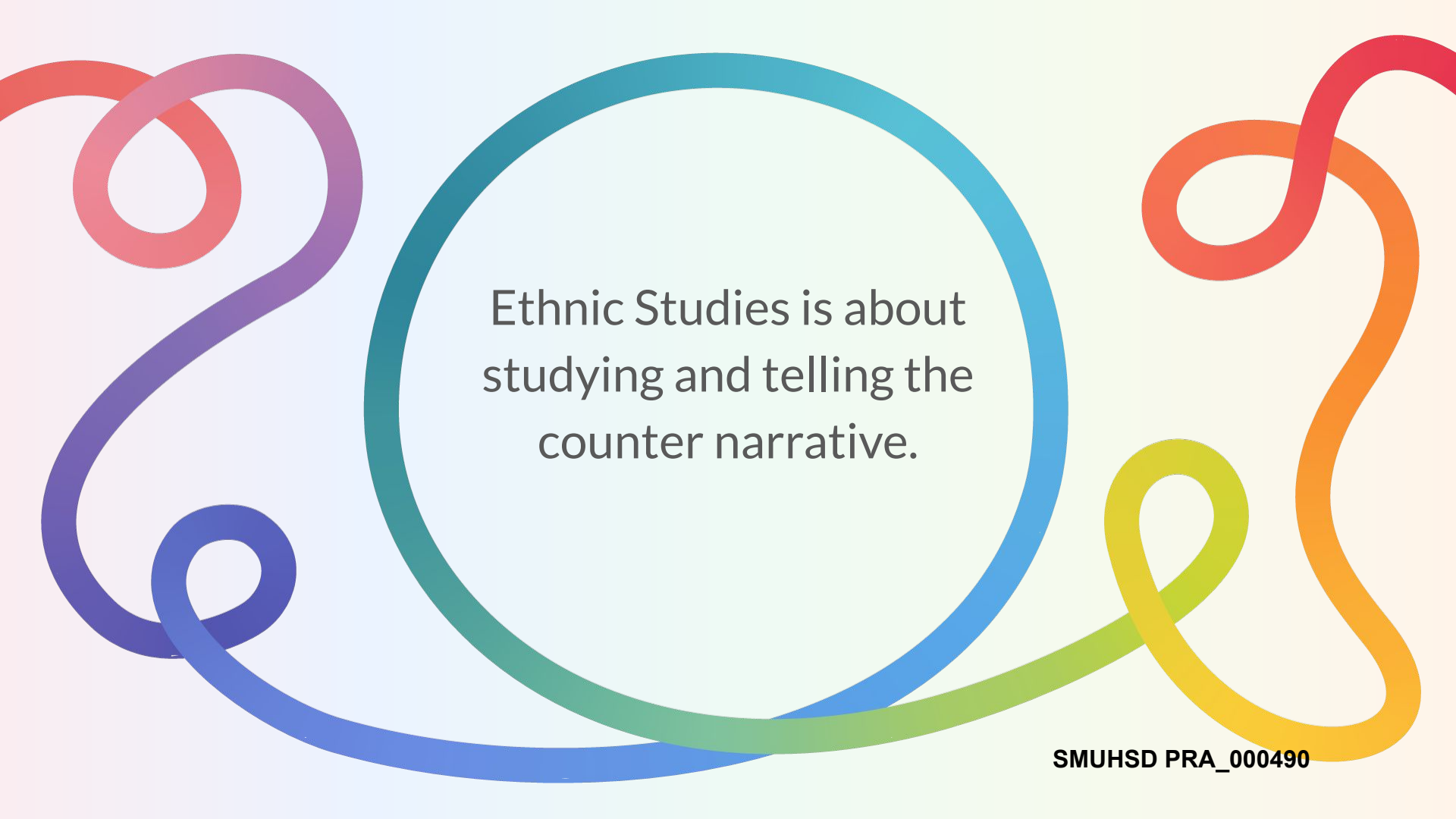
The Counter Narrative



Counter-narratives are stories of the experiences and perspectives of racially and socially marginalized (put to the side) people.

Counter-narratives use the lived experiences of people of color and other oppressed people to raise awareness about social and racial injustice.

Counter-storytellers challenge dominant stories that omit and distort the histories and realities of oppressed communities.



Ethnic Studies is about
studying and telling the
counter narrative.

Why is it important to tell the counter narrative?

What is the dominant narrative about immigrants?

If you were to turn on the news, go on social media, talk to the average “American,” or classmate, what do they believe about immigrants?

What is the counter narrative of immigrants?

What do YOU know about immigrants? What are the stories that aren’t on the news or social media?

When Mexico sends its people,
they're not sending their best.
They're sending people that have
lots of problems, and they're
bringing those problems with us.

They're bringing drugs.
They're bringing crime.
They're rapists.

And some, I assume, are good
people.

- Donald Trump
US presidential Candidate



The Dominant Narrative

Obama Has Deported More People Than Any Other President

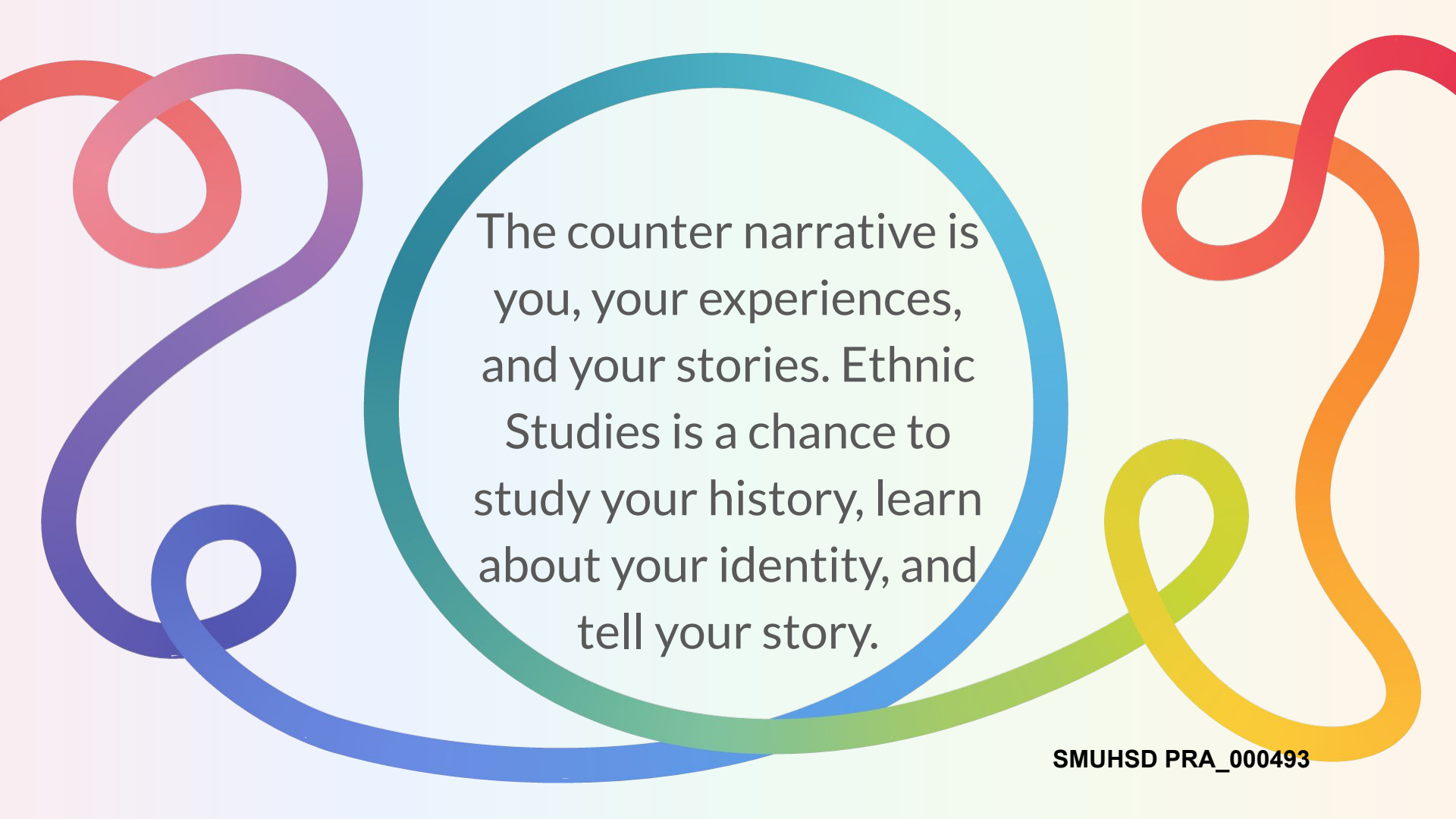
Trump may be getting closer to Obama's recent policy.

By **SERENA MARSHALL**

August 29, 2016, 11:05 AM • 4 min read

SMUHSO PRA_000492





The counter narrative is
you, your experiences,
and your stories. Ethnic
Studies is a chance to
study your history, learn
about your identity, and
tell your story.

Dear White Counselor: A counter-narrative

How is this “[Dear White Counselor](#)” an example of counter-narrative?



What is your counter-narrative?



What is the dominant narrative about an aspect of your identity?

How has someone judged you or underestimated you because of your identity?

How have you proved them wrong?

This is a chance to talk
your sh*t!

Write your Dear _____
Letter!

Reflection



Based on what you learned today about the master-narrative and counter-narrative, write a reflection responding to the following prompt.

How does telling the counter narrative disrupt hegemony?

Use 5-6 complete sentences and refer to the rubric.

EQ: What is Ethnic Studies? Why does Ethnic Studies matter?

Ted Talk - Ron Espiritu “Why Ethnic Studies Matters”



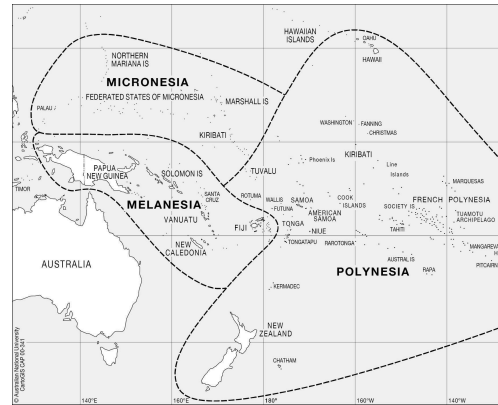
Scavenger Hunt: Using Google, find the names of the three geographic regions. Circle them on this map using three different colors and label them



THS: Unit 5: Class 1 & 2: Decolonization Movements in the Pacific Islands

Pacific Islands:

The Pacific Islands are part of a geographic region in the Pacific Ocean consisting of three geographic groups. It is a mix of independent states, unincorporated territories, and dependent states.



Did you know?

- The terms Melanesia, Micronesia and Polynesia were arbitrarily coined by Jules Dumont d'Urville (1790-1842), a French explorer and naval officer, to designate what he viewed as the three main ethnic and geographical regions forming the Pacific
- Pasifika/Pasefika are other terms for Pacific Islands and Islanders. As an ethnic/racial term, it is used to describe the original peoples—inhabitants and diasporas
- The name Easter Island was given to the island of Rapa Nui because Dutch explorers landed on the island on Easter Sunday in 1722
- World Health Organization estimates 6.6 million people live on islands in the Pacific (2013)
- Not all Pacific Islands have warm/tropical climates. The Hawaiian Islands has 5 climate zone: humid/tropical, arid/semi arid, temperate, cold/continental, ice/alpine
- Sweet potatoes were grown by Native Americans and Polynesians, who were separated by thousands of miles. A 2020 genetic study by Stanford researchers confirmed that these two groups had contact with each other around 1200 CE, way before Europeans arrived almost 300 years later.
- A group of Hawaiian seafarers re-built an ancestral outrigger sailing vessel called the Hokule'a. To prove a theory in 1975, they sailed from Hawaii to Tahiti using indigenous methods of navigation—the stars, winds, and ocean currents as their only tools—to arrive at Tahiti. 2,626 miles

Reflection Questions: “Our Sea of Islands”

What “belittling” view do people have of the Pacific Islands and what historical context led to that view?

Why does the author prefer the term “sea of islands” over “islands in a far sea”?

Has this reading challenged your own perception of the Pacific Islands? How?

ETHS: Unit 5: Class 3 & 4: Decolonization Movements in the Pacific Islands

Instructions: You will be provided links to four different videos about colonization of the Pacific Islands. You will be assigned one of these videos to be an expert on and to take notes on. Then, in groups, you will share with your classmates what you learned, and take notes on your classmates' sharings.

Activity 3 - Colonization Videos	Activity 4 - 7 Pillars of Colonization
Video 1: Guam's colonization story video https://youtu.be/bZP91Aout2Q	Which of the 7 Pillars of Colonization were you able to identify in the video you watched?
Video 2: Hawaii's colonization story video https://youtu.be/QBokfBwYJo0	Which of the 7 Pillars of Colonization were you able to identify in the video you watched?

Video 3: Fiji colonization & independence story video 1	Which of the 7 Pillars of Colonization were you able to identify in the video you watched?
Video 4: Fiji Geography Now video 2	Which of the 7 Pillars of Colonization were you able to identify in the video you watched?

Video 4: [Fiji Geography Now video 2](#)

Which of the 7 Pillars of Colonization were you able to identify in the video you watched?

ETHS: Unit 2: Class 9-Class 15: Hegemony Reflection

Published

Answer either of the following reflection questions:

1. The Hegemonic thought: Girls should cover-up and are called derogatory terms for expressing sexual freedom.

How is Thot Sh*t an example of counter-hegemony? Please refer to your notes. In your own words explain, what hegemony is, provide an example of hegemony. State how, "Thot Sh*t" by Meg Thee Stallion is an example of Counter-hegemony providing evidence OR use a different example of counter-hegemony providing evidence.

2. How does the history of people of color (triumphs and struggles) being left out of mainstream HS curriculum uphold hegemony (uphold the dominant culture)? Please refer to your notes. In your own words explain, what hegemony is, provide an example of hegemony. State how, how does the history of people of color (triumphs and struggles) being left out of mainstream HS curriculum uphold hegemony (uphold the dominant culture) use evidence.

Points 4

Submitting a text entry box

Due	For	Available from	Until
Nov 3, 2023	Everyone	-	-

Reflection Rubric				
Criteria	Ratings			
Claim	1 pts Meets Standard Definition is specific and responds in full to the prompt.	0.5 pts Approaches the Standard A definition is present, but it lacks specificity or may not fully respond to the prompt.	0 pts No Evidence No claim responding to the prompt.	1
This criterion is linked to a Learning Outcome Evidence	1 pts Meets Standard Reflection includes at least two pieces of specific, relevant evidence.	0.5 pts Approaches the Standard Reflection includes one piece of specific, relevant evidence.	0 pts No Evidence No specific and/or relevant evidence is provided in support of claim.	1
This criterion is linked to a Learning Outcome Analysis	1 pts Meets Standard Reflection makes a clear connection between evidence and claim and explains that connection thoroughly.	0.5 pts Approaches the Standard Reflection attempts to make a connection between evidence and claim but connection is not explained thoroughly.	0 pts No Evidence No connections are made between evidence and claim.	1
This criterion is linked to a Learning Outcome Depth of Thinking	0.5 pts Exceeds the Standard Reflection demonstrates specificity, depth and/or nuance.	0 pts No Evidence Reflection lacks specificity, depth, and/or nuance.		0.
This criterion is linked to a Learning Outcome Mechanics	0.5 pts Exceeds the Standard Reflection is generally well-organized and clear with minimal noticeable mechanical errors.	0 pts No Marks Reflection contains noticeable mechanical and organizational errors (e.g., spelling or capitalization mistakes).		0.
SMUHSD PRA_000504				Total Points

Let's take a closer look at Redlining Maps

[Click here to access link](#)

Directions: Exploration→ With a partner, Take a look at 3 other cities that were historically redlined

- What do you find to be surprising or interesting about the map?
- How do you think redlining affects the U.S. today?

City	Observation: What do you notice? What do you wonder?
City #1:	
City #2:	
City #3:	

Mapping Segregation in San Mateo

Census Tract/Area	Racial demographics	Is it segregated? (Lots of dots of the same color)
	Click here to access Mapping Segregation map	
Casey County, KY(Census 03800)	Predominantly White. 96% White	Yes
Area around Hillsdale (Census Tract 607100, 607300, 607200)	Predominantly white except around Hillsdale Mall	Kinda--some are segregated, some are not
Areas around SMHS North Central (606200, 606000)		
Fruitvale, Oakland, CA (Census Tract 407200)		
Area around San Bruno, Tanforan (Census Tract 604101, 604200)		
Area of your choice:		

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The [Black Lives Next Door](#) Reading Questions

1. What was the role of David D. Bohannon and his company in creating racially exclusive neighborhoods, and how did this contribute to the broader pattern of segregation in the Bay Area?
2. How does the reading connect contemporary issues, such as the prohibition of certain housing types in white neighborhoods, to the historical legacy of segregation?

Poster Assignment

By yourself make a poster in which you:

SUMMARIZE THE BIG IDEAS → state what “Implicit Bias and Explicit Bias” is

EVALUATE → explain how implicit bias can lead to greater consequences in our society?
How are certain groups of people at greater risk?

CREATE A VISUAL REPRESENTATION → draw an image or two that symbolizes an example of each term. Be creative and thoughtful

Your poster will be collected and graded at the end of class (worth up to 2 points).

Unit 4: Race

Period:

#:

Race as a Social Construct

Key Definitions		Jelly Bean Video Example:
Social Construct	An idea that has been _____ and accepted by the _____ in a society.	
Race	_____ characteristics that define a person as being a member of a specific group. Example: _____, hair color/texture, eye color, facial features and physical build.	
Ethnicity	Based on shared _____ categories that a group finds important as opposed to race (physical traits). Example: language, accent, religion, styles of dress, hairstyles, social customs, food, and dietary preferences.	
Nationality	The status of _____ to a particular nation. Example: _____ (birthright or naturalized).	

Instructions: Complete the tasks below as they come up in the lecture/activities.	
1. Culture is like an iceberg, you only “see” 10%. Use the sentence frames to think about <u>your</u> culture.	
How was Race Created in the United States? Podcast	
2. What does Punch’s escape & capture (Part One) tell us about the understanding of race at that time in US history?	2.
3. What does Virginia’s 1682 citizenship law (Part Two) tell us about the understanding of race at that time in US history?	3.
4. What does Bacon’s Rebellion/the Virginia Slave Codes (Part Three) tell us about the understanding of race at that time in US history?	4.

5. Who benefited from that understanding of race and how? 6. Who suffered from that understanding of race and how?	Benefitted: Suffered:
How Does Race Impact People in the US? Group Activity	
Instructions: Each member of your group will choose to watch a different one of the videos listed (which you can find here). While you watch, take notes on anything that stands out to you from the video, including how those interviewed define race and how the idea of race has impacted their lives. <i>Please include specific examples from the video in your notes.</i>	
7. Take bullet point notes on a. anything that stands out to you from the video b. How did the person interviewed define race? c. How has race impacted their lives? BE SPECIFIC	Video Selected: _____
8. Complete AFTER group share out: a. What do the videos have in common? What experiences were shared in all or most of the videos? b. How were the videos different? What experiences were unique to one or two videos? c. REVISIT: How did the creation of race impact those living in colonial Virginia compare to those living in the US today?	

Unit 1 Summative - "Life's Works" Outline

Name:

Unit 1 (Self) → Unit 2 (Stories)

When we share our stories, we are reminded of the humanity in each other. And when we take time to understand each other's stories, we become more forgiving, more empathetic, and more inclusive.
- Michelle Obama

For your summative for Unit 1, you will tell your story as it is right now. As you all know, Ethnic Studies is rooted in counter narratives, stories, love, and liberation. It is incredibly important that we share our stories as a bridge to understanding and connecting to one another. Complete Parts 1 & 2 this week so you can complete parts 3 & the summative presentation.

(adapted from Linkage Inc)

The purpose of this activity is to reflect on your current life journey and purpose for this class. You will start by reflecting on your own experiences and how they've helped define who you are as a person. Next, you'll use this information to map out a visual timeline or pathway of your life. Then, based on your answers to several questions, you'll determine how you will use this information to take action with greater clarity and purpose.

Part 1

Personal highlights

1. What were the milestones in your life? What successes have you had? What positive experiences have helped define who you are?

2. How did these milestones shape you as a person and/or a leader? (principles, values, commitments, etc.)

Times of struggle

3. What significant events or periods of your life were challenging? What crises have you encountered?

4. What did you learn from those periods of your life? How did some of the challenges help develop who you are?

Mentors and Guides

5. Who are/were the key players in your life? Who was influential in your development? Who are/were your mentors?

6. What lessons did you learn from your mentors and guides? How have they impacted you?

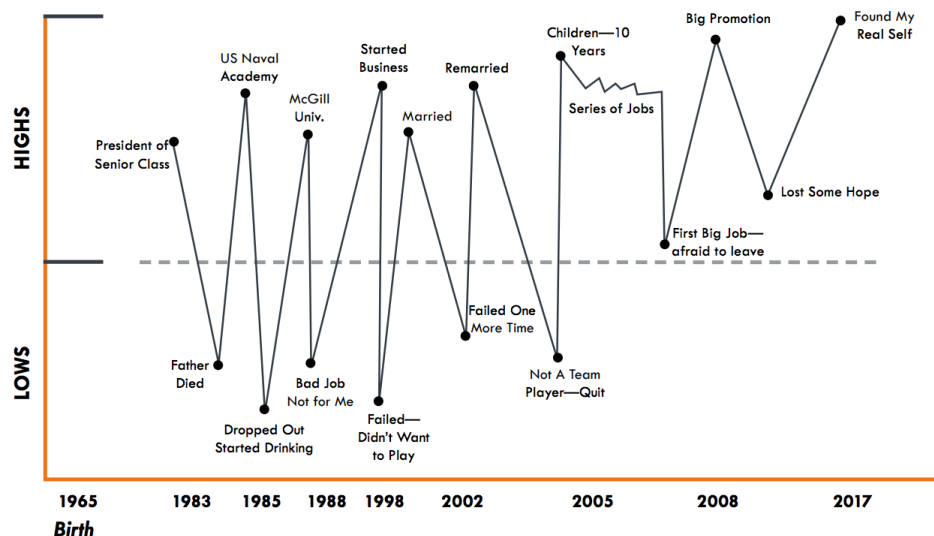
Watershed / Sliding Door Moments

7. What transitions have you made in your journey? What decisions had the greatest impact on the path you took in your life?

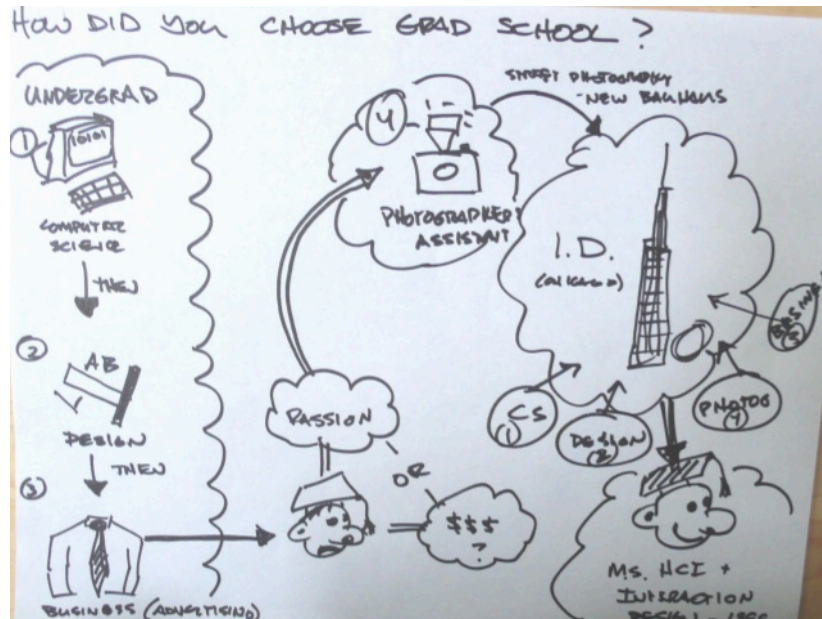
8. How did these decisions and transitions impact you? What did you learn in the process?

Map out your life's journey so far - **on paper!** You can create a timeline or a journey map- whatever helps you visualize your journey. Think of this as your opportunity to tell your own personal story of how you got to where you are today. You can start as early as you wish, cover as many years as seem appropriate, and add major events, decisions, monumental occasions, life changes, or relationships to your journey map/ timeline.

Sample Leadership Timeline



Sample Leadership Journey Map



Part 3 - Create your Presentation

- More information and rubric will be given next week! Stay tuned :)



Week 1

- Day A
- Day B
- Day C

Week 2,
Advancing
Ethnic Studies,
Day A

The background of the slide is a blurred photograph of a protest. A person is holding a white sign with bold, black, sans-serif text that reads "ETHNIC STUDIES HELPS US BREATHE AGAIN!". The text is partially obscured by the overlay box and the main title. The overall tone is serious and activist.

Welcome to Advancing Ethnic Studies

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Mateo, this is known as **Ramaytush Muwekma Ohlone land.**”

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

In Lak'ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
- More on this for next week...

Tú eres mi otro yo.
You are my other me.
Si te hago daño a ti,
If I do harm to you,
Me hago daño a mi mismo.
I do harm to myself.
Si te amo y respeto,
If I love and respect you,
Me amo y respeto yo.
I love and respect myself.

Essential Questions for the Week August 20, Week #2, Day A, Unit 1

- What does it mean to **show up**?
 - For your friends, family, classmates, community?
- What is the benefit in showing up?
- What are some challenges to showing up authentically as your whole self?

Syllabus

Summary

- Full Year Elective Course
- Slide Decks, Assignments listed on Canvas under Modules
- Show Up, Engage, Activate
- In lak'ech

Digital Signature from You,
Parent/Guardian on Canvas,



Advancing Ethnic Studies:
Agency & Action
2023-2024

Period 3 - Ms. Rodriguez
rrodriguez@smuhsd.org



White Skin Frontiers/Living Without Borders (True Culture Mural Project)

Course Description - From the SMUHS Ethnic Studies Course of Study

Advancing Ethnic Studies is an extension of our introductory course, Introduction to Ethnic Studies. It is designed for students to be politically, socially, and economically conscious about their personal connections to local and global histories. Students will utilize the tenets of ethnic studies to examine the contributions, and struggles of different historically marginalized groups for liberty, equality, and justice in the United States. Students will investigate and analyze the historical factors of power and privilege and the subsequent impact on historically marginalized groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary community issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots community advocacy and civic engagement.

Course Goals and Scholar Outcomes:

Scholars will:

- ☐ Review the foundational concepts and tenets of Ethnic Studies, and how these concepts and tenets will be used to assess and analyze historical and current events.
- ☐ Discuss and analyze the intersectionality of their identities to better understand their positionality in today's society.
- ☐ Have a better understanding of themselves in context of the history of the United States and our contemporary society.
- ☐ Celebrate the community and cultural wealth of the local area in order to amplify the stories central to their identity development.
- ☐ Identify and analyze issues in their communities and complete a community Praxis project.
- ☐ Develop academic skills in speaking, listening, reading, writing, and research which can be applied in multiple academic courses.

SMUHS PRA_000519

Class Logistics

Monday - 1-7 Day - A Day:

- Intro to Week
- Community Check In, Journal
- Open Seats
- HW Assigned (if there is)

Wednesday - Block - B Day

- Lecture, Text (Video, Reading, Pictures) Analysis
- Assigned Seats

Friday - Block - C Day

- Discussion or Application
- Community Circle

HW Due

Please arrive on time. If this is an issue, please let me know!

This Week

This Week

- M: Syllabus & Logistics
- W: Values & In Lak'ech
- F: Building Community through Self

HW by Friday:

- “Signed” syllabus
- Please get a 0.5 or 1 inch binder!
- Finish Poem
- Heartifact



What is ethnic
studies?

Who are you?

You will:

Create an **Acrostic Name Poem** that incorporates words and/or images of your identity.

This will be shared out with our class community over the next week.

- Write out your **First Name** on the cloud.
- Think of words that **describe YOU** but begin or incorporate a letter from your name. Ex. Ruby, “R” is for resilient.
- Place your brainstormed words, phrases, sentences on the colored sheets that begin with the same letters.



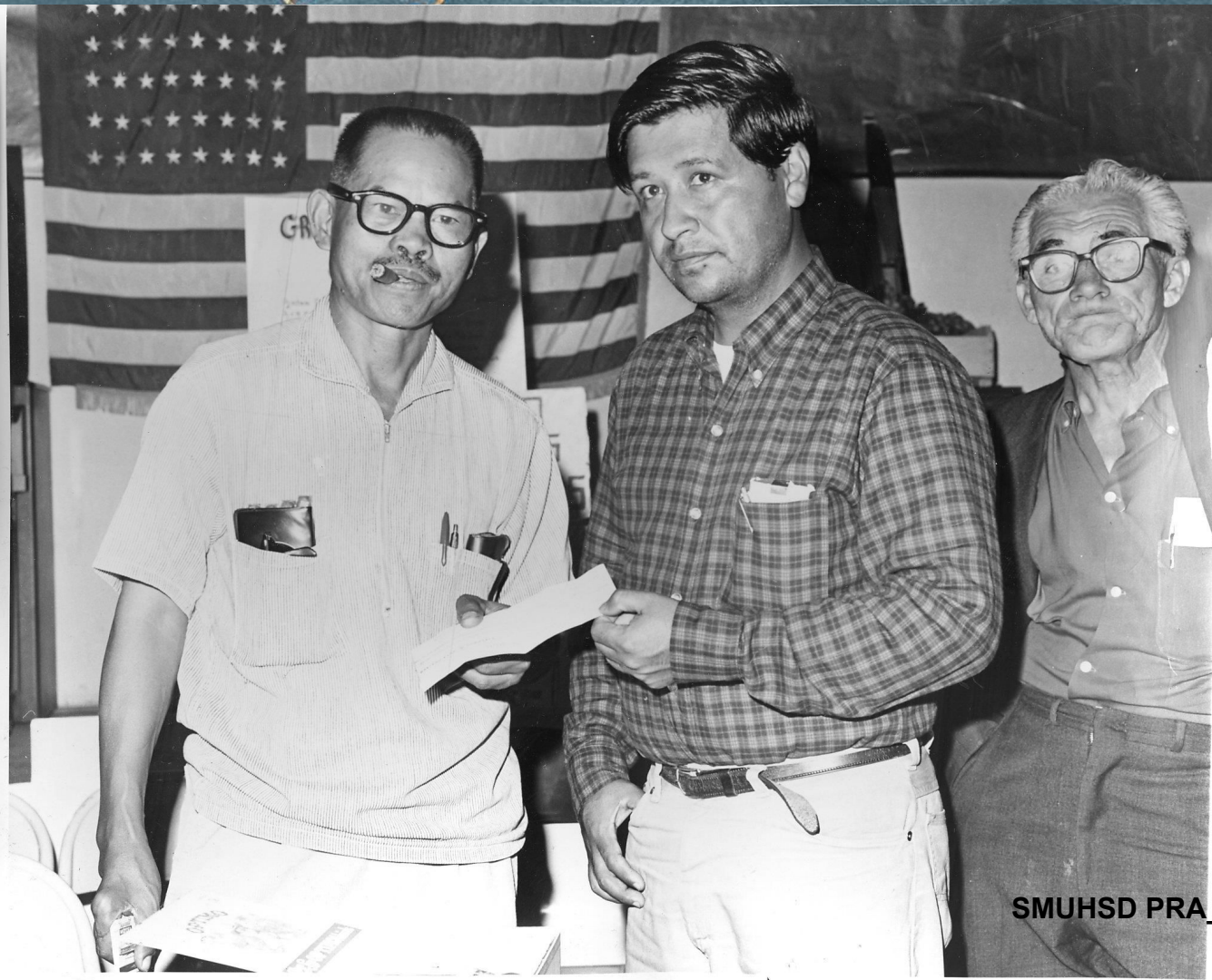
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Directions

As a group, you will now look at another resistance strategy: artwork!

Look through **at least 2 images** + read through the descriptions in the speaker notes section

Then, you will answer the questions together as a group in C.W. #12