



OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

MIDDLE SCHOOL COURSE OUTLINE

Department	History/ Social Science		Course Title	Ethnic Studies		Course Code		2232		
Grade Level	7- 8		Short Title	Ethnic Studies		Grad Requirement Subject		No		
Course Length	1 Year	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes	
Prerequisites	None									
Co-requisites	None									
Articulated with LBCC	No		Articulated with CSULB				No			
Meets UC "a-g" Requirement	No		Meets NCAA Requirement				No			
Teaching Credential(s)	Social Science									

COURSE DESCRIPTION: Ethnic studies is an interdisciplinary field of study that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science. In particular, students understand the politics of privilege and the historical reasons for structural racism, classism and discrimination. Ethnic studies seeks to empower all students to engage socially and politically and to think critically about the world around them. This course highlights the experiences of people that have been traditionally marginalized in order for students to critique dominant-narratives, construct counter-narratives and develop a more complex understanding of the human experience. Through these studies, students should develop respect for cultural diversity and see the advantages of inclusion. (Description adapted from H/SS Framework 2016)

EXPECTED OUTCOMES:

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Ethnic Studies. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Apply theories on the social construction of race and intersectionality.
- Articulate terms important to the study of identities such as race, ethnicity, gender, class and sexuality.
- Analyze historical events to understand reasons for structural discrimination.
- Synthesize evidence about ethnic and identity communities.

- Understand current issues within various ethnic and identity groups.
- Identify and evaluate theoretical perspectives on identity based upon reasoning and evidence.
- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- Develop a greater understanding of their own race, class, gender and sexual identities.
- Analyze current issues in ethnic and identity groups to identify possible solutions.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to Ethnic Studies.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain historical events and in ethnic and identity groups, as well as, express varying perspectives on current issues.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Develop an education and career plan aligned with personal goals.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Academic Standards:

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

6-8 R1: Cite specific textual evidence to support analysis of primary and secondary sources.

6-8 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

6-8 R3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

6-8 R4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8 R5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

6-8 R6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

6-8 R7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6-8 R8: Distinguish among fact, opinion, and reasoned judgment in a text.

6-8 R9: Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

6-8 R10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:
from the California Common Core State Standards, adopted by the California State Board of Education in
March, 2012

Text Types and Purposes

6-8 W1: Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

6-8 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8 W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach, focusing on how well purpose and audience have been addressed.

6-8 W6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

6-8 W7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8 W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

EXPECTED INTEGRATED OUTCOMES

Standards for Career Ready Practice (CR)

(From the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013)

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

R or W- refers to the standards for grades 6 through 8 noted in the California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Unit 1: Key Concepts in Ethnic Studies

Duration: 4 Weeks

Description:

In this introductory unit, students learn about concepts that impact the development of personal identity and their view of society. Students understand terms that have contributed to the histories of various races, ethnic and identity groups. Students understand there is a dominant narrative and a counter (resistant) narrative and from looking at both viewpoints a more complex and inclusive narrative is derived. Members of communities have engaged in peaceful, violent, creative and empowering actions to have their voices heard. People use civil disobedience (**resistance**) as a response to segregation, discrimination and attempts at assimilation. Students understand the effects of this civil disobedience including integration, protests, riots, and civic and **social change**. These forms of resistance demonstrate **resilience, critical hope, joy, agency, and social justice**. Students understand that we all have a social responsibility to impact change and fight to **empower** themselves, their community and serve as an ally to others.

Themes in Ethnic and Identity Studies

- Social Justice and Social Change
- Resistance and Resilience
- Critical Hope
- Agency, Empowerment and Joy

4 tenets of Ethnic Studies Year-long Essential Questions*

- Question Construction of Knowledge
 - How do you know what you know?
 - Which stories and sources inform how you know about the world?
 - How do we go about identifying and challenging the dominant narrative about what is “normal” or “neutral”?
- Anti-Essentialist Representations
 - What is the dominant narrative?
 - What perspectives and identities are missing from this narrative?
 - What narratives might more fully represent a particular group?
- Engage in Community Grounded Praxis
 - How do we meaningfully work with parents, families, and communities?
 - How might our curriculum connect students with their unique histories and communities?
- Develop Critical Hope (Individual Empowerment, Collective Self-Determination, Social Transformation)
 - What opportunities do students have to take action?
 - How do we help students to create their own narratives or counter the dominant narratives about them?

*Adapted from UCLA Teacher Education Program *Ethnic Studies* and Reyes McGovern, E. & Lachica Buenavista, T (2016). *Ethnic studies with K-12 students, families, and communities: The role of teacher education in preparing educators to serve the people*

Required Assignments:

Students will...

- Create a short presentation that includes public speaking, multimedia visuals and functional textual representation of information for each of the themes and the 4 tenets of Ethnic studies.
- Use the 4 I's of Oppression to evaluate a current event.
- Apply [Critical Media Literacy Framework](#) to a current event.

Suggested Activities and Materials:

Students will...

- Identify and apply the 4 I's of Oppression to a given scenario.
 - Pipes, Eliana. "Legos and the 4 I's of Oppression." YouTube Video. *YouTube*, July 29, 2016. <<https://www.youtube.com/watch?v=3WWyVRo4Uas.>>
 - Four I's of Oppression fillable <<https://docs.google.com/document/d/1oMO1BWHAA0SFfEC6UT9zLCophYGUCtmHudCsEIJhJqKl/edit?usp=sharing>>
- Analyze Critical Media Literacy Framework
 - Critical Media Literacy Framework.png. "Critical Media Literacy Framework.Png." Google Docs, 2020. <https://drive.google.com/file/d/1yrfFxGLK7qFUOD402MEuk_a8FW_XU6Us/view.>
- Close read and Identify the Claim, evidence cited in the article on Critical Media Literacy
 - "Media Literacies - Critical Media Project." Critical Media Project, January 11, 2020. <[https://criticalmediaproject.org/media-literacies/.](https://criticalmediaproject.org/media-literacies/)>
- Understand that we all have a social responsibility to challenge stereotypes
 - Singh, Vishavjit. "Challenging Stereotypes." *Teaching Tolerance*, <www.tolerance.org/learning-plan/challenging-stereotypes.>
- Develop their own analysis of an event from reading two opposing perspectives: the dominant narrative and the counter or "**resistant**" narrative
 - "Reading Against the Grain." *Teaching Tolerance*, <www.tolerance.org/classroom-resources/teaching-strategies/close-and-critical-reading/reading-against-the-grain.>
- Reflect on how identifying implicit bias is our all of our responsibilities and a way of striving for **social justice and change**
 - Spiegler, Jinnie. "First Encounters With Race and Racism: Teaching Ideas for Classroom Conversations." *The New York Times*, The New York Times, 27 Sept. 2017, <www.nytimes.com/2017/09/27/learning/lesson-plans/first-encounters-with-race-and-racism-teaching-ideas-for-classroom-conversations.htm>
- Identify aspects of **Critical Hope** and apply the metaphor of raising roses in concrete to create a letter of recommendation to school leadership to address needs and to increase "water, fertilizer, and sun" for our "roses" in our school system.
 - TEDx Talks. "TEDxGoldenGateED - Jeff Duncan-Andrade - Growing Roses in Concrete." YouTube Video. *YouTube*, September 27, 2011. <<https://www.youtube.com/watch?v=2CwS60ykM8s.>>
- Create a list of needs that are addressed by school (and other spaces we engage in e.g. church, sports teams) and identify areas of potential improvement.
 - Maslow's hierarchy of needs. "Maslow's Hierarchy of Needs (Video) | Khan Academy." Khan Academy, 2013. <<https://www.khanacademy.org/test-prep/mcat/behavior/theories-personality/v/maslow-hierarchy-of-needs.>>
- Identify what shapes our identities and relate how identity has many characteristics and affects relationships within the school building and classroom.
 - Schilsky, Meredith. "Social Justice Standards: Unpacking Identity." *Teaching Tolerance*, Southern Poverty Law Center, <www.tolerance.org/professional-development/social-justice-standards-unpacking-identity>
- Investigate types of resistances that took place in American History and the social change that several groups caused.
- Use a frayer's model to understand the themes and tenets of Ethnic and Identity Studies.

- Categorized by themes and tenets local current event news stories that describe recent reactions to racism.

Standards Addressed: R1- 2; R4; R5- 6; R8- 9; W1- 2; W4- 6; W9; CR2; CR5; CR7- 12

Unit 2: Gender Identities

Duration: 4-5 Weeks

Description:

In this unit students are introduced to gender studies and the complex nature of gender, its formation and impact on society. Students explore what gender means and the role it plays in society as well as their own lives. Students will also be exposed to feminist theory, as well as the ideas femininity vs. masculinity. Students examine the marginalization, sexualization, and empowerment of women in American culture. Students study the major moments (women's suffrage movements of the 19th and 20th century, march on Washington, the Feminie Mystique, NOW, WRP, Title IX, Roe v. Wade, and the #MeToo movement, etc.) and individuals within the women's rights movement which may include but need not be limited to Susan B. Anthony, Abigail Adams, Sojourner Truth, Elizabeth Cady Stanton, Margaret Sanger, Betty Friedman, Sandra Day O'Connor, Gloria Steinem, and Ruth Bader Ginsburg. Students study the evolution of the portrayal of women in popular culture and their changing position in societies around the world.

Required Assignments:

- Students examine at least 3 sources representing the portrayal of women in media across the past 3 centuries in America (1800s, 1900s, and 2000s). Students evaluate the way in which those portrayals have evolved and ways in which they have remained constant. Students may present their findings in a 1 page essay, poster, or digital presentation.
- Use the 4 I's of Oppression to evaluate a current event involving gender.
- Apply [Critical Media Literacy Framework](#) to a current event involving gender.

Defining Gender

Key Terms: gender, gender roles, gender identity, femininity, masculinity

Essential Questions:

- How do changes in gender roles reflect changes in society as a whole?
- How do changes in gender roles represent critical hope, empowerment, and joy for some people?
- How do changes in gender roles push social change?

Suggested Activities and Materials:

- Students will examine how the role of women has changed over time in the US. Students should analyze (in groups or individually) advertisements, political cartoons, or historical descriptions of women to identify the point of view of the author and the particular gender role being discussed.
 - "The Role Of Women | Stanford History Education Group". *Stanford History Education Group*, 2020, <https://sheg.stanford.edu/history-assessments/role-women>. Accessed 11 June 2020.
 - " Looking Backward ". *Loc.Gov*, 2020, <http://www.loc.gov/pictures/item/2002716765/>. Accessed 11 June 2020.
 - play, Something. "Something To Vote For; A One Act Play : Gilman, Charlotte Perkins, 1860-1935 : Free Download, Borrow, And Streaming : Internet Archive". *Internet Archive*, 2009, <https://archive.org/details/somethingtovotef00gilm/page/n2/mode/2up>. Accessed 11 June 2020.
 - "Abigail Adams And Power - Lesson Plan". *America In Class*, 2011, <https://americaninclass.org/abigail-adams-and-remember-the-ladies/>. Accessed 11 June

2020.

- Students will examine the history of gender roles and gender identity in American and its impact on society. Students examine the meanings behind being “male” and “female.” Have students identify their own views of male vs. female and “women’s work” vs. “men’s work.” Students discuss possible implications on gender roles and gender outcomes including educational attainment, income, occupation and social status.
 - "Gender And Identity". *Facing History And Ourselves*, 2020, <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/gender-and-identity>. Accessed 12 June 2020.
 - "AP United States History: What Is Gender History? | AP Central – The College Board". *AP Central*, 2006, <https://apcentral.collegeboard.org/courses/ap-united-states-history/classroom-resources/what-is-gender-history>. Accessed 12 June 2020.
 - "MTV And The Disruption Of Gender Norms - Teachrock". *Teachrock*, 2020, <https://teachrock.org/lesson/dressing-the-part-mtv-and-the-disruption-of-gender/>. Accessed 12 June 2020.
 - "Among U.S. Couples, Women Do More Cooking And Grocery Shopping Than Men". *Pew Research Center*, 2019, <https://www.pewresearch.org/fact-tank/2019/09/24/among-u-s-couples-women-do-more-cooking-and-grocery-shopping-than-men/>. Accessed 12 June 2020.
 - "The Past, Present And Future Of Gender Norms". *Time*, 2020, <https://time.com/3672297/future-gender-norms/>. Accessed 12 June 2020.
 - "The Cult Of Domesticity – America In Class – Resources For History & Literature Teachers From The National Humanities Center". *America In Class*, 2011, <https://americaninclass.org/the-cult-of-domesticity/>. Accessed 12 June 2020.
 - youtube.com. 2020. *Beyond The Bubble: Contextualization*. [online] Available at: <<https://www.youtube.com/watch?v=QTCsplP5EeQ&feature=youtu.be>> [Accessed 12 June 2020].
 - "About Four-In-Ten U.S. Adults Say Forms Should Offer More Than Two Gender Options". *Pew Research Center*, 2019, <https://www.pewresearch.org/fact-tank/2019/12/18/gender-options-on-forms-or-online-profiles/>. Accessed 12 June 2020.
 - "Key Findings On Gender Equality And Discrimination In The U.S.". *Pew Research Center*, 2017, <https://www.pewresearch.org/fact-tank/2017/12/28/10-things-we-learned-about-gender-issues-in-the-u-s-in-2017/>. Accessed 12 June 2020.
 - Salter, Michael. "The Problem With A Fight Against Toxic Masculinity". *The Atlantic*, 2019, <https://www.theatlantic.com/health/archive/2019/02/toxic-masculinity-history/583411/>. Accessed 12 June 2020.
 - "What We Mean When We Say, “Toxic Masculinity”". *Teaching Tolerance*, 2017, <https://www.tolerance.org/magazine/what-we-mean-when-we-say-toxic-masculinity>. Accessed 12 June 2020.

Women’s Rights and Movements

Key terms: feminist, feminism, anti-feminist, suffrage, equality, gender gap

Essential Questions:

- How is the women’s rights movement a move for social justice?
- How has the women’s rights movement sparked social change in America?
- In what ways has the women’s rights movement included elements of resistance? In what ways did women resist? What were they resisting?
- How has the women’s rights movement illustrated resilience? How has the women’s rights movement created critical hope for the future?

- In what ways has the women's rights movement empowered women and helped them develop agency?

Suggested Activities and Resources

- Students investigate the idea of feminism and compare contrasting views. Students should also consider the terms radical and militant feminism, examining "loaded" language and why those labels developed. What does it mean to be a feminist? What is the goal of feminism? What impact has it had on society?
 - "Feminism Isn't Just A Modern Movement—It Dates To Antiquity". *HISTORY*, 2020, <https://www.history.com/topics/womens-history/feminism-womens-history>. Accessed 12 June 2020.
 - Caprino, Kathy. "What Is Feminism, And Why Do So Many Women And Men Hate It?". *Forbes*, 2020, <https://www.forbes.com/sites/kathycaprino/2017/03/08/what-is-feminism-and-why-do-so-many-women-and-men-hate-it/#2b5307977e8e>. Accessed 12 June 2020.
 - "What Is Feminism? - Rosie". *Rosie*, 2020, <https://rosie.org.au/our-world/womens-rights/what-is-feminism/>. Accessed 12 June 2020.
 - "Are Women Human? « On The Human". *Nationalhumanitiescenter.Org*, 2020, <https://nationalhumanitiescenter.org/on-the-human/2011/03/are-women-human/>. Accessed 12 June 2020.
- Read "Raymond's Run" by Toni Cade Bambara. In what ways is Squeaky a feminist? How does she challenge "traditional" gender roles?
 - <https://www.remsencsd.org/cms/lib/NY01913914/Centricity/Domain/46/RaymondsRun.pdf>
- Students trace the development of the early women's rights and suffrage movement and the major contributors. What major changes have occurred in society? Which people have played important roles?
 - "Background On Woman Suffrage | Stanford History Education Group". *Stanford History Education Group*, 2020, <https://sheg.stanford.edu/history-lessons/background-woman-suffrage>. Accessed 12 June 2020.
 - "Women's Rights | Stanford History Education Group". *Stanford History Education Group*, 2020, <https://sheg.stanford.edu/history-assessments/womens-rights>. Accessed 12 June 2020.
 - "Between Two Worlds: Black Women and the Fight for Voting Rights (U.S. National Park Service)." Nps.gov, 2020. <https://www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm>.
 - Greer, C., 2020. *How One Journalist Risked Her Life To Hold Murderers Accountable*. [online] www.youtube.com. Available at: <https://www.youtube.com/watch?v=fyqjGXnaV9w> [Accessed 12 June 2020].
 - www.youtube.com. 2020. *What Happened At The Seneca Falls Convention*. [online] Available at: <https://www.youtube.com/watch?v=TcYhuG1y3bc> [Accessed 12 June 2020].
 - www.youtube.com. 2020. *Sojourner Truth's "Ain't I A Woman": Nkechi*. [online] Available at: <https://www.youtube.com/watch?v=eUdxxQ0Qsrc> [Accessed 12 June 2020].
 - "Anti-Suffragists | Stanford History Education Group". *Stanford History Education Group*, 2020, <https://sheg.stanford.edu/history-lessons/anti-suffragists>. Accessed 12 June 2020.
 - YouTube. 2020. *The Story Of Women's Rights In Early America (Part 1)*. [online] Available at: <https://www.youtube.com/watch?v=AIQ6zPCKOY8> [Accessed 12 June 2020].
 - YouTube. 2020. *The Story Of Women's Rights In Early America (Part 2)*. [online] Available at: <https://www.youtube.com/watch?v=Fng-DHFgwNw> [Accessed 12 June 2020].
 - YouTube. 2020. *Women's Rights In The United States | American Government*. [online] Available at: <https://www.youtube.com/watch?v=5QfjV4QgmzQ> [Accessed 12 June 2020].

- Mehrtens, M., 2020. *The Historic Women's Suffrage March On Washington*. [online] YouTube. Available at: <https://www.youtube.com/watch?v=_KhYRqozTDE> [Accessed 12 June 2020].
- YouTube. 2020. *Susan B. Anthony, The Suffragette Superhero*. [online] Available at: <<https://www.youtube.com/watch?v=IB9fApRcYFw>> [Accessed 12 June 2020].
- "The Audacity Of A Vote: Susan B. Anthony's Arrest". *Facing History And Ourselves*, 2020, <https://www.facinghistory.org/resource-library/audacity-vote-susan-b-anthony-s-arrest>. Accessed 12 June 2020.
- Students examine the Women's Rights Movement beyond voting and into the push toward equality. Students should discuss the ways in which the movement evolved after suffrage, emphasizing economic and social equality.
 - *Nationalhumanitiescenter.Org*, 2020, <http://nationalhumanitiescenter.org/ows/seminarsflvs/Grimke%20Letters.pdf>. Accessed 12 June 2020.
 - Center, National et al. "100 Years And Counting: The Continuing Struggle For Gender Equality - Humanities In Action". *Humanities In Action*, 2020, <https://action.nationalhumanitiescenter.org/100-years-counting-continuing-struggle-gender-equality/>. Accessed 12 June 2020.
 - "Modern Woman, America In The 1920S, Primary Sources For Teachers, America In Class, National Humanities Center". *Americainclass.Org*, 2020, <http://americainclass.org/sources/becomingmodern/modernity/text2/text2.htm>. Accessed 12 June 2020.
 - "Gender On The Home Front | The National WWII Museum | New Orleans". *The National WWII Museum | New Orleans*, 2020, <https://www.nationalww2museum.org/war/articles/gender-home-front>. Accessed 12 June 2020.
 - "World War II: 1939-1945 | Striking Women". *Striking-Women.Org*, 2020, <https://www.striking-women.org/module/women-and-work/world-war-ii-1939-1945>. Accessed 12 June 2020.
 - "How World War II Empowered Women". *HISTORY*, 2020, <https://www.history.com/news/how-world-war-ii-empowered-women>. Accessed 12 June 2020.
 - "Women In Congress: An Introduction | US House Of Representatives: History, Art & Archives". *History.House.Gov*, 2020, <https://history.house.gov/Exhibitions-and-Publications/WIC/Historical-Essays/Introduction/Introduction/>. Accessed 12 June 2020.
- How has the idea of equality between men and women evolved in recent years? Why do reproductive rights become a key issue? Compare Grimke's "Letters on Equality of the Sexes" (see previous assignment) to Gloria Steinem's "On the Equality of the Sexes."
 - *Nationalhumanitiescenter.Org*, 2020, <http://nationalhumanitiescenter.org/pds/livingrev/equality/text5/sargent.pdf>. Accessed 12 June 2020.
 - Aiyasha, W., 2020. *Women's Rights | Aiyasha Wani | Tedxyouth@AISR*. [online] YouTube. Available at: <<https://www.youtube.com/watch?v=41i0rabEdUE>> [Accessed 12 June 2020].
 - Karbo, K., 2020. *How Gloria Steinem Became The 'World's Most Famous Feminist'*. [online] Nationalgeographic.com. Available at: <<https://www.nationalgeographic.com/culture/2019/03/how-gloria-steinem-became-worlds-most-famous-feminist/#close>> [Accessed 12 June 2020].
 - American Civil Liberties Union. 2020. *Tribute: The Legacy Of Ruth Bader Ginsburg And WRP Staff*. [online] Available at: <<https://www.aclu.org/other/tribute-legacy-ruth-bader-ginsburg-and-wrp-staff>>

- "Ruth Bader Ginsburg Helped Shape The Modern Era Of Women's Rights – Before She Went On The Supreme Court". *The Conversation*, 2018, <https://theconversation.com/ruth-bader-ginsburg-helped-shape-the-modern-era-of-womens-rights-before-she-went-on-the-supreme-court-95705>. Accessed 12 June 2020
- Students investigate the concept of the gender gap: What is it? How and why did it develop? How are people trying to bridge that gap? What is preventing them from being successful?
 - "Gender Gap - Econlib". *Econlib*, 2020, <https://www.econlib.org/library/Enc/GenderGap.html>. Accessed 12 June 2020.
 - "What Is The Gender Gap (And Why Is It Getting Wider)?". *World Economic Forum*, 2020, <https://www.weforum.org/agenda/2017/11/the-gender-gap-actually-got-worse-in-2017/>. Accessed 12 June 2020.
 - Bhandari, Shubhra. "We Need Big Changes To Bridge The 100-Year Gender Gap ". *Yourstory.Com*, 2020, <https://yourstory.com/herstory/2020/06/we-need-big-changes-gender-parity-equality>. Accessed 12 June 2020.
 - "Keeping Girls In STEM: 3 Barriers, 3 Solutions". *Edutopia*, 2020, <https://www.edutopia.org/article/keeping-girls-stem-3-barriers-3-solutions>. Accessed 12 June 2020.
 - "Worldwide Optimism About Future Of Gender Equality, Even As Many See Advantages For Men". *Pew Research Center's Global Attitudes Project*, 2020, <https://www.pewresearch.org/global/2020/04/30/worldwide-optimism-about-future-of-gender-equality-even-as-many-see-advantages-for-men/>. Accessed 12 June 2020.
 - "Women Gain As Demand For Skilled Workers Rises". *Pew Research Center's Social & Demographic Trends Project*, 2020, <https://www.pewsocialtrends.org/2020/01/30/women-make-gains-in-the-workplace-amid-a-rising-demand-for-skilled-workers/>. Accessed 12 June 2020.
 - "Views Of Gender In The U.S.". *Pew Research Center's Social & Demographic Trends Project*, 2017, <https://www.pewsocialtrends.org/2017/10/18/wide-partisan-gaps-in-u-s-over-how-far-the-country-has-come-on-gender-equality/>. Accessed 12 June 2020.
- Students analyze "the pink tax" by comparing prices of a variety of items. How is this a form of discrimination? How is this linked to the idea of equality?
 - "Have You Heard Of The Pink Tax? If Not, Prepare To Be Outraged.". *Good Housekeeping*, 2019, <https://www.goodhousekeeping.com/life/money/a27409442/what-is-pink-tax/#:~:text=The%20pink%20tax%20is%20the,%2C%20braces%2C%20and%20adult%20diapers>. Accessed 11 June 2020.
 - "The Pink Tax: What's The Cost Of Being A Female Consumer In 2020?". *Listen Money Matters*, 2015, <https://www.listenmoneymatters.com/the-pink-tax/>. Accessed 11 June 2020.
 - "The Real Cost Of Pink Tax". *Healthline*, 2020, <https://www.healthline.com/health/the-real-cost-of-pink-tax#1>. Accessed 11 June 2020.
- Students look into the roots, the main elements, and the impact of the MeToo Movement. What is sexual harassment and how common is it? How did the movement start? How did the movement use social media to effect social change? What impact has the movement had? Has it been successful?
 - MacKinnon, Catharine. "Where #Metoo Came From, And Where It'S Going". *The Atlantic*, 2019, <https://www.theatlantic.com/ideas/archive/2019/03/catharine-mackinnon-what-metoo-has-changed/585313/>. Accessed 12 June 2020.
 - "The #Metoo Backlash". *Harvard Business Review*, 2019, <https://hbr.org/2019/09/the-metoo-backlash>. Accessed 12 June 2020.

- "MeToo Movement: Stories Of Sexual Allegations And Workplace Misconduct". *NBC News*, 2020, <https://www.nbcnews.com/sexual-misconduct>. Accessed 12 June 2020.
- *Usatoday.Com*, 2020, <https://www.usatoday.com/story/news/nation/2019/09/30/me-too-movement-women-sexual-assault-harvey-weinstein-brett-kavanaugh/1966463001/>. Accessed 12 June 2020.
- Students create a timeline of the most important moments in feminist history. The timeline should include details of each event and their impact.

Sexualization and Objectification of Women

Key terms: marginalization, sexualization, objectification

Essential Questions:

- In what ways does the sexualization and objectification of women counter female empowerment, or decrease the agency of women?
- How has the women's movement adapted to resist or oppose the sexualization and objectification of women?

Suggested Activities and Resources

- Students will evaluate the way women are sexualized and objectified in popular culture. Students will analyze the way that sexualization and objectification has led to the continued marginalization of women.
 - "Not An Object: On Sexualization And Exploitation Of Women And Girls". *UNICEF USA*, 2018, <https://www.unicefusa.org/stories/not-object-sexualization-and-exploitation-women-and-girls/30366>. Accessed 12 June 2020.
 - "Social Media And The Sexualization Of Adolescent Girls | American Journal Of Psychiatry Residents' Journal". 2020, p. ., <https://psychiatryonline.org/doi/full/10.1176/appi.ajp-rj.2016.111206>. Accessed 12 June 2020.
 - "Ignored Or Sexualized: How Hollywood Is Failing Women". *Deseret News*, 2017, <https://www.deseret.com/2017/11/22/20636387/ignored-or-sexualized-how-hollywood-is-failing-women>. Accessed 12 June 2020.
 - *Assets.Uscannenberg.Org*, 2020, <http://assets.uscannenberg.org/docs/the-future-is-female.pdf>. Accessed 12 June 2020.
 - "Sexually Objectifying Women Leads Women To Objectify Themselves, And Harms Emotional Well-Being". *The Conversation*, 2019, <https://theconversation.com/sexually-objectifying-women-leads-women-to-objectify-themselves-and-harms-emotional-well-being-120762>. Accessed 12 June 2020.
 - *Apa.Org*, 2020, <https://www.apa.org/education/ce/sexual-objectification.pdf>. Accessed 12 June 2020.
 - "Feminist Perspectives On Objectification (Stanford Encyclopedia Of Philosophy)". *Plato.Stanford.Edu*, 2020, <https://plato.stanford.edu/entries/feminism-objectification/>. Accessed 12 June 2020.
 - Kellie, Dax J. et al. "[What Drives Female Objectification? An Investigation Of Appearance-Based Interpersonal Perceptions And The Objectification Of Women](#)". *PLOS ONE*, vol 14, no. 8, 2019, p. e0221388. *Public Library Of Science (Plos)*, doi:10.1371/journal.pone.0221388. Accessed 12 June 2020.
 - Castro, D., 2020. *CRS 325 Presents: The Sexualization Of Female Athletes*. [online] YouTube. Available at: <https://www.youtube.com/watch?v=DveUbzcBe0A> [Accessed 12 June 2020].
 - YouTube. 2020. *Superheroes Decoded: The Hypersexualization Of Women In Comics (Season 1, Episode 1) | History*. [online] Available at:

- <https://www.youtube.com/watch?v=B2YpB-CAppA> [Accessed 12 June 2020].
- YouTube. 2020. *Gender Roles And Stereotypes*. [online] Available at: <https://www.youtube.com/watch?v=Ulh0DnFUGsk> [Accessed 12 June 2020].
- YouTube. 2020. *How Parents Influence Kids' Gender Roles*. [online] Available at: <https://www.youtube.com/watch?v=swSy6pdAS-0> [Accessed 12 June 2020].
- YouTube. 2020. *Female Portrayal In Music (Focus On Songs Lyrics)*. [online] Available at: <https://www.youtube.com/watch?v=QUTf8Huqw54> [Accessed 12 June 2020].
- YouTube. 2020. *Portrayal Of Women In Music Videos*. [online] Available at: <https://www.youtube.com/watch?v=ATjmKPdiW6U> [Accessed 12 June 2020].
- "Study Finds Marked Rise In Intensely Sexualized Images Of Women, Not Men". *Buffalo.Edu*, 2020, <http://www.buffalo.edu/news/releases/2011/08/12769.html>. Accessed 12 June 2020.
- "Sexualization Of Girls In The Media Is Harmful". *Medicalnewstoday.Com*, 2020, <https://www.medicalnewstoday.com/articles/63514#1>. Accessed 12 June 2020.

Standards Addressed: R1, R2, R4, R6, R7, R8, R10, W2, W4, W6, W8, W9

Unit 3: Black/African American Identities

Duration: 4 Weeks

Description:

In this unit, students will examine the history of African Americans from the early 1600's to present time. Students will understand the rights afforded to Americans in the Constitution and will trace the historical events that made the Civil Rights Movement necessary for securing those rights for African-Americans including, but not limited to: slavery (slave trade, plantation life, and slave rebellions) the abolition movement, suffrage, the life of antebellum blacks in the North and the South, Reconstruction, Black codes, 13th-15th Amendments, The Black National Anthem (Lift Every Voice and Sing), Plessy v. Ferguson, Jim Crow Laws, sharecropping, the Civil Rights movement of the 1950's and 1960's (Brown v. Board of Education, Montgomery Bus Boycott, The Sit-in Movement, March on Washington, the Childrens' Crusade, Civil Rights Act, Watts Riots, The Tulsa Race Riot (Massacre), the 16th Street Baptist Church bombing), current civil rights protests for African-American Rights such as #blacklivesmatter.

Students research civil rights leaders and organizations that have been figures of **resistance, resilience, and critical hope** including many of the following: Sojourner Truth, Harriet Tubman, Frederick Douglass, National Association for the Advancement of Colored People, Freedom Riders, Jackie Robinson, Ruby Bridges, Rosa Parks, the Little Rock Nine, The Black Panther Party, Malcolm X, Dr. Martin Luther King, Jr.

Students will evaluate how these historical events and people have been models for **social justice and social change** through **resistance, critical hope, agency, joy, empowerment**, and how these themes have shaped current events of the 21st century including, but not limited to: civil rights, education, politics, housing, and health care.

Required Assignments:

- Students will write a letter from the perspective of one civil rights advocate to another. The letter should include historical context, and the hopes and fears in relation to their actions. For example, Jackie Robinson to Colin Kaepernick, Sojourner Truth to Rosa Parks, Fredrick Douglass to Martin Luther King, etc. In doing these assignments, students synthesize events, issues, and ideas important to the Black/ African American Community. Students should focus on the themes of **social justice and change, resistance, resilience, joy and critical hope**.
- Use the 4 I's of Oppression to evaluate a current event involving Black/ Africa-Americans.

- Apply [Critical Media Literacy Framework](#) to a current event involving Black/ Africa-Americans.

Suggested Activities and Materials:

Students will...

- What is the Triangle trade and how did the slave trade affect African-American families? How did families resist oppression and exemplify resilience and critical hope? How do African-American families continue to feel the affects of slavery today and compare communities response across time?
 - Most Americans say the legacy of slavery still affects black people in the U.S. today. Pew Research, June 17, 2019, Web. 2020
<<https://www.pewresearch.org/fact-tank/2019/06/17/most-americans-say-the-legacy-of-slavery-still-affects-black-people-in-the-u-s-today>>
 - Column: Why America can't get over slavery, its greatest shame. USA Today, 2018. Web. 2020.
<<https://www.usatoday.com/story/news/nation-now/2018/02/08/column-why-america-cant-get-over-slavery-its-greatest-shame/1000524001/>>
 - The Atlantic slave trade: What too few textbooks told you - Anthony Hazard. TED-ED, 2014. Web. 2014. <https://www.youtube.com/watch?v=3NXC4Q_4JVg&t=37s>
- Understand begings of slavery and legal efforts to protect this system in the United States as well as those that **resisted**, demonstrated **resilience** and experienced **joy**.
 - Uncivil. "The Sentence." Gimlet. Gimlet, December 13, 2017.
<<https://gimletmedia.com/shows/uncivil/v4hb8g/the-sentence.>>
 - Uncivil. "The Fugitive." Gimlet. Gimlet, November 9, 2018.
<<https://gimletmedia.com/shows/uncivil/z3hdrm/the-fugitive.>>
- Uncover the differences between how domestic slaves and field slaves were treated because of the color of their skin and how colorism perpetuates the politics of privilege within communities of color.
 - Greenidge, Kaitlyn. "Why Black People Discriminate among Ourselves: the Toxic Legacy of Colorism." *The Guardian*, Guardian News and Media, 9 Apr. 2019,
<www.theguardian.com/lifeandstyle/2019/apr/09/colorism-racism-why-black-people-discriminate-among-ourselves.>
 - Boston, Nicholas. "Slavery and the Making of America . The Slave Experience: Living: PBS." *Slavery and the Making of America . The Slave Experience: Living | PBS*, 2004,
<www.thirteen.org/wnet/slavery/experience/living/history2.html.>
 - Angela Koine Flynn. "The Science of Skin Color." Ted.com. TED Talks, 2015.
<https://www.ted.com/talks/angela_koine_flynn_the_science_of_skin_color.>
- How did Harriet Tubman, Sojourner Truth and Frederick Douglass demonstrate **joy** and contribute to **social change** and offer examples of **critical hope** through the abolition and suffrage movements?
 - AveryLovesBooks. "Ain't I a Woman?" *Teaching Tolerance*,
<www.tolerance.org/classroom-resources/texts/aint-i-a-woman>
 - History.com Editors. "Harriet Tubman." *History.com*, A&E Television Networks, 29 Oct. 2009,
<www.history.com/topics/black-history/harriet-tubman>
 - Women's History: Frederick Douglass' Role in Suffrage. YouTube, 20 March 2019. Web, 2020 <<https://www.youtube.com/watch?v=eTqZ4xZ3p9k>>
 - Biography of Frederick Douglass for Kids: American Civil Rights History for Children - FreeSchool. Youtube, 1 Feb. 2018. Web, 2020.
<<https://www.youtube.com/watch?v=eBdpS2WWAdk>>
- DBQ : How Free were Blacks in the North?
 - MyPD Course #3281 Early American History: 8th Grade Course Outline and DBQs
<<https://drive.google.com/file/d/1SG0UgWz0E1phbiwXMA2uUVWn32qeUcZZ/view?usp=sharing>>

- Critique the dominant narrative with the counter narrative in regards to reconstruction and black codes. Blacks/African Americans were offered 40 acres and a mule (but never got it), voting (but you had to read), education (but inadequate supplies). How did this show **resilience** and **empowerment** and lack of **social justice**?
 - Loewen, James W. "Five Myths about Reconstruction." *The Washington Post*, WP Company, 21 Jan. 2016, <www.washingtonpost.com/opinions/five-myths-about-reconstruction/2016/01/21/0719b324-bfc5-11e5-83d4-42e3bceea902_story.html>
 - Buchart, Ronald. "Freedmen's Education during Reconstruction." *New Georgia Encyclopedia*, 13 Apr. 2013, <www.georgiaencyclopedia.org/articles/history-archaeology/freedmens-education-during-reconstruction#:~:text=Reconstruction%20Dera%20legislation%20required%20segregated.close&its%20offices%20in%201870.>>
 - Jervis, Rick. "Black Americans Got the Right to Vote 150 Years Ago, but Voter Suppression Still a Problem." *USA Today*, Gannett Satellite Information Network, 3 Feb. 2020, <www.usatoday.com/story/news/nation/2020/02/03/black-voting-rights-15th-amendment-still-challenged-after-150-years/4587160002/>
- Understand the impact of music like the Black National Anthem and art during the Harlem Renaissance in promoting solidarity, **resistance**, **resilience**, **joy** and **critical hope** within the African-American Community
 - Learning, Lumen. "US History I (OS Collection)." *African Americans in the Antebellum United States | US History I (OS Collection)*, <courses.lumenlearning.com/suny-ushistory1os2xmaster/chapter/african-americans-in-the-antebellum-united-states/>
 - "A New African American Identity: The Harlem Renaissance." *National Museum of African American History and Culture*, 14 Mar. 2018, <<https://nmaahc.si.edu/blog-post/new-african-american-identity-harlem-renaissance>>
- Evaluate how the dominant culture justified the ruling in Plessy v. Ferguson and how this ruling impacted Jim Crow laws.
 - History.com Editors. "Plessy v. Ferguson." *History.com*, A&E Television Networks, 29 Oct. 2009, <www.history.com/topics/black-history/plessy-v-ferguson>
 - "Jim Crow and Plessy v. Ferguson." *PBS*, Public Broadcasting Service, <www.pbs.org/tpt/slavery-by-another-name/themes/jim-crow/>
 - "The Rise and Fall of Jim Crow. Jim Crow Stories: PBS." *The Rise and Fall of Jim Crow. Jim Crow Stories | PBS*, 2002, <www.thirteen.org/wnet/jimcrow/stories.html>
- Understand the practices of oppression that persisted after the Civil War: Plessy v. Ferguson, Jim Crow laws, sharecropping, etc. and how these practices set the stage for **agency**, **resistance**, and **resilience**
 - "Sharecropping." *PBS*, Public Broadcasting Service, <www.pbs.org/tpt/slavery-by-another-name/themes/sharecropping/>
- Understand why civil disobedience and nonviolent opposition were so powerful in displaying the aggressor. Critique the **resistance** strategies and consequences of Nat Turner, Martin Luther King Jr., and Malcolm X. Evaluate if violence is/was ever justified.
 - French, Scot A. "The Confessions of Nat Turner (1831)." *Confessions of Nat Turner, The (1831)*, 2018, <www.encyclopediavirginia.org/The_Confessions_of_Nat_Turner_1831#start_entry.>
 - "Nat Turner | Stanford History Education Group". *Stanford History Education Group*, 2020, Accessed 11 June 2020. <<https://drive.google.com/file/d/1DEGvF4NSr4oY0UXdedc5hWohX43aWOg3/view?usp=sharing>>

- "Malcolm and the Civil Rights Movement." *PBS*, Public Broadcasting Service, <www.pbs.org/wgbh/americanexperience/features/malcolmx-and-civil-rights-movement/>
- Lewis, David L., and Clayborne Carson. "Martin Luther King, Jr." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 31 Mar. 2020, <www.britannica.com/biography/Martin-Luther-King-Jr.>
- Compare and contrast the experiences of Black women and men resistance leaders.
 - Burton, Nsenga K. "These 19 Black Women Fought for Voting Rights." *USA TODAY*. USA TODAY, February 8, 2020. <<https://www.usatoday.com/story/life/womenofthecentury/2020/02/08/black-history-month-these-19-black-women-fought-voting-rights/2842276001/>>
- Evaluate why Colin Kaepernick's actions of protest (**resistance**) were so controversial. Compare Colin's protest and society's reaction to Tommie Smith and John Carlos' protest during the 1968 Olympics.
 - Blakemore, Erin. "How the Black Power Protest at the 1968 Olympics Killed Careers." *History.com*, A&E Television Networks, 22 Feb. 2018, <www.history.com/news/1968-mexico-city-olympics-black-power-protest-backlash>
 - TheUndeatead. "Colin Kaepernick Protests Anthem over Treatment of Minorities." *The Undeatead*, The Undeatead, 3 Sept. 2016, <<https://theundeatead.com/features/colin-kaepernick-protests-anthem-over-treatment-of-minorities/>>
- Understand the founding and purpose of the NAACP and its role in seeking Civil Rights and protection under the law for African-Americans as well as other minority groups.
 - History.com Editors. "NAACP." *History.com*, A&E Television Networks, 29 Oct. 2009, <www.history.com/topics/civil-rights-movement/naACP#:~:text=The%20NAACP%20or%20National%20Association.African%20Americans%20around%20the%20country.>
- Understand how racism and discrimination against African-Americans have prevented generations from receiving equitable schooling, political rights, housing, health care, and income and how these discrepancies have become a source for **social justice, resistance and social change**.
 - DeNavas-Walt, Carmen; Bernadette D. Proctor; Jessica C. Smith. "Income, Poverty, and Health Insurance Coverage in the United States:2009" (PDF). *Current Population Reports*. U.S. Census Bureau. p. 15. Retrieved 18 October 2011. <<https://www.census.gov/prod/2010pubs/p60-238.pdf>>
- How do current events demonstrate **empowerment** and **critical hope** for the future of civil rights for African Americans?
 - Turner, Bret. "From MLK to #BlackLivesMatter: A Throughline for Young Students." *Teaching Tolerance*, 9 Jan. 2018, <www.tolerance.org/magazine/from-mlk-to-blacklivesmatter-a-throughline-for-young-students>

Standards Addressed: R1- 2; R4; R5- 6; R8- 9; W1- 2; W4- 6; W9; CR2; CR5; CR7- 12

Unit 4: Chicano/a, Lantino/a and Hispanic Identities

Duration: 4 Weeks

Description:

In this unit, students define identities in Chicano/a, Latino/a and Hispanic communities. Students examine diversity in ethnic groups within Chicano/a, Latino/a and Hispanic communities. Students understand how the experiences of Chicanos/as, Latinas/os, and Hispanics in the United States have contributed to, and been shaped by historical experiences of **resistance, resilience, and critical hope**. These experiences include, but are not limited to: The Mexican-American War, the Treaty of Guadalupe Hidalgo, Mendez vs.

Westminster, Bracero Program, Delano Grape Strike, Chicano/a Movement, Salad Bowl Strike, and the Lemon Grove Case. Students study influential **social justice** leaders and groups in the Chicano/a, Latino/a and Hispanic communities including, but not limited to: Cesar Chavez, Dolores Huerta, Tomas Rivera, The Brown Berets, Sal Castro, and Rodolfo Acuna. Major themes to be addressed include: immigration, colonization, labor issues, civil rights, racism, race relations and gender relations. Students explore the **empowerment, joy**, contributions, challenges, and current status of Chicano/a, Latino/a and Hispanic communities and consider themselves **agents responsible** for enacting **social change**.

Required Assignments:

- Given articles and video clips of the 1968 Chicano/a School Blowouts, students explore educational inequalities and discrimination experienced by Latinos in the United States leading to student protests. Students examine current educational inequalities in their communities and relate these issues to those faced by Latinos in the 1960s. Students create a presentation describing historical segregation and discrimination in Latino communities and connect those issues to an issue of inequality today. For an extension, students write a letter to a community leader or a school administrator expressing their concerns with recommendations for addressing the problem.
 - LA Walkouts. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/ee799b78-4dd9-409d-9c84-361802731591/la-walkouts/#.WbMBQsh95hF>>
 - Walkout: The True Story of the Historic 1968 Chicano Student Walkout in East L.A. *Democracy Now*, 2015. Web. 2020.
<http://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the>
 - What Does Chicana/o Mean Today? East L.A. Blowouts: Walking Out for Justice in the Classrooms. *KCET*, 2012. Web. 2020.
<<https://www.kcet.org/shows/departures/east-la-blowouts-walking-out-for-justice-in-the-classrooms>>
- Use the 4 I's of Oppression to evaluate a current event involving Chicano/a, Latino/a, and Hispanics.
- Apply [Critical Media Literacy Framework](#) to a current event involving Chicano/a, Latino/a, and Hispanics.

Suggested Activities and Materials:

Students will...

- Evaluate and discuss the complexity of old and new Chicano/a, Latino/a, and Hispanic identities and differentiate between countries of origin.
 - American Family Journey of Dreams: What it Means to be Latino. *PBS*, 2004. Web. 2020.
<<http://www.pbs.org/americanfamily/latino.html>>
 - Briones, J. Don't Call Me Puerto Rican, I'm Ecuadorian. *YC Teen*, 2018. Web. 2020.
<https://www.ycteenmag.org/topics/stereotypes/Don't_Call_Me_Puerto_Rican,_I'm_Ecuadorian.html?story_id=NYC-2004-03-09>
 - Chicano Civil Rights "Chicano Identity". *PBS*, 2017. Web. 2020.
<<http://www.pbs.org/video/austin-revealed-austin-revealed-chicano-civil-rights-chicano-identity/>>
 - Latino Heritage: A Discussion Activity. *Teaching Tolerance*, 2020. Web. 2020.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/latino-heritage-a-discussion-activity>>
 - Rodriguez, C. Which is it, Hispanic or Latino? *CNN*, 2014. Web. 2020.
<<http://www.cnn.com/2014/05/03/living/hispanic-latino-identity/>>
 - Stories of Arrival. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/15b19a60-db6b-4564-8c9a-21e116c8936b/latino-americans-stories-of-arrival-lesson-plan/#.WbWd2ch95hE>>

- Explain push-pull factors and map Latino migrations from 1850 to present paying particular attention to examples of **resilience**.
 - Central American Immigrants in the United States. *Migration Policy Institute*, 2019. Web. 2020.
<<https://www.migrationpolicy.org/article/central-american-immigrants-united-states>>
 - Gregory, J. Latinx Great Migrations. *America's Great Migrations Project*, 2015. Web. 2020.
<https://depts.washington.edu/moving1/latinx_migration.shtml>
 - Immigration: Mexican. *Library of Congress*, 2020. Web. 2020.
<<https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/mexican.html>>
 - Immigration: Puerto Rican/Cuban. *Library of Congress*, 2020. Web. 2020.
<<https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/cuban.html>>
 - Scallen, P. Central America: An Introductory Lesson. *Teaching Central America*, 2016. Web. 2020.
<<https://www.teachingcentralamerica.org/introduction-to-central-america>>
- Interview a family or community member about their cultural heritage and map their journey to the United States. Students use the information acquired to create a presentation (paying particular attention to examples of **resilience**, **joy** and **critical hope**), including artifacts if available.
 - Conell, G. Discovering Your Heritage. *Scholastic*, 2020. Web. 2020.
<<https://www.scholastic.com/teachers/lesson-plans/teaching-content/discovering-your-heritage/>>
 - Culture is Everywhere. *San Diego County District Attorney*, 2020. Web. 2020.
<<http://www.sdcda.org/office/girlsonlytoolkit/toolkit/got-12-culture.pdf>>
- Compare and contrast the discriminatory experiences and acts of **resistance** of Latinos and African Americans in the United States.
 - A Class Action: The Grassroots Struggle For School Desegregation In California. *Museum of Teaching and Learning*, 2011. Web. 2020.
<http://www.motal.org/uploads/4/2/6/3/42637441/motal_highschool_lessonplans_english.pdf>
 - Chicano Civil Rights "Education". *PBS*, 2017. Web. 2020.
<<http://www.pbs.org/video/austin-revealed-austin-revealed-chicano-civil-rights-education>>
 - Children of Giant: Blackwell School | Media Gallery. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/1c8afa5e-1d5f-4e7c-824c-3360a65d1911/children-of-giant-blackwell-school/#.WbK-Psh95hE>>
 - Juan Seguin. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/db2f3942-115c-4b30-a5d6-54a105464a5a/juan-seguin/#.Wbv8yMh95hF>>
 - New Mexico & Las Gorras Blancas. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/a59e1cd3-e3ab-465d-a67f-837ad926abdd/new-mexico-las-gorras-blancas/#.Wbv8yMh95hF>>
- Evaluate the impact (**resistance**, **resilience**, **joy** and **critical hope**) of Mendez vs Westminster on the Brown vs Board of Education Supreme Court Case.
 - A Tale of Two Schools. *Teaching Tolerance*, 2020. Web. 2020.
<<https://www.tolerance.org/classroom-resources/texts/a-tale-of-two-schools>>
 - Latinos and the Fourteenth Amendment: A Primary Document Activity. *Teaching Tolerance*, 2015. Web. 2020.
<<http://www.tolerance.org/lesson/latinos-and-fourteenth-amendment-primary-document-activity>>
 - Mendez v. Westminster: Desegregating California's Schools. *PBS LearningMedia*, 2017. Web. 2020.

- <https://ca.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/#.Wbv8xch95hF>>
- Create an illustrated timeline documenting the significance of key acts of resistance by historical figures and events leading up to the Chicano Civil Rights Movement.
 - A Class Apart: Hernandez v. Texas: A Great Moment in American History. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/arct.socst.ush.class12great/herandez-v-texas-a-great-moment-in-american-history/#.Wbwr7Mh95hF>>
 - Chicano Civil Rights “Activism & Organizing”. *PBS*, 2017. Web. 2020.
<<http://www.pbs.org/video/austin-revealed-austin-revealed-chicano-civil-rights-activism-organizing/>>
 - Civil Rights Awakening. *KCET*, 2011. Web. 2020.
<<https://www.kcet.org/shows/departures/civil-rights-awakening>>
 - Latino Civil Rights Timeline, 1903 to 2006. *Teaching Tolerance*, 2017. Web. 2020.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/latino-civil-rights-timeline-1903-to-2006>>
 - Ruben Salazar: Man in the Middle | Media Gallery. *PBS*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/cc6cb47a-ad4b-4bab-8b92-662c1e55cb13/ruben-salazar-man-in-the-middle/#.Wbv8yMh95hF>>
 - The Chicano Moratorium. *KCET*, 2011. Web. 2020.
<<https://www.kcet.org/shows/departures/the-chicano-moratorium>>
 - Examine the origins of the farm worker protests and explain the legacy of the UFW within the long civil rights movement in U.S. history.
 - Latino Americans “Organizing the Farm Worker Movement.” *PBS LearningMedia*, 2020. Web. 2020.
<www.pbslearningmedia.org/resource/91885268-61ee-4d40-b302-398d960ba9a4/latino-americans-organizing-the-farm-worker-movement-lesson-plan/>
 - Orosco, José-Antonio, et al. “Lessons from What Cesar Chavez Did Right - and Wrong.” *Waging Nonviolence*, 2019. Web. 2020.
<<http://wagingnonviolence.org/2014/04/lessons-cesar-chavez-right-wrong/>>
 - Paying With Their Health. *Teaching Tolerance*, 2017. Web. 2020.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/paying-with-their-health>>
 - Si, Se Puede! : Chávez, Huerta, and the UFW. *NEH*, 2020. Web. 2020.
<<https://edsitement.neh.gov/lesson-plans/si-se-puede-chavez-huerta-and-ufw>>
 - Viva La Causa: Teacher's Guide. *Teaching Tolerance*, 2020. Web. 2020.
<https://www.tolerance.org/sites/default/files/kits/Viva%20Teachers%20Guide_web.pdf>
 - Explain the rise of political activism and voter registration movements within the Latino community.
 - Chicano Civil Rights “Rise of Mexican-Americans in Politics”. *PBS*, 2017. Web. 2020.
<<http://www.pbs.org/video/austin-revealed-rise-mexican-americans-politics/>>
 - Latinos in the Ballot Box. *PBS LearningMedia California*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/5b53c663-a7b6-4ccd-b127-fccd7655ea2f/latinos-at-the-ballot-box/#.WbMe8ch95hE>>
 - Conduct research and present their findings on federal legislation that impacted immigrant communities from 1900-the present (1930's forced deportations, Bracero Program, Family Reunification Act, IRCA, etc).
 - Bracero History Archive. *Roy Rosenzweig Center for History and New Media*, 2018. Web. 2020. <<http://braceroarchive.org/>>
 - Demonstrations of 2006. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/04e09a79-4fb1-4b21-b2a9-221a180df8ae/demonstrations-of-2006/#.Wbv8xsh95hF>>
 - Depression, War, and Civil Rights. *History, Art & Archives, U.S. House of Representatives*,

2017. Web. 2020.

<<http://history.house.gov/Exhibitions-and-Publications/HAIC/Historical-Essays/Separate-Interests/Depression-War-Civil-Rights/>>

- Family Ties. *Teaching Tolerance*, 2015. Web. 2020.
<<http://www.tolerance.org/lesson/family-ties>>
- Identity, Immigration and Economics: Involuntary Deportations of the 1930s. *PBS LearningMedia*, 2017. Web. 2020.
<<https://ca.pbslearningmedia.org/resource/e89a902a-f195-42e2-9527-8b6899143fe3/involuntary-deportations-of-the-1930s/>>
- DACA Information. *Undocumented Student Program | University of California at Berkeley*, 2017. Web. 2020
<<https://undocu.berkeley.edu/legal-support-overview/what-is-daca/>>

Standards Addressed: R1- 4; R7; R 10; W1- 2; W4- 7; W9- 10; CR 1- 2; CR 4- 5; CR 9- 12

Unit 5: Asian/Pacific American Identities

Duration: 4 Weeks

Description: Students analyze the contributions, struggles, and triumphs of Asian/Pacific American experience through an examination of the historical, socio-political challenges, literature, art, and personal accounts from the mid-1800's to the present. Major themes from the class will be used to navigate across the varied and complex topics of the Asian/Pacific American experience. This unit closes with an analysis of current issues impacting the community including, but may not be limited to: immigration, assimilation, agency, religious discrimination and identity, hate crimes, stereotypes, poverty, gang violence, change, critical hope, etc.

Essential Questions:

- What are the cultural and political similarities/differences between East Asians, Southeast Asians, and Southern Asians?
- What role did Asian Americans play in the growth and development of the United States?
- How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the United States?
- How has immigration impacted the political, social, cultural, and economic realities of Asian Americans?
- What accounts for the cultural perception that Asian Americans are the “model minority”? How is it a myth?
- How are identities, communities, and histories constructed?
- What challenges continue to face Asian Americans?
- What opportunities do students have to enact positive change for Asian Americans?

Themes: post-colonialism, migration, family, religion, politics, gender, race and ethnicity, education, assimilation, activism, cultural expression, and transnational identity.

Art, Music, and Artifact (not limited to, can include additional resources and examples paying particular attention to tenets and themes)

Required Assignments:

- Students conduct an oral history interview with a person of Asian/Pacific American descent. Students choose a theme, conduct and cite research about the theme to inform their questions,

identify a translator if necessary, form their questions and edit a finalized product. The interview will address a specific issue to the ethnicity of the person being interviewed i.e. immigration experience or experiences as a member of their ethnicity in school, etc. The interview should be recorded and transcribed. Students must get a signed consent form to conduct the interview and will have the choice to create a PowerPoint, Google Slide, short film, visual presentation, design an illustrated comic book, or write an essay as a final product. The final product can then be presented to the class and/or shared with the school.

- Use the 4 I's of Oppression to evaluate a current event involving Asian/Pacific Americans.
- Apply [Critical Media Literacy Framework](#) to a current event involving Asian/Pacific Americans.

Suggested Activities and Materials:

Students will...

- Identify and explain the different Asian and Pacific Islander identities and ethnicities.
 - Census Data & API Identities. Asian Pacific Institute on Gender-Based Violence. Web. 2017. <<http://www.api-gbv.org/resources/census-data-api-identities.php>>
 - Students conduct their own research.
- Identify on maps the geographical regions where different Asian Pacific Americans communities originated from, when their migration started as well as push-pull factors of different groups. Pay particular attention to examples of **resilience**, **joy** and **critical hope**.
 - Asian Americans: A Diverse and Growing Population. Pew Research Center, 2017. Web. 2017. <<http://www.pewresearch.org/topics/asian-americans/>>
 - Asian Immigrants in the United States. Migration Policy Institute (MPI), 2016. Web. 2017. <<http://www.migrationpolicy.org/article/asian-immigrants-united-states>>
 - "Push and Pull Factors of Chinese Migration for Kids." Emigration.link, September 18, 2014. <<http://www.emigration.link/push-pull-factors-chinese-migration.htm>>
- Analyze and discuss key historical events including, but not limited to Chinese Facts for Features:
 - Asian-American and Pacific Islander Heritage Month: May 2017. United States Census Bureau, 2017. Web. 2017. <<https://www.census.gov/newsroom/facts-for-features/2017/cb17-ff07.html>>
- Analyze immigration to the United States, the significance of the Chinese Exclusion Act, US Imperialism in the Pacific, the poetry on Angel Island, the impact of Executive Order 9066.
 - A More Perfect Union: Japanese Americans & the US Constitution. Smithsonian Museum of National History. Web. 2015 <http://amhistory.si.edu/perfectunion/non-flash/immigration_main.html>
 - Angel Island Immigration Station Poetry. Center for Educational Telecommunications Inc, 2009. Web. 2015. <http://www.cetel.org/angel_poetry.html>
 - Arirang: An Interactive Classroom on the Korean American Experience. Web. 2017. <http://www.koreanamericanstory.org/arirang/flash/main/korean_american_history.htm>
 - Ludden, Jennifer, 1965 Immigration Law Changed Face of America. NPR, 2006. Web. 2015. <<http://www.npr.org/templates/story/story.php?storyId=5391395>>
 - Pacific Link: The KQED Asian Education Initiative. KQED Inc. Web. 2017. <<https://www.kqed.org/w/pacificlink/history/angelisland/>>
 - Teaching WWII Japanese American Incarceration with Primary Sources. Densho, 2017. Web. 2017. <<https://densho.org/online-course/>>
 - Transcontinental Railroad Recruits Chinese Laborers. PBS LearningMedia. Web. 2017. <<https://ca.pbslearningmedia.org/resource/akh10.socst.ush.now.trchinese/transcontinental-railroad-recruits-chinese-laborers/#.Wcv8h2iPJhF>>
 - Searching for Gold Mountain. Library of Congress. Web. 2015. <<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/imigration/chinese2.html>>
- Investigate the experiences (Pay particular attention to examples of **resilience**, **joy** and **critical**

hope) of Southeast Asian Refugees on both first and second-generation refugees.

- American Experience: Last Days in Vietnam. PBS LearningMedia California, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/collection/lastdaysinvietnam/#.Wc1LtmjPJhE>>
- Cambodian Refugees and PTSD | America by the Numbers. PBS LearningMedia, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/811cc97d-976d-42cb-9713-bff838ac3dff/cambodian-refugees-and-ptsd-america-by-the-numbers/#.Wc0lkGiPJhE>>
- Keo, S. and Selway, M. Power & Authority Understanding Genocide: The Khmer Rouge. UC Berkeley History-Social Science Project, 2017. Web. 2017. <<http://ucbhssp.berkeley.edu/content/understanding-genocide-khmer-rouge>>
- Survivor Stories. Digital Archive of Cambodian Holocaust Survivors, 2011. Web. 2015. <<http://www.cybercambodia.com/dachs/stories.html>>
- Evaluate and discuss challenges to both assimilation and cultural preservation.
 - An Educator's Guide to Becoming American – The Chinese Experience. Facing History and Ourselves Foundation, 2003. Web. 2017. <https://www-tc.pbs.org/becomingamerican/educator_guide.pdf>
 - A Place in the Middle. PBS LearningMedia California, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/5e683b92-4ecb-48e2-b105-7f24cb65201f/a-place-in-the-middle/#.Wc1No2iPJhE>>
 - Children of Vietnamese Refugees Return Home | PBS NewsHour. PBS LearningMedia California, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/a4a3b862-bda9-4821-90d9-7ae3ad3b507e/children-of-vietnamese-refugees-return-home-pbs-newshour/#.Wc1Gs2iPJhE>>
 - Nielsen: Asian Americans Flex Consumer Influence Across Regions. The Nielsen Company, 2016. Web. 2016. <<http://www.nielsen.com/us/en/press-room/2016/nielsen-asian-americans-flex-consumer-influence-across-regions.html>>
 - Race & Ethnicity: Asian/Pacific Islander. USC Annenberg: The Critical Media Project. Web. 2018. <<http://criticalmediaproject.org/category/race/asian-pacific-islander/>>
- Analyze current issues in the Asian Pacific American Communities.
 - Calma, J. Forty Years After Resettlement, Thousands of Southeast Asian Refugees Face Deportation. NBC News, 2015. Web. 2017. <<https://www.nbcnews.com/news/asian-america/forty-years-after-resettlement-thousands-southeast-asian-refugees-face-deportation-n466376>>
 - Facing Deportation and the History of the Khmer Refugee | Sentenced Home Film Module. PBS LearningMedia, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/resource/18051f1b-4d22-4900-bcf4-39e22f2e74e2/facing-deportation-and-the-history-of-the-khmer-refugee-sentenced-home-film-module/#.Wc0mGmiPJhE>>
 - Island of Warriors | America by the Numbers. Public Broadcasting Service (PBS), 2017. Web. 2017. <<http://www.pbs.org/video/america-numbers-island-warriors/>>
 - Pass or Fail in Cambodia Town | America by the Numbers. Public Broadcasting Service (PBS), 2017. Web. 2017. <<http://www.pbs.org/video/america-numbers-pass-or-fail-cambodia-town/>>
 - Pass or Fail in Cambodia Town Lesson. Teaching Tolerance. Web. 2017. <<https://www.tolerance.org/classroom-resources/tolerance-lessons/pass-or-fail-in-cambodia-town>>
 - Step Into Long Beach: Exposing how Cambodian American Youth are under-resourced, over-policed and fighting back for their wellness. Teaching Tolerance. Web 2015. <http://www.datacenter.org/wp-content/uploads/KGA_Full-Report.pdf>

Suggested Reading:

- The Clay Marble by Minfong Ho
- Dragonwings by Laurence Yep
- Inside Out and Back Again by Thanhha Lai

Standards Addressed: R1; R2; R4; R6; R7; R8; R10; W2; W4; W6; W8; and W9

Unit 6: Indigenous/Native American/ American Indian/First Peoples

Duration: 4 Weeks

Description: Students identify, explore, and evaluate the contributions, struggles, **critical hope**, **joy**, and triumphs of various Native American Nations and tribal members as active agents of change. By examining the array of methodologies used, students will understand the diverse ways in which Native peoples adapt to social change and promote the **resilience** and **empowerment** of their communities in reservation, urban, and international/intertribal contexts. Moreover, students will understand that the retention and sharing of traditional worldviews within and among groups, the maintenance and evolution of cultural traditions and social mores, and endeavors towards **social justice** in both historic and contemporary times, serve as both the foundations of Native resilience and as active forms of resistance.

Specifically, students investigate and evaluate the impact of policies that affect the relationships between sovereign Native American Nations and the United States government (such as, but not limited to the Allotment “Dawes” Act, Indian Boarding Schools, Indian Removal Act, Citizenship Act, Native American Religious Freedom Act of 1978, etc). Students draw conclusions about the significance of historic forms of resistance and more contemporary social justice movements. This unit closes with a discussion of current issues impacting Native American Nations and communities today and how Native cultural and artistic expressions continue to evolve and flourish.

Key vocabulary/Concepts

- Native American/American Indian/Indigenous
- Sovereignty
- Treaty
- Treaty rights

Required Assignments:

- Using a minimum of five sources from the unit, students will analyze the driving forces and outcomes of Native Americans’ resilience and resistance in a three to five page visual essay*. The visual essay can focus on any social, cultural or political aspect that summarizes the struggles, perseverance, and creativity of Native communities in historic and modern contexts. Students justify their choice of visuals as symbols of Native American experiences and expressions in writing. The images in the visual essays can originate from a range of sources, for example: images from collections that are already available (pieces of art, photos, images from the internet, etc.) or images that have been produced for the essay.
- Use the 4 I’s of Oppression to evaluate a current event involving Indigenous/Native American/ American Indian/First Peoples.
- Apply [Critical Media Literacy Framework](#) to a current event involving Indigenous/Native American/ American Indian/First Peoples.

*Assignment template to copy and/or adapt as needed: Visual Essay Project instructions

<https://bit.ly/2zCsNXo>

Suggested Activities and Materials: Students will...

Land Acknowledgement: We are on Tongva & Acjachemen land

- Understand the early caretakers of this land
 - “Gabrielino-Tongva Tribe – A California Indian Tribe Historically Known as San Gabriel Band of Mission Indians.” <<http://www.gabrielinotribe.org/>>
- Using the mapping resource to identify familiar locations with the original caretakers of the land.
 - “NativeLand.Ca.” Native-land.ca - Our home on native land, 2019. <<https://native-land.ca/>>
- Examine our local landscape and the early Native settlements.
 - Greene, Sean. “Mapping the Tongva Villages of L.A.’s Past.” *www.latimes.com*. Los Angeles Times, May 9, 2019. <<https://www.latimes.com/projects/la-me-tongva-map/>>
- Identify the central views into how Native Americans strive to acknowledge the original peoples of each region by using the Tongva Land Acknowledgment
 - Mark Charles 2020. “Governance | Tongva Land Acknowledgement for the 6th Democratic Presidential Debate in LA (12.19.19).” YouTube Video. *YouTube*, December 27, 2019. <<https://www.youtube.com/watch?v=tTlvsGlgQ9Q&feature=youtu.be.> >
- Identify the central claim and analyze the evidence presented.
 - Pedro Pablo Celedón. “Anthony Morales - Chief Red Blood - The Gabrieleno/Tongva of San Gabriel.” YouTube Video. *YouTube*, September 14, 2011. <<https://www.youtube.com/watch?v=XEoDN-SJdo&feature=youtu.be.> >
- Understand climate change and urban development have significantly altered ocean conditions and our ability to access the coast, making it more and more difficult for the Tongva tribe to carry on their long-held seafaring traditions and the **resilience** demonstrated.
 - KCETOnline. “S2 E1: Rethinking the Coast with the Tí’at Society.” YouTube Video. *YouTube*, November 4, 2019. <<https://www.youtube.com/watch?v=aJSIv7KZmzA&feature=youtu.be.> >
- Examine revitalization of Tongva maritime culture through plank canoes. Features two CSULB professors of Tongva and Acjachemen descent.
 - KCETOnline. “Community Builds Canoe Around Native Leader’s Dream | Tending Nature | Season 2 | Episode 1.” YouTube Video. *YouTube*, November 4, 2019. <<https://www.youtube.com/watch?v=bXiEP4o3F5o&feature=youtu.be.> >
- Discuss the importance of maintaining traditions. How do traditions act as examples of **resilience**, **joy** and **critical hope**.
 - World Wood Day. “We Are Still Here (Special Movie Project).” YouTube Video. *YouTube*, May 22, 2018. <<https://www.youtube.com/watch?v=sRmIfUk2A6M&feature=youtu.be.> >
- Analyze our local connection to the original caretakers of this land.
 - Whittier College. “Ask An Expert: Tongva Indians in LA.” YouTube Video. *YouTube*, October 8, 2018. <<https://www.youtube.com/watch?v=o8NpBrT29qU&feature=youtu.be.> >

History: Treaties, Policies, Adaptations & Resistance

- Compare and contrast East and West coast original caretakers
 - “Native Knowledge 360—We Have a Story to Tell: Native Peoples of the Chesapeake Region.” *Si.edu*, 2020. <<https://americanindian.si.edu/nk360/resources/We-Have-a-Story-to-Tell-Native-Peoples-of-the-Chesapeake-Region.cshtml.> >
- Identify the change over time and impact in society -
 - “Social Science Lesson: Change in Society -Exploring the Impact of Western Expansion and Industrial Development on Native Peoples’ Environment, Culture, and Health Lesson Objectives.” Accessed August 6, 2020.

<<https://www.nlm.nih.gov/nativevoices/resources/resourcedocs/ImpactWesternExpansion.pdf>>

- Understand the oral culture and history—keeping of the Nakota people, creators of the Lone Dog winter count.
 - “Native Knowledge 360—Lone Dog’s Winter Count.” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Lone-Dogs-Winter-Count.cshtml>>
- Examine primary and secondary sources and discuss the essential question: Northern Plains Treaties: Is a Treaty Intended to Be Forever? - perspectives from Native American community members, images, documents, and other sources showing the difficult choices and consequences Northern Plains Native Nations faced when entering into treaty negotiations with the United States. Explore the intentions, motivations, and outcomes of two treaties: the 1851 Horse Creek Treaty and 1868 Fort Laramie Treaty. “Native
 - “Native Knowledge 360—Northern Plains Treaties: Is a Treaty Intended to Be Forever?” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Northern-Plains-Treaties-Is-a-Treaty-Intended-to-Be-Forever.cshtml>>
- Explore the vast scope of removal and its effects on Native Nations.
 - “Native Knowledge 360—American Indian Removal: What Does It Mean to Remove a People.” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/American-Indian-Removal-What-Does-It-Mean-to-Remove-People.cshtml>>
- participate in a class discussion addressing the prompt: American Indian Removal: Does it make sense?
 - “Native Knowledge 360—American Indian Removal: Does It Make Sense?” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/American-Indian-Removal-Video.cshtml>>
- Use primary sources, quotes, images, animations, and short videos of contemporary Muscogee people to tell the story of the Muscogee Nation’s experience before, during, and after removal.
 - “Native Knowledge 360—The Removal of the Muscogee Nation.” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/The-Removal-of-the-Muscogee-Nation.cshtml>>
- Explore objects, maps, images, quotes, treaties and other documents that reveal the American Indian experience with removal. Pay particular attention to examples of **resistance**, **resilience**, **joy** and **critical hope**
 - “Native Knowledge 360—How Did Six Different Native Nations Try to Avoid Removal?” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Six-Different-Native-Nations-Try-to-Avoid-Removal.cshtml>>
- Explore two Pawnee treaties to learn more about why some treaties fail.
 - “Native Knowledge 360—The Pawnee Treaties of 1833 and 1857: Why Do Some Treaties Fail?” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Pawnee-Treaties-of-1833-1857.cshtml>>
- Examine The Navajo Treaty of 1868: Why Was the Navajo Journey Home So Remarkable?
 - “Native Knowledge 360—The Navajo Treaty of 1868: Why Was the Navajo Journey So Remarkable?” Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Navajo-Treaty-of-1868.cshtml>>
- Examine and discuss the prompt: How the US stole thousands of Native American children
 - Vox. “How the US Stole Thousands of Native American Children.” YouTube Video. YouTube, October 14, 2019.
<<https://www.youtube.com/watch?v=UGqWRyBCHhw&feature=youtu.be>>

Native cultures as a source of healing, joy, critical hope, empowerment, and resilience

- Identify 6 Misconceptions about Native American people and critique popular misconceptions using

Critical Media Literacy Framework

- Teen Vogue. "6 Misconceptions About Native American People | Teen Vogue." YouTube Video. YouTube, November 29, 2016.
<https://www.youtube.com/watch?v=GHDW_LVfn28&feature=youtu.be.>
- Examine federal recognition requirements, key laws that impacted cultures, and the 7th generation prophecy example of how Native youth are regarded in Native communities
 - Vativ. "LIFE LAKOTA | The Cheyenne River Reservation." YouTube Video. YouTube, April 7, 2019. <<https://www.youtube.com/watch?v=nbSRUtuWh7s&feature=youtu.be.>>
- Identify the joy and empowerment for the young woman in the video.
 - VICE Life. "Inside an Apache Rite of Passage Into Womanhood." YouTube Video. *YouTube*, February 1, 2018. <https://www.youtube.com/watch?v=r1Cx_9YDQEc&feature=youtu.be.>
- Identify examples of joy and empowerment for the young man in the video.
 - PBS Wisconsin Education. "Powwow Trail: Keeping the Beat | The Ways." YouTube Video. *YouTube*, January 23, 2013.
<<https://www.youtube.com/watch?v=3KIJUfyHgA8&feature=youtu.be.>>
- Examine the contributions of Native People who served in the US military during WWI and WWII
 - "Native Knowledge 360°—Native Words/Native Warriors." Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Native-Words-Native-Warriors.cshtml.>>
- Understand the cultural traditions of the North Pacific Coast people, their values, and the potlatch—one of the most important practices that remains strong today.
 - "Native Knowledge 360—Kwakwaka'waka People: Ways of Living, Ways of Giving." Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Kwakwakawakw-People-Ways-of-Living-Ways-of-Giving.cshtml.>>
- Examine the perspectives from Native American community members, images, objects, and other sources to help students and teachers think about the significance that homelands, kinship systems, and nationhood hold for Native Peoples of the Northern Plains.
 - "Native Knowledge 360—Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?" Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/Northern-Plains-History-and-Cultures-How-Do-Native-People-and-Nations-Experience-Belonging.cshtml.>>
- Understand the American Indian Perspectives on Thanksgiving
 - "Native Knowledge 360°—American Indian Perspectives on Thanksgiving." Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/American-Indian-Perspectives-on-Thanksgiving.cshtml.>>
- Understand materials used in the past and today, as well as the cultural values and meanings behind dress decoration.
 - "Native Knowledge 360—A Life in Beads: The Stories a Plains Dress Can Tell." Si.edu, 2020.
<<https://americanindian.si.edu/nk360/resources/A-Life-in-Beads-The-Stories-a-Plains-Dress-Can-Tell.cshtml.>>
- Create an appropriate memorial to mark the event described in the article
 - "Marking a California Massacre — With a Native Ceremony of Forgiveness | KQED." KQED, May 15, 2020.
<<https://www.kqed.org/news/11818362/marking-a-california-massacre-with-a-native-ceremony-of-forgiveness.>>
- Examine the ceremony of forgiveness
 - Amatulli, Jenna. "Forgiveness Ceremony Unites Veterans And Natives At Standing Rock Casino." HuffPost. HuffPost, December 5, 2016.
<https://www.huffpost.com/entry/forgiveness-ceremony-unites-veterans-and-natives-at-standing-rock-casino_n_5845cdbbe4b055b31398b199?guccounter=1&guce_referrer=aHR0cHM6>

[Ly93d3cuZ29vZ2xlLmNvbS8&gucere_referrer_sig=AQAAAKAy_dRr8VlgDdSoo2aW3tBYPSFCS6aP2v_dE5k5hDLRH6mz01AI-sK63mDI5M3rZSh4Ut89Ne2-osT03G73Lr15J71f684i3WD9JWKduh6i7b5f7pmuZSp-h8j6GB1pS3m_xQ1hal8EkGnFuOJxvyEzyKFRWPD9jGbiB6cIKFk.>](https://www.kqed.org/lowdown/24805/the-significance-of-standing-rock-with-lesson-plan)

Investigating current issues impacting Native American peoples today and how Native cultural and artistic expressions continue to evolve and flourish

- Analyze the resistance of the Youth of Standing Rock
 - Roberson, Rachel. “Lesson Plan: The Youth of Standing Rock.” Accessed August 11, 2020. <https://cdn.kqed.org/wp-content/uploads/sites/26/2017/05/Youth-of-Standing-Rock-lesson-plan.pdf>.>
- Understand the standoff at Standing Rock
 - “Understanding the Standoff at Standing Rock (with Lesson Plan) | KQED.” KQED, December 13, 2016. <<https://www.kqed.org/lowdown/24805/the-significance-of-standing-rock-with-lesson-plan>.>
 - Vox. “The Fight over the Dakota Access Pipeline, Explained.” YouTube Video. *YouTube*, December 5, 2016. <<https://www.youtube.com/watch?v=qJZ1-LAFOTo&feature=youtu.be>.>
 - Reveal. “One Year at Standing Rock.” YouTube Video. *YouTube*, April 10, 2017. <https://www.youtube.com/watch?time_continue=108&v=Yb9HHtye1Tk&feature=emb_logo.>
- Identify the Critical Hope message in the speech.
 - TED. “The Standing Rock Resistance and Our Fight for Indigenous Rights | Tara Houska.” YouTube Video. *YouTube*, April 30, 2018. <<https://www.youtube.com/watch?v=wD3-6JIUF7M&feature=youtu.be>.>
- Examine American Indian Responses to Environmental Challenges.
 - “Native Knowledge 360—American Indian Responses to Environmental Challenges.” Si.edu, 2020. <<https://americanindian.si.edu/nk360/resources/American-Indian-Responses-to-Environmental-Challenges.cshtml>.>
- Analyze the reciprocal relationships with the land and how the A:shiwi people, also known as the Zuni, adapt to the semiarid climate of New Mexico through a centuries–old farming technique known as a waffle garden.
 - “Native Knowledge 360°—Native People and the Land: The A:Shiwi (Zuni) People.” Si.edu, 2020. <<https://americanindian.si.edu/nk360/resources/Native-People-and-the-Land-The-AShiwi-Zuni-People.cshtml>.>
- Explore the many actions Native Nations took to address injustices.
 - “Native Knowledge 360—The Pacific Northwest Fish Wars: What Kinds of Actions Can Lead to Justice?” Si.edu, 2020. <<https://americanindian.si.edu/nk360/resources/Pacific-Northwest-Fish-Wars-What-Kinds-of-Actions-Can-Lead-to-Justice.cshtml>.>
- Explore how Native Nations of the Pacific Northwest take action to protect and sustain salmon, water, and homelands.
 - “Native Knowledge 360—Pacific Northwest History and Cultures: Why Do the Foods We Eat Matter?” Si.edu, 2020. <<https://americanindian.si.edu/nk360/resources/Pacific-Northwest-History-and-Cultures-Why-Do-the-Foods-We-Eat-Matter.cshtml>.>
- Native Voices: Native Voices Concepts of Health and Illness Scavenger Hunt activity
 - “Native Voices Exhibition Scavenger Hunt Lesson Objectives.” Accessed August 1, 2020. <https://www.nlm.nih.gov/nativevoices/resources/resourcedocs/ExhibitScavenger_Hunt.pdf.>
- Understanding the Bond between Human Beings and Our Environment – An Indigenous

Perspective.

- “Science Lesson: Learning through Other Cultures - Understanding the Bond between Human Beings and Our Environment -An Indigenous Perspective Lesson Objectives.” Accessed August 1, 2020.
<<https://www.nlm.nih.gov/nativevoices/resources/resourcedocs/LearningthroughOtherCultures.pdf>.>
- Create a request for change to a owner of a sports team that uses derogatory terms as mascot.
 - National Congress of American Indians. “Proud To Be (Mascots).” YouTube Video. *YouTube*, January 27, 2014.
<<https://www.youtube.com/watch?v=mR-tbOxlhvE&feature=youtu.be>.>
- Identify Critical Hope in the video.
 - National Geographic. “Apache Youth Reclaim Their Story Through Skateboarding | Short Film Showcase.” YouTube Video. *YouTube*, January 27, 2019.
<<https://www.youtube.com/watch?v=0ZDW9wNYcR4&feature=youtu.be>.>
- Examine resistance.
 - Garcia, Rogelio. “‘Ours Is the Land’ Is Produced by the Tohono O’odham Nation.” Vimeo, August 10, 2020.
<https://vimeo.com/223976575?fbclid=IwAR1gnSoUECRHpa_aksge-J_eqoSiLcAmFB_-VuW8d0wCFOy5yxZbNztDCFs.>
- Identify joy and empowerment in the video.
 - TODAY. “Meet The Native American Fashion Designer Giving Vans A New Look | TODAY.” YouTube Video. *YouTube*, September 14, 2018.
<https://www.youtube.com/watch?v=ijL_0LCXR0M&feature=youtu.be.>
- Analyze resistance, fighting invisibility and bringing forth change by being innovators in their field and elevating Native voices through their craft.
 - Amplifier x Illuminative - Native Changemakers Lesson Plan.pdf. “Amplifier x Illuminative - Native Changemakers Lesson Plan.Pdf.” Google Docs, 2020.
<<https://drive.google.com/file/d/1BzZYKOYcPk1nYIUf29XJ1lerhDdH63b/view>.>

Standards Addressed: R1- 4; R6- 10; W1; W4- 10; CR 1- 2; CR 4- 5; CR 9- 11

Unit 7: Lesbian Gay Bisexual Transgender Questioning/Queer+ (LGBTQ+) Identities

Duration: 4 Weeks

Description: (From HS course outline) In this unit students define differing identities in Lesbian Gay Bisexual Transgender Questioning/ Queer+ (LGBTQ+) communities. Specifically, students discuss the importance of self-identification and identity formation of individuals understanding themselves to be LGBTQ+. Students evaluate and discuss the social and privacy issues associated with “coming out.” In addition students synthesize the historical treatment of people identifying themselves as LGBTQ+ and the ways that people in the community have reappropriated terms of oppression such as Queer as a form of **resistance and resilience** to be symbol of freedom. For example, students discuss the Stonewall Rebellion, the Harvey Milk assassination, homosexuality as a mental illness and the association of LGBTQ to the AIDS epidemic. This unit will close with a discussion of current issues in the LGBTQ community, not limited to the following: gays in the military, family rights, and marriage equality. Students understand how the experiences of LGBTQ+ members in the United States have contributed to, and been shaped by historical experiences of **resistance, resilience, and critical hope**. Students explore **empowerment, joy, contributions, challenges, and current status** of LGBTQ+ communities and consider themselves **agents responsible** for enacting **social change**.

Required Assignments:

- Students use the tenet of **Critical Hope** as a lens to evaluate a member of the LGBTQ+ community, past or present, and create a proposal for a museum display.
- Use the 4 I's of Oppression to evaluate a current event involving Lesbian Gay Bisexual Transgender Questioning/Queer+ (LGBTQ+) Identities.
- Apply [Critical Media Literacy Framework](#) to a current event involving Lesbian Gay Bisexual Transgender Questioning/Queer+ (LGBTQ+) Identities.

Suggested Activities and Materials:

Students will...

- Identify and explain LGBTQ identities including Gay, Lesbian, Bisexual, Transgender, Sexist and Queer
 - LGBTQ+Identity: A Toolkit for Educators. *PBS LearningMedia California*, 2017. Web. 2017. <<https://ca.pbslearningmedia.org/collection/lgbtq-identity/#.WdUb6GiPJhH>>
- Differentiate Sexual/Gender Identities including Heterosexual, Homosexual, Third Gender and Transgender.
 - hues. "The Genderbread Person." *The Genderbread Person*, 2017. <[https://www.genderbread.org/.](https://www.genderbread.org/)>
- Identify **critical hope** in the video
 - Amer, Lindsay. "Why Kids Need to Learn about Gender and Sexuality." Ted.com. TED Talks, 2019. <https://www.ted.com/talks/lindsay_amer_why_kids_need_to_learn_about_gender_and_sexuality>
- Define the following: Hate Crimes, Homophobia, Human Rights and Civil Rights, and forms of Discrimination based on sexual orientation and gender identity as highlighted by United Nations Human Rights Council.
 - Born Free and Equal: Sexual Orientation and Gender Identity in International Human Rights Law. *United Nations Human Rights Office of the High Commissioner*, 2012. Web. 2017. <<http://www.ohchr.org/Documents/Publications/BornFreeAndEqualLowRes.pdf>>
 - Combatting Discrimination Based on Sexual Orientation and Gender Identity. *United Nations Human Rights*. Web. 2015. <<http://www.ohchr.org/EN/Issues/Discrimination/Pages/LGBT.aspx>>
- Discuss how speech can harm, hate speech words, laws about hate crimes, and 1st amendment speech?
 - "Hate Crime Words/ Tolerance." Teaching Tolerance, 2018. <<https://www.tolerance.org/learning-plan/hate-crime-words-tolerance>>
 - "What's So Bad About 'That's So Gay'?" Teaching Tolerance, 2010. <<https://www.tolerance.org/classroom-resources/tolerance-lessons/whats-so-bad-about-that-s-so-gay>>
 - Deron Mashburn - District Webmaster (webmaster@lbschools.net. "Long Beach Schools - Long Beach Unified School District: Nondiscrimination Policies." Lbschools.net, 2020. <<https://www.lbschools.net/District/non-discrimination.cfm>>
- Discuss key historical events including, but not limited to the Holocaust, the Stonewall Rebellion, the Harvey Milk assassination, homosexuality as a mental illness and the association of people identifying as LGBTQ to the AIDS epidemic. Pay particular attention to examples of **resistance**, **resilience**, **joy** and **critical hope**.
 - "Wagner College." Holocaust Center, November 29, 2017. <[https://wagner.edu/holocaust-center/homosexuality-and-the-holocaust/.](https://wagner.edu/holocaust-center/homosexuality-and-the-holocaust/)>
 - Waxman, Olivia B. "How the Nazi Regime's Pink Triangle Symbol Was Repurposed for LGBTQ Pride." Time. Time, May 31, 2018. <[https://time.com/5295476/gay-pride-pink-triangle-history/.](https://time.com/5295476/gay-pride-pink-triangle-history/)>

- “Alan Turing: True to Himself.” GLSEN, 2020.
<<https://www.glsen.org/activity/alan-turing-true-himself>.>
- “Michael Levine: The Stonewall Rebellion, Unheard Voices: Stories and Lessons for Grades 6-12.” GLSEN, 2020.
<<https://www.glsen.org/activity/unheard-voices-stories-and-lessons-grades-6-12>.>
- “STONEWALL Outloud: FOR INDIVIDUALS WITH SUPPORT FROM IN PARTNERSHIP WITH.” Accessed August 12, 2020.
<<https://storycorpsorg-staging.s3.amazonaws.com/uploads/Stonewall-OutLoud-for-Individuals-6.6.19.pdf>.>
- “Stonewall at 50.” Teaching Tolerance, 2019.
<<https://www.tolerance.org/the-moment/june-27-2019-stonewall-at-50>.>
- “The Role of Gay Men and Lesbians in the Civil Rights Movement.” Teaching Tolerance, 2013.
<<https://www.tolerance.org/classroom-resources/tolerance-lessons/the-role-of-gay-men-and-lesbians-in-the-civil-rights-movement>.>
- “About Audre Lorde.” The Audre Lorde Project, November 5, 2007.
<<https://alp.org/about/audre>.>
- “LGBTQ History.” GLSEN, 2020.
<<http://live-glsen-website.pantheonsite.io/activity/lgbtq-history>.>
- “June 24, 1973: UpStairs Lounge Massacre - Zinn Education Project.” Zinn Education Project, 2014. <<https://www.zinnedproject.org/news/tdih/massacre-at-upstairs-lounge/>.>
- The Rainbow Flag. *The Alyson Almanac: A Treasury of Information for the Gay and Lesbian Community*, 1776. Web. 2015.
<<http://www.cs.cmu.edu/afs/cs/user/scotts/ftp/bulgarians/rainbow-flag.html>>
- “Milk Foundation.Org » The Official HARVEY MILK Biography.” Milkfoundation.org, 2014.
<<http://milkfoundation.org/about/harvey-milk-biography/>.>
- “LGBTQ History Timeline Lesson.” GLSEN, 2020.
<<http://live-glsen-website.pantheonsite.io/activity/lgbtq-history-timeline-lesson>.>
- Unheard Voices: Stories and Lessons for Grades 6-12. *Gay, Lesbian and Straight Education Network*, Web. 2015. <<http://www.glsen.org/unheardvoices.html>>
- Discuss the “coming out” process/processes and explain the importance of anti-bullying legislation. Pay particular attention to examples of **resistance**, **resilience**, **joy** and **critical hope**
 - Growing UP LGBT in American. *PBS LearningMedia California*, 2017. Web. 2017.
<<https://ca.pbslearningmedia.org/resource/fp17-lgbtq-lgbt-hrc/growing-up-lgbt-in-america/#.WdUvyGiPJhF>>
 - “Classroom Resources | Understanding LGBTQ+ Identity: A Toolkit for Educators | PBS LearningMedia.” PBS LearningMedia, 2018.
<<https://ca.pbslearningmedia.org/collection/lgbtq-resources/>.>
 - Unheard Voices: Stories and Lessons for Grades 6-12. *Gay, Lesbian and Straight Education Network*, Web. 2015. <<http://www.glsen.org/unheardvoices.html>>
- Analyze current issues in the LGBTQ community such as “Don’t Ask, Don’t Tell, privacy rights, Anti-Bullying Legislation, Same Sex Marriage, and Family Rights.
 - “Supreme Court Action Allows Same-Sex Marriage in Alabama.” PBS LearningMedia. PBS NewsHour, 2015.
<<https://ca.pbslearningmedia.org/resource/1fa23129-e3d3-4e90-8bab-03ab0311daa2/supreme-court-action-allows-same-sex-marriage-in-alabama/>.>
 - “Does the Law Allow Businesses to Say ‘No’ to Same-Sex Couples?” PBS LearningMedia. PBS NewsHour, 2018.
<<https://ca.pbslearningmedia.org/resource/e246f6fa-c584-4ed5-9121-c9dd05a8a10d/does-the-law-allow-businesses-to-say-no-to-same-sex-couples/>.>
 - “Hate Crimes Timeline - HRC.” HRC, 2020.

- <https://www.hrc.org/resources/hate-crimes-timeline.>>
- “Questions and Answers: The Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act - HRC.” HRC, 2010.
<https://www.hrc.org/resources/questions-and-answers-the-matthew-shepard-and-james-byrd-jr-hate-crimes-pr.>>
- “Growing Up Intersex | PBS LearningMedia.” PBS LearningMedia, 2017.
<https://ca.pbslearningmedia.org/resource/fp17-lgbtq-intersex-intersex/growing-up-intersex/.>>
- “Transgender Issues in the Spotlight after Teen’s Death.” PBS LearningMedia. PBS NewsHour, 2015.
<https://ca.pbslearningmedia.org/resource/7a3418cc-c214-40b1-a1fd-a46b7b9fd2cf/transgender-issues-in-the-spotlight-after-teens-death/.>>

Standards Addressed: R1- 4; R6- 10; W1; W4- 10; CR 1- 2; CR 4- 5; CR 9- 11

Unit 8: Mapping the Margins: Intersectionality

Duration: 4 Weeks

Description:

The unit will focus on the intersectionality among class, ethnicity, socioeconomic status, sexuality and gender in their struggle for equal rights. Students will analyze the overlap of various social identities contributes to the specific type of systemic oppression and discrimination experienced by an individual. Students understand how socio-economic environments shape identity and understand social movements that foster economic empowerment and equality.

Required Assignments:

- Students will evaluate how intersecting experiences of marginalized people have been models for **social justice** and **social change** through **resistance, agency, empowerment, and joy** and how these themes have shaped current events of the 21st century and how they are an inspiration of **resilience** and **critical hope** for future generations. To demonstrate their knowledge, students perform a short presentation, that includes public speaking, multimedia visuals and functional textual, explaining one of the following issues associated with racial disparities: school segregation, the achievement gap, income gap, health care disparities, and the criminal justice system. In their presentation, students conduct and present their findings of their research historical circumstances connected to the issue and identify steps individuals and society should take to alleviate them.
- Use the 4 I’s of Oppression to evaluate a current event involving intersectionality.
- Apply [Critical Media Literacy Framework](#) to a current event involving intersectionality.

Suggested Activities and Materials:

- Identify intersectionality and use the metaphor to describe the interrelated aspects of their own identity through an art product.
 - National Association of Independent Schools (NAIS). “Kimberlé Crenshaw: What Is Intersectionality?” YouTube Video. *YouTube*, June 22, 2018.
<https://www.youtube.com/watch?v=ViDtnfQ9FHc.>>
- Create a PSA video, digital poster or song to inform the public of those in our community that are ignored by our media as a result of intersectionality.
 - Kimberlé Crenshaw. “The Urgency of Intersectionality.” Ted.com. TED Talks, 2016.
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en.>
 - About the #SayHerName Campaign — AAPF. “AAPF.” AAPF, 2014.

<<https://aapf.org/sayhername.>>

- Analyze intersectionality theory.
 - Kat Blaque. "What Is: Intersectionality." YouTube Video. *YouTube*, January 9, 2019. <https://www.youtube.com/watch?v=IEeP_3vmdBY.>
- Participate in an identity activity
 - Identity Experientiala "get out of your seat" a silent exploration and reflection activity on the many facets of our identities. <<https://docs.google.com/document/d/1kuzbZUJc8MI2WMrNkSQqrDNz5-aQlpwPezQDkaG57IY/edit?usp=sharing>>
- How do different parts of our identities combine to make us who we are?
 - Schilsky, Meredith. "Social Justice Standards: Unpacking Identity." *Teaching Tolerance*, Southern Poverty Law Center, <www.tolerance.org/professional-development/social-justice-standards-unpacking-identity>
- Compare forms of nonviolent **resistance** implored by Cesar Chavez, Martin Luther King Jr., Black Feminist and other champions for human rights that sought to bring about **social change**
 - "Between Two Worlds: Black Women and the Fight for Voting Rights (U.S. National Park Service)." Nps.gov, 2020. <<https://www.nps.gov/articles/black-women-and-the-fight-for-voting-rights.htm.>>
 - "Champions, Mahatma Gandhi, Cesar Chavez, Martin Luther King Jr." *United for Human Rights*, www.humanrights.com/voices-for-human-rights/champions-human-rights.html.
- Critique the formation of self-identity as it relates to the dominant culture (anime looks "white", telenovela actors are usually "white" latinos; why has it taken so long for main characters to be people of color? Why was there a perceived need for skin lightening?)
 - "Why the Market for Skin Whitening Is Growing." *You Tube*, Vox, 4 Jan. 2018, <www.youtube.com/watch?v=Cjzvvgmg1NU.>
 - McCollum, Sean, et al. "Toolkit for 'What's 'Colorism'?". *Teaching Tolerance*, 2015, <www.tolerance.org/magazine/fall-2015/toolkit-for-whats-colorism.>
- Understand the integration of schools (Lum v. Rice, the Lemon Grove Incident, Mendez v. Westminster, Brown v. Board) in the quest for **empowerment, agency, and critical hope**.
 - A Class Action: The Grassroots Struggle For School Desegregation In California. *Museum of Teaching and Learning*, 2011. Web. 2020. <http://www.motal.org/uploads/4/2/6/3/42637441/motal_highschool_lessonplans_english.pdf>
 - Alvarez, Robert. "Jan. 5, 1931: Lemon Grove Incident." *Zinn Education Project*, www.zinnedproject.org/news/tdih/lemon-grove-incident/.
 - Begley, Sarah. "Lum v Rice: School Segregation Case That Set a Bad Precedent." *Time*, Time, 18 Oct. 2016, time.com/4533476/lum-v-rice-water-tossing-boulders/.
 - "April 14, 1947: Mendez v. Westminster Court Ruling." *Zinn Education Project*, www.zinnedproject.org/news/tdih/mendez-v-westminster/.
 - History.com Editors. "Brown v. Board of Education." *History.com*, A&E Television Networks, 27 Oct. 2009, www.history.com/topics/black-history/brown-v-board-of-education-of-topeka.
- Evaluate the cycle of poverty as a result of the lack of **social justice** and **empowerment**
 - "Issues of Poverty." *Teaching Tolerance*, <https://www.tolerance.org/classroom-resources/tolerance-lessons/issues-of-poverty>
- Understand the effects of socio-economic inequality such as its impact **resiliency, empowerment, social change, and critical hope**
 - Al Jazeera. "Floyd Protests: Charting US Racial Inequality." *George Floyd Protests News | Al Jazeera*, Al Jazeera, 3 June 2020, www.aljazeera.com/ajimpact/floyd-protests-charting-racial-inequality-200602195104041.htm
- Identify the main claim and supporting evidence in "My Feminism Is Black, Intersectional, and Womanist – And I Refuse to Be Left Out of the Movement" by Jenika McCrayer

- <https://docs.google.com/document/d/1Dbm-gjvRPuwH3d3WHSr71puTHAUbF0tXCY8XL4Fd2U/edit?usp=sharing>
- Conduct an assessment related to health-disparity issues and consider why some kids might be at a disadvantage.
 - “Analyzing Health Disparities.” Teaching Tolerance, www.tolerance.org/classroom-resources/tolerance-lessons/analyzing-health-disparities
- Evaluate one or more of the Unsung Heroes or civil rights fighters that are typically marginalized.
 - Hazel, Diane Miner. “Unsung Heroes: Encouraging Students to Appreciate Those Who Fought for Social Justice.” Zinn Education Project, www.zinnedproject.org/materials/teaching-about-unsung-heroes/
- Compare and contrast two or more Supreme Court on race/ gender and equality rulings and their societal impact.
 - “Race Discrimination: U.S. Supreme Court Cases.” Findlaw, 21 July 2017, civilrights.findlaw.com/discrimination/race-discrimination-u-s-supreme-court-cases.html
- Identify racial disparities in the rates of arrests, convictions, and sentencing for crimes.
 - Margaret, et al. “Lesson Plans for Justice Reform: A Call to Action for Students and Teachers. Vera, 2020. Web. 2020. <www.vera.org/blog/lesson-plans-for-justice-reform-a-call-to-action-for-students-and-teachers>
 - Racial Disparities in the Criminal Justice System. *Teaching Tolerance*, 2020. Web. 2020. <<https://www.tolerance.org/classroom-resources/tolerance-lessons/racial-disparity-in-the-criminal-justice-system>>

Standards Addressed: R1- 4; R6- 10; W1; W4- 10; CR 1- 2; CR 4- 5; CR 9- 11

Unit 9: Youth Participatory Action Research

Duration: 4 Weeks

Description:

The unit will focus on the Youth Participation Action Research. Students will use the themes, tenets and content that have learned to conduct self-elected community based action research projects. Students will create research questions, incorporate 4 I's of Oppression as well as Critical Media Literacy Framework to evaluate current scholarship, conduct original evidence-based research, and propose solution-orientated action steps that benefit their community. Students participate in an exhibition of their research findings to the class in a speech that is supported with an informational and visual presentation.

Required Assignments:

- Students will use the YPAR model and the tenets, themes to craft a research question, conduct evidence-based research, propose solution-orientated action steps that positively impact the community.
- Students participate in an exhibition of their research findings to the class in a speech that is supported with an informational and visual presentation.
- Use the 4 I's of Oppression Apply [Critical Media Literacy Framework](#) to evaluate research on their topic.

Suggested Activities and Materials:

Students will...

- Evaluate the process of YPAR
 - “What Is Youth Participatory Action Research? A Where-to-Start Guide for Youth, Educators, and Youth Workers around the World Youth Activism Project,” 2018.

<<https://youthactivismproject.org/wp-content/uploads/2018/05/Youth-Activism-Project-YPAR-Guide.pdf>.>

- Identify the aspects of YPAR in the example
 - YMCA of Honolulu. “Youth Participatory Action Resource (YPAR) Program.” YouTube Video. *YouTube*, April 9, 2018. <https://www.youtube.com/watch?v=Jo9RiXpVjYQ>.
- Understand a basic framework of research.
 - “Introduction to Research | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/get-started-lessons/introduction-to-research/>.>
- Develop indicators and Questions
 - “Developing Indicators and Questions | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/developing-indicators-and-questions/>.>
- Identifying characteristics of a dream community.
 - “Imagining Our Dream Community | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/imagining-our-dream-community/>.>
- Compare and contrast the ideal to our community.
 - “Comparing Your Neighborhood to an Ideal | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/comparing-your-neighborhood-to-the-ideal/>.>
- Identifying your community issues and assets.
 - “Identifying Community Issues and Assets | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/identifying-community-issues-and-assets/>.>
- Craft a research question.
 - “Defining the Research Question | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/defining-the-research-question/>.>
- Understanding research bias
 - “Bias | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/bias/>.>
- Develop a hypothesis.
 - “Hypothesis Development | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/hypothesis-development/>.>
- Identify a personal connection with the issue.
 - “Your Personal Connection with the Issue | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/define-issue/your-personal-connection-with-the-issue/>.>
- Conducting research and collect evidence
 - “Investigate | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/investigate-curriculum/>.>
- Understand the concerns around creating a quality interview for oral history research.
 - “Interview Guidelines.” Ucla.edu, 2015. <<http://oralhistory.library.ucla.edu/interviewGuidelines.html>>
- Develop a method of proposing solution-orientated social change in our communities.
 - “Take Action | YPAR Hub.” Berkeley.edu, 2015. <<http://yparhub.berkeley.edu/take-action-curriculum/>.>

Standards Addressed: R1- 4; R6- 10; W1; W4- 10; CR 1- 2; CR 4- 5; CR 9- 11

INSTRUCTIONAL METHODS AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K12 ELA and CONTENT LITERACY.”

COURSE MATERIALS:

See Above

No Textbook Required

RESOURCES:

See Above

CLASSROOM PERFORMANCE CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	F	D	C	B	A
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response.	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a sixpoint rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a sixpoint rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a sixpoint rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response.	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a sixpoint rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a sixpoint rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a sixpoint rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response.	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a sixpoint rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a sixpoint rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a sixpoint rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

1. Homework and Notebooks 10%

- This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
- Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.

- If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.

2. Classwork, In-class, or Suggested Assignments 20%

- After processing course material in notes, students create products.
- Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3. Periodic Quizzes and Unit Exams 20%

- Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments
- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks 50%

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

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Saved on Google Drive, Shared Drive, History/ Social Science, Course Outlines, Ethnic StudiesMS