



**San Ramon Valley  
Unified School District**

**Introduction to Ethnic Studies**  
**DRAFT**

*Version Date 3/25*

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# Course Description

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Introduction to Ethnic Studies is designed to help students develop an intersectional and global understanding of the impact of race and racism, ethnicity, and culture in the shaping of individuals and communities in the United States. Students will be exposed to a multitude of histories, perspectives, and cultures with the goal of students being able to build critical analytical and intercultural communication skills; develop an understanding of geohistorical and cultural knowledge and contributions; foster humanism and collaboration across lines of difference; learn the value and strength in diversity; develop a rigorous historical understanding of the development of racial and ethnic identities in the United States; and engage in civic action, community service, or community education to bring positive change that helps build a future society free of racism and other forms of bigotry.

## Guiding Principles

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1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) and other marginalized communities
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society as well as the local Native history
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable society, and conceptualize, imagine, and build new possibilities for a society that promotes collective narratives of transformative resistance, critical hope, and radical healing and build new possibilities for inclusion of all communities

# Key Outcomes

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- Pursuit of justice and equity
- Working toward greater inclusivity
- Furthering self-understanding
- Developing a better understanding of others through empathy
- Recognizing intersectionality
- Promoting self-empowerment for civic engagement
- Supporting a classroom community focus
- Developing interpersonal communication

# Essential Standards

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The Introduction to Ethnic Studies course follows the [California Department of Education's History-Social Science Content Standards for California Public Schools](#), ensuring curriculum alignment with educational expectations. These standards provide the foundation for **essential standards** that frame the course, offering a rigorous, historically grounded, and culturally responsive learning experience. In addition, the course incorporates the [Social Justice Standards from Learning for Justice](#), focusing on identity, diversity, justice, and action. By integrating both frameworks, the course equips students with knowledge and analytical skills to understand the experiences, contributions, and challenges of historically marginalized communities.

## **Chronological and Spatial Thinking**

**CST1:** Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**CST2:** Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

## **Historical Research, Evidence, and Point of View**

**REPV2:** Identify bias and prejudice in historical interpretations.

**REPV3:** Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

## **Historical Interpretations**

**HI1:** Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.

**HI4:** Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

## **Reading**

**RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

## **Writing**

**WHST.9-10.2:** Write informative/explanatory texts, including the narration of historical events.

# Essential Standards (cont.)

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**WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

## Speaking & Listening

**SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g. argument, narrative, informative, response to literature presentations), audience, and task.

## Social Justice

**ID.9-12.2:** I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.

**ID.9-12.3:** I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

**DI.9-12.6:** I interact comfortably and respectfully with all people, whether they are similar to or different from me.

**DI.9-12.9:** I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

**DI.9-12.10:** I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

**JU.9-12.12:** I can recognize, describe and distinguish unfairness and injustice at different levels of society.

**JU.9-12.13:** I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

# Course Guidance

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## **Teaching Ethnic Studies in a High School Environment**

Ethnic Studies plays a vital role in the high school education classroom, where fostering critical thinking and exposure to multiple perspectives is essential. However, the approach may differ between the high school classroom approach and a higher education approach.

According to the [CA CDE Ethnic Studies Model Curriculum](#), “teachers should trust students’ intellect and teach them to think critically and understand different and competing perspectives and narratives, and encourage them to form their own opinions. Care should be taken to ensure that: (1) teachers present topics from multiple points of view and represent diverse stories and opinions within groups (staying within the realm of inclusion and humanizing discourse); (2) teaching resources represent a range of different perspectives; and (3) lessons are structured so students examine materials from multiple perspectives and come to their own conclusions.”

### **Ethnic Studies in SRVUSD will:**

*Emphasize Inquiry-Based Learning.* High school education prioritizes exposing students to diverse perspectives, encouraging critical inquiry, and fostering independent thought through inquiry-based and project-based learning, which serves to encourage students to find answers to real world questions.

*Be Direct & Clear.* In high school education, it is crucial to ensure students encounter multiple perspectives, learn to analyze information critically, and develop their own informed opinions from these varied perspectives. This may differ from ethnic studies at the university level, which is sometimes presented from a particular viewpoint.

*Strive to Be Comprehensive & Well Rounded.* In high school education, it is essential that students engage with multiple viewpoints, develop the competencies outlined in the SRVUSD Learner Profile, and form their own well-reasoned conclusions. While the college and university level may teach ethnic studies from specific principled perspectives, our Ethnic Studies classes strive to be comprehensive and well-rounded, allowing students to draw their own conclusions from the perspectives presented. Teachers will follow the [BP 6144](#) when addressing controversial issues in class.

## **Inclusive Ethnic Studies**

SRVUSD has taken an inclusive approach to the teaching of Ethnic Studies and its guiding principles. Inclusive ethnic studies ensures that all students see themselves reflected in the curriculum while engaging with a broad range of perspectives and histories, and prioritizes critical thinking, civil discourse, and the exploration of complex narratives. This approach helps students develop a well-rounded understanding of different cultures, historical events, and societal contributions.

Our goal is to create a space where students are empowered to analyze diverse viewpoints, ask thoughtful questions, and form their own perspectives. By ensuring Ethnic Studies remain inclusive, we



provide an academic foundation that fosters both knowledge and critical inquiry without prescribing a particular ideology. This course differs from some models of Ethnic Studies, such as 'Liberated Ethnic Studies,' which some argue emphasize specific political interpretations.

### **Use of Instructional Materials**

Instructional materials are essential to creating an effective learning environment. As with all courses within the SRVUSD, teachers should use the adopted Tier 1 instructional materials provided for the specific course, which include the course description, guiding principles, essential standards, key outcomes, and the reader. These resources have been carefully curated and pending approval by the Board of Education. The units, lessons, and accompanying resources, such as presentations, are strongly suggested, but can be modified to fit the classroom needs.

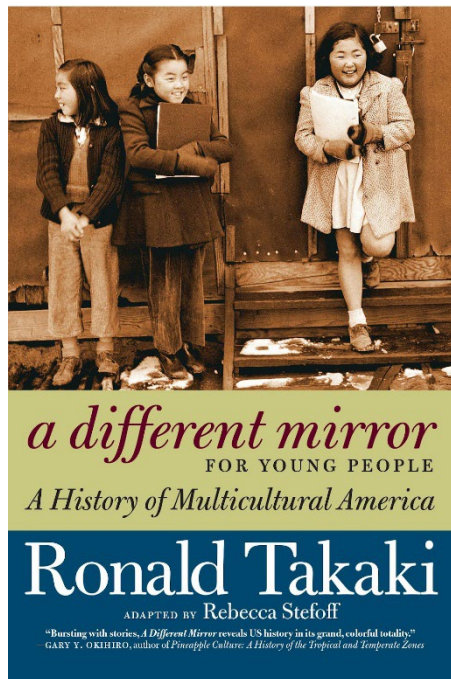
If teachers choose to use supplementary materials in addition to the adopted Tier 1 curriculum, they may do so thoughtfully, ensuring alignment with district policies and the adopted curriculum. Follow [BP 6161.1](#) (*Selection and Evaluation of Instructional Materials*), which outlines the expectations for using supplementary instructional materials.

Materials shall be aligned with the District's Strategic Directions and goals, curriculum objectives, and academic standards. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district [criteria for the selection of supplementary instructional materials](#).



# A Different Mirror for Young People: A History of Multicultural America



## Course Text

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This is the course text for Ethnic Studies in SRVUSD. Pacing is provided below, and includes the integration of Chapters 1, 13 and 14 into various units, as well as a [Jigsaw in Unit 2](#) that heavily relies on the textbook. Additional resources are listed below.

### Teacher Background Info:

- [Teaching American History through a Different Mirror – AHA](#)

### Resources:

- [A Different Mirror - For Young People](#) Teacher's Guide from publisher
- Nonfiction [sentence stems](#) if students are unfamiliar with pulling out text to share & discuss.
- Community Builder/Cultural Energizer (5-10 minutes): Open with discussion of the class text book title. Then read aloud from the *Introduction* from *A Different Mirror*, pgs. 1-3. Ask students what ethnic/cultural groups make up their family. It's important for teachers to model a response to this.
- [UCSD Commencement 1997: Clinton](#) (start at 12:25, end at 23)
- [ADM Notes](#)

### Additional Activities:

- Have students write down and define a word that is unique to their family lexicon. Students will share in small groups, then put their sticky notes on a poster titled “Collective Dictionary”. This is an opportunity to learn about the way identity can inform the language we use, and begin to understand each other’s identities.
- Pick vignettes from the text to read in community circles

### Pacing:

Ch	Title	≈Pg Length	How it’s used in the units
	Introduction	3	Unit 1
1	Why A Different Mirror?	20	Unit 1
2	Removing “The Savages”	22	Jigsaw - Native Americans
3	The Hidden Origins of Slavery	20	Jigsaw - African Americans
4	The Road to the Reservation	18	Jigsaw - Native Americans
5	Life in Slavery	20	Jigsaw - African Americans
6	The Flight From Ireland	20	
7	The War Against Mexico	20	Jigsaw - Chinana/o/x and Latina/o/x Americans
8	From China to Gold Mountain	22	Jigsaw - Asian American and Pacific Islanders
9	Dealing With the Indians	20	Jigsaw - Native Americans
10	The Japanese and “Money Trees”	28	Jigsaw - Asian American and Pacific Islanders
11	Jews are Pushed from Russia	22	
12	Up From Mexico	18	Jigsaw - Chinana/o/x and Latina/o/x Americans
13	Blacks Arrive in Northern Cities	18	Jigsaw - African Americans
14	World War II and America’s Ethnic Problem	24	Unit 3
15	Calls for Change	20	Unit 4
16	New Waves of Newcomers	20	
17	We Will All Be Minorities	4	

1. Teach the difference between [push and pull factors](#) in terms of immigration/migration. Students will practice identifying push/pull factors.
2. Get back into Circle: students share push/pull factors, read and discuss vignettes from Ch 15.
3. See Unit 2 for closing/assessment.



# Unit 1

## Identity

### Who Am I?

## Unit 1: Identity - Who Am I?

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Throughout this unit, you will turn your eyes inward, in order to explore your own identity. You will consider how your identity has been shaped by your experiences, as well as by socially constructed categories such as race, ethnicity, nationality, and culture. You will analyze how identity is formed throughout our lives and how it can change over time. Along the way, you will investigate how one's identity can determine one's sense of belonging in both small and large communities.

## Unit 1 Essential Questions

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1. Who am I? What shapes my identity?
2. How do race, ethnicity, nationality/citizenship, and culture shape identity?
3. How does one's identity impact their sense of belonging and their relationship to the world?
4. What is intersectionality?

## Unit 1 Objectives

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- Students demonstrate they understand their own identity and the way that race, ethnicity, nationality/citizenship, and culture shape identity.
- Students develop a community through practices that engage their empathy, understanding, and sharing personal experiences and beliefs.
- Students can define and describe intersectionality.
- Students can examine and embrace alternate perspectives.

# Unit 1 Lessons

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[Lesson 1: Classroom Norms and Expectations](#)

[Lesson 2: Lessons on Names, Impact of Names and Family's Impact on Names](#)

[Lesson 3: What is Ethnic Studies?](#)

[Lesson 4: Share Out the Meaning of Names](#)

[Lesson 5: A-Z Vocabulary](#)

[Lesson 6: What is Identity?](#)

[Lesson 7: Introduction of Culture and Culture Tree of Myself \(Surface vs. Deep Culture\)](#)

[Lesson 8: What is Race, Ethnicity, and Nationality? What Does It Mean to be "White"? What Does It Mean to be "BIPOC"?](#)

[Lesson 9: Intersectionality](#)

[Lesson 10: What are Stereotypes?](#)

[Lesson 11: What are Counternarratives? How Do They Impact Our Lives?](#)

[Lesson 12: Autoethnography Project](#)

[Lesson 13: Body Paragraphs Work Time](#)

[Lesson 14: Editing and Revising Work Time](#)

[Lesson 15: Presentation of Project](#)

[Link](#) to Unit 1 Teacher Resources (PDF)

[Link](#) to Student Resources (PDF)

# Unit 1, Lesson 1:

## Classroom Norms and Expectations

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) and other marginalized communities
- Furthering self-understanding
  - How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
  - How much control do we have over our own identities? What external factors influence our identities?

**Standards Alignment:**

- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

**Lesson Purpose & Overview:**

Over the span of a few class days, the teacher will lead their students to develop empathy, community guidelines, and personal voice within the classroom community. This will help students understand themselves while still remaining respectful of the classroom community and develop practices on how to address difficult comments and topics when they arise.

Students will also develop classroom rights and responsibilities so that they can advocate what type of rules and expectations are set in the classroom. This will lead to engagement and buy-in from students, better than teacher created rules.

**Key Terms & Concepts:**

Bias  
Stereotypes  
Culture  
Empathy  
Identity

**Lesson Objectives:**

1. Students will be able to write, develop, and agree to classroom norms and expectations through community input.
2. Students will practice community circles at least once. Students will have the right to pass but are encouraged to share at least once.

### Essential Questions:

1. What are the classroom norms and expectations needed to make a strong community?
2. What have you experienced in the past that helps build a safe sense of community?
3. What have you experienced in the past that harms or prevents a community? What can be done to prevent this from happening?

### Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes) Warm Up:** Students share verbally or in writing if they have participated in community circles before.
  - a. Teacher explains community circles
    - i. [Guidelines for Classroom Circles](#)
    - ii. Share roles and guidelines
  - b. Get students to pick (vote) on talking piece from a group of ~5 objects that teacher has preselected
2. **Community Circles (20 minutes)**
  - a. Teacher has the classroom prepared to a single layer circle or has students help move chairs and desks into a single layer circle.
  - b. Teacher has a personal talking piece that can be shared around the group.
  - c. Teacher has a PPT with a low level, safe share out (Name, age, favorite class, what they did over the summer, SEL chart with funny/cute pictures). Teacher explains that students have the right to pass. Teachers and students pass talking pieces around as they talk.
  - d. Teacher has moderate shares about the class, in the rose, bud, thorn format. Questions and rose, bud, thorn format on PPT for students to see. Teacher asks students what they think this class is about (bud), what they hope to get out of class (rose) (encourage students to think about personal development rather than an academic grade) and any questions or concerns they might have (thorn). The teacher should explain they will address thorns in a circle but also as class progresses. Teachers and students pass talking pieces around as they talk.
  - e. At the end the teacher thanks everyone for sharing, including students who passed. Move desks and chairs back to the standard classroom setting.
3. **Activity (20-30 minutes):**
  - a. [Ethnic Studies Classroom Rights & Responsibilities Template](#)
  - b. Students will work in small groups (3-4) to come up with classroom rights and responsibilities.
  - c. Towards the end of class, the teacher will compile a list of all the rights and responsibilities (copied from student's docs onto a master doc). Remind students to think about past classroom rules if they get stuck and can't think of any.
  - d. Then, the teacher will have students vote for the top five rights and responsibilities for their classroom. The teacher might need to guide the discussion if they want particular rights and responsibilities to be in the top five (i.e. no cellphones/electronics in class).
  - e. A poster will be posted of their rights and responsibilities in the classroom by the end of the week.
4. **Wrap Up (5 minutes):** Students share verbally, sign language (thumbs up/down/sideways) or in writing how they think the first circle went.

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



While there is no formal assessment, there are many times the teacher will be able to check in with students, as they are doing the community circle.

**Materials and Resources:**

- [Guidelines for Classroom Circles](#)
- [Ethnic Studies Classroom Rights & Responsibilities Template](#)
- [Four Agreements of Courageous Conversations](#): Stay engaged, Speak your truth, Experience discomfort, Expect and accept non-closure
  - Adapted from Glenn Singleton and Curtis Linton, Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools, 2006.
- Possible Structures:
  - [Rose, Bud, Thorn](#)
  - [Appreciation, Apology, Aha](#) - Video
  - Group call and response (attention grabber)
- [ES Model Curriculum-CH 5 Page 412-413](#) (energizers)

**Ethnic Studies Outcomes:**

1. Students will start building a class community, where students can feel safe to share.
2. Students will also be advocating for what they want in terms of community guidelines, rights, and responsibilities.

# Unit 1, Lesson 2:

## Lessons on Names, Impact of Names and Family's Impact on Names

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

**Standards Alignment:**

- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.

**Lesson Purpose & Overview:**

Lessons on names, where students look into their names and their impact on identity. Also look into the family's impact and historical context on their name.

(Correlates with page 17 on CDE Website of Introduction & Overview, point #3.)

**Key Terms & Concepts:**

Identity

**Lesson Objectives:**

1. Students will be able to explain the meaning of their name, cultural ties, family history, personal history and more to their name.
2. Students will be able to practice their interviewing skills with family members and make deeper connections between home and school.

**Essential Questions:**

1. What is the meaning of a person's name?
2. How does a person's name impact their identity?
3. What is identity?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes) Warm Up:** Check in and then transition to name discussion: "What's in a name? That which we call a rose by any other name would smell just as sweet." William Shakespeare uses this line in his play Romeo and Juliet to convey that the naming of things is irrelevant.
  - a. *Do you agree or disagree with Shakespeare? Why is your name important to you?* (Think/Write, Pair-share, Community Circle)

2. **Activity (20 minutes):** Students make a name “tent” (trifold paper). They can add their favorite color, animal, activity, etc. on the tent in the corners.
  - a. If a teacher wants to give permission for students to use their cellphones to look up their name’s meaning online.
  - b. Teachers may consider using the name tents as centerpieces for Circles. Consider whether to store them in class or have students bring them daily.
3. **Activity (20 minutes):** Divide students up so that small groups can each get one piece of media from the list below. Read or listen to any of the following and jot down your notes [here](#). Students will share their notes in the next class in Circle.
  - a. [Name Interview](#): Young Whan Choi: How did learning more about his name change the way Young Whan Choi sees himself?
  - b. [Reclaiming a Name That Was Taken Away](#) - Podcast
  - c. [How 75 Bay Area Places Got Their Names](#)
  - d. [The House on Mango Street](#)’s vignette short excerpt for students to read - [Cisneros’s “My Name”](#)
  - e. Name [Podcast](#)
4. **Closing (10 minutes):** Explain [Community Name Interview](#) and complete for homework.

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

The name tents are a great quick and fun way to get to know their students. Later in the unit, teachers will assess the “Family Name Interview” when students complete it and turn it in.

#### **Materials and Resources:**

- [Notes on Names Activity](#)
- [Name Interview](#)
- [Reclaiming a Name That Was Taken Away](#)
- [How 75 Bay Area Places Got Their Names](#)
- [The House on Mango Street](#)’s vignette short excerpt for students to read - [Cisneros’s “My Name”](#)
- “In the Name of...” [Podcast](#)
- [Family Name Interview](#)

#### **Ethnic Studies Outcomes:**

1. Students will be furthering self-understanding.
  2. Students will be developing a sense of self in a classroom setting. This will be built on in the rest of the unit and class.
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# Unit 1, Lesson 3:

## What is Ethnic Studies?

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC) and other marginalized communities.

**Standards Alignment:**

- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.

**Lesson Purpose & Overview:**

In this lesson, students will learn the basics of what is “ethnicity” and what is “ethnic studies”.

**Key Terms & Concepts:**

Ethnicity

Ethnic Studies

**Lesson Objectives:**

1. Students will be able to define ethnicity and ethnic studies.
2. Students will learn some background on the history of ethnic studies and how it developed locally (Berkeley, SF State, etc.) at the college and university levels first.

**Essential Questions:**

1. What is ethnic studies?
2. How does ethnic studies relate to topics outside of the classroom?

**Lesson Steps/Activities:**

1. **Warm Up (5-10 minutes):** Check-in. Share your name tent in Circle.
  - a. *What do you remember learning about in your history classes? What have you learned about your own ancestors in your history classes?* (Think/Write, Pair-Share)
2. **Activity(20 minutes):** [K-W-L Chart](#) (You could do this on [Padlet](#)). *What is ethnic studies? What do you think you are going to learn? What do you want to learn?*
  - a. What is Ethnic Studies? Watch “[Activist State](#)” (15 minutes) - What were students and professors protesting for? How did they organize to achieve their goals?
3. **Activity (20 minutes):** [Introduction to Ethnic Studies](#) Use this PPT to define BIPOC, POC, etc.

- a. **Activity (15 minutes):** If there is time, students should then read [TWLF - School of Ethnic Area Studies.pdf](#) and analyze what is the message and demands of TWLF. The teacher should ask if *students think these demands are reasonable, why or why not?*
4. **Activity (15 minutes)** [Civics Skills: How to \(Respectfully\) Disagree | Retro Report | PBS LearningMedia](#)
  - a. Have the following statements on strips of paper, scrambled together. Then have your students sort the following statements into two categories, “civil dialogue” and “debate statements”. After a few minutes of sorting, have students share out which category
    - i. **Civil Dialogue**
      1. Two or more sides work together toward common understanding.
      2. Requires searching for strength in other positions.
      3. Is open-ended.
      4. Calls for the temporary suspending of one’s own beliefs.
      5. Assumes that many people have pieces of the answer and that together they can put them into a workable solution.
    - ii. **Debate Statements**
      1. Creates a close-minded attitude and determination to be right.
      2. Winning is the goal.
      3. Affirms existing point of view.
      4. Search for flaws, differences, and weaknesses.
      5. Implies a conclusion.
  - b. You can have students watch the 6-minute video or read the transcript to do this activity. Have your students be a “coach” for one of the students in the video. The students in the video are: Bryan, Rocio, Isabella G., Julian, Isabella M., and Gabrielle. Remind students that they should focus on both verbal statements and nonverbal cues.
  - c. After the video or reading the transcript, ask students: *What was a positive civil dialogue characteristic they saw reflected by their student? Where in the discussion did their student seem to struggle?*
  - d. In the discussion, emphasis: *How does this relate back to our community circle guidelines? How does this relate back to the rights and responsibilities of this classroom?*
5. **Closing (Exit Ticket, Think/Write, Pair-Share) (5 minutes):** Add information of what they learned to L on K-Q-L chart. *What misconceptions did you have about Ethnic Studies?*

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

Teachers can use the K-W-L charts to check students' understanding of the content, as well as the work they produce for the “What is Ethnic Studies” PPT. Students will be applying what they learned to the “Family Name Interview” where they discuss their family’s history with family members.

### Materials and Resources:

- [K-W-H-L Chart](#)
- [Activist State](#)
- [Unit 1 - What is Ethnic Studies?](#)
- [TWLF - School of Ethnic Area Studies.pdf](#)
- [Civics Skills: How to \(Respectfully\) Disagree | Retro Report | PBS LearningMedia](#)

### Ethnic Studies Outcomes:

1. Students will be furthering self-understanding.
2. Students will learn about ethnic studies and the history and origin of the movement.

# Unit 1, Lesson 4:

## Share Out the Meaning of Names

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
- Furthering self-understanding
  - How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
  - How much control do we have over our own identities? What external factors influence our identities?

**Standards Alignment:**

- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

**Lesson Purpose & Overview:**

Students will share the meaning of their name with a partner, going over the cultural, historical, and family impact.

**Key Terms & Concepts:**

Identity

**Lesson Objectives:**

1. Students will be able to practice attentive/active listening techniques.
2. Students will be able to report back information they learned from the interview process.

**Essential Questions:**

1. What is my identity?
2. How does the student name's history, culture, family, etc impact their name?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes)** - See community circle prompts in slidedeck. Ask students to contribute to a [bank of community circle questions/prompts](#).
2. **Activity (10-15 minutes):** Use [Listening Blocks/Techniques Worksheet](#) to contrast attentive listening with weak listening
3. **Activity (10-15 minutes):** [Student Partner Interviews](#) After finishing their name project, students will partner up and share what they learned about their names. Students will take notes as they each talk.
4. **Community Circle (15-20 minutes):** Then they introduce their partner to the class, using information they learned in the interview.
5. **Closing (Community Circle/Writing)(10-15 minutes):** *How does learning more about our classmates' stories change the way we see them?*

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

Students will be turning in their "Name" assignments and "Student Partner Interviews" to receive feedback on their work. Students will be able to use these interview skills later in the semester as they complete a larger end of semester assignment that might involve interviewing aspects.

### **Materials and Resources:**

- [Bank of Community Circle Questions](#)
- [Listening Blocks/Techniques Worksheet](#)
- [Student Partner Interviews](#)

### **Ethnic Studies Outcomes:**

Students will further develop their sense of self and share aspects of their identity with a larger community of the classroom.

# Unit 1, Lesson 5:

## A-Z Vocabulary

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Pursuit of justice and equity
  - What is equity? How is equity different from equality?
- Furthering self-understanding
  - What does ethnicity mean? What does race mean? What is the difference between ethnicity and race?
- Recognizing intersectionality
  - What is intersectionality? Why is it important to recognize and understand intersectionality?
- Developing interpersonal communication
  - How do we communicate with others? To what extent do our cultural contexts affect the way we communicate? To what extent does our audience affect the way we communicate?

**Standards Alignment:**

- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Lesson Purpose & Overview:**

The purpose of this activity is to provide students with a lot of vocabulary in a fun and interactive way, instead of sitting and writing the definitions. These vocabulary words will be essential throughout the semester, so it is best to front load the vocabulary and then call back as the vocabulary is used throughout the semester.

**Key Terms & Concepts:**

[Vocabulary Terms](#)

**Lesson Objectives:**

Students will be able to define multiple words related to ethnic studies.

**Essential Questions:**

1. What is the meaning of \_\_\_\_\_? How does it relate to ethnic studies?
2. How does the word relate to my life/identity?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes):** Handout of [vocabulary terms](#), students highlight them with red, yellow, green pens/pencils.
  - Green= I already know the definition of this word
  - Yellow = I could make a guess as to what this word means



- Red = I do not know what this word means

Teacher Resource: [Ethnic Studies Vocabulary for Teachers](#)

2. **Group Activity (40 minutes):**

*Option 1:* Students look up and define multiple vocabulary (from list above). Then they create a small booklet or flipbook.

*Option 2:* Small group of students are assigned a vocabulary word (from list above) and create a poster about it. Then students present posters to the class or do a gallery walk.

3. **Closing (Exit Ticket/ Community Circle/Whip Around) (10 minutes):** Students share which word they found interesting or were surprised by the definition.

**\*\*Optional extension:** Have students make a children's story book and share it at a feeder elementary school.\*\*

**Assessment, Application, Action, and Reflection:**

Creation of flipbook/poster to demonstrate knowledge of content/application of vocabulary.

**Materials and Resources:**

- [Vocabulary Terms](#)
- Teacher Resource: [Ethnic Studies Vocabulary](#)

**Ethnic Studies Outcomes:**

1. Students will have a strong understanding of multiple vocabulary words that relates to ethnic studies.
2. Students will be able to connect the vocabulary terms to topics that will be coming up throughout the semester.

# Unit 1, Lesson 6:

## What is Identity?

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Furthering self-understanding:
  - How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
  - How much control do we have over our own identities? What external factors influence our identities?

**Standards Alignment:**

- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

**Lesson Purpose & Overview:**

The purpose of the lesson is for students to identify aspects of their identity and see how they are influenced by multiple factors, such as race, religion, nationality, etc.

**Key Terms & Concepts:**

Race  
Ethnicity  
Socioeconomic Status  
Gender  
Social Construct  
Sex  
Sexual Orientation  
Nationality  
First Language  
Ability  
Age  
Religious/Spiritual Affiliation

**Lesson Objectives:**

1. Students will be able to identify characteristics of their identity.
2. Students will be able to understand how some characteristics are seen (visible) and some are unseen (invisible).

**Essential Questions:**

1. What characteristics make up an identity?
2. How does a person's identity impact their views on the world?
3. How does a person's identity impact their place in the world?

### Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes)** “[All My Friends](#)” game. This will require a circle in your room or go to a place on campus that has space for a large circle.
2. **Activity (5-10 minutes):** What are the components or features of identity? Teacher gathers & organizes responses on overhead/ or use of padlet to build collective definition.
  - a. Then the teacher shows [definitions of chosen/assigned identities](#) and has students reflect on this idea in a quick write.
3. **Activity (20 minutes):** [Identity Wheel](#).
  - a. Teacher models the completion of the identity wheel with their own identity. Ask students *what they were surprised to learn about their teacher?*
  - b. Students complete the identity wheel using the definitions and examples in the slides to reflect on their own identity.
    - c. There are discussion questions in the slideshow which students can complete individually or can be part of class discussion.
    - d. Class discussion: Project the identity wheel and have students mark on the board (with markers or sticky notes) the identities they think about most, least, etc. (Or do 4 corners for greatly disagree, disagree, agree, and greatly agree)
4. **Activity (5 minutes):** Read [Complicating Chosen & Assigned Identities](#).
5. **Activity (20 minutes):** Student begin [Chosen & Assigned Identities Chart](#) Students make the poster on the last page of chosen and assigned identities assignment, who they are (assigned) vs. what their identities are (chosen).
6. **Closing (5 minutes):** [Chosen & Assigned Identities Chart](#) to be completed as homework.

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

Students will complete the identity wheel which can be used to check their understanding. The assessment for the activity would be the [Chosen & Assigned Identities Chart](#) and the poster they create on the end of the worksheet.

### Materials and Resources:

- [All My Friends](#) (Icebreakers)
- [Copy of Chosen & Assigned Identities Definitions](#)
- [Identity Wheel.pptx](#)
- [Complicating Chosen & Assigned Identities](#)
- [Chosen & Assigned Identities Chart](#)

### Ethnic Studies Outcomes:

Students will be able to better define themselves, which will be important later to compare parts of their identity and how it relates to larger topics throughout the semester.

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# Unit 1, Lesson 7:

## Introduction of Culture and Culture Tree of Myself (Surface vs. Deep Culture)

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

**Standards Alignment:**

- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

**Lesson Purpose & Overview:**

Students will learn about surface, shallow, and deep culture definitions and apply their knowledge to work together and create a shared culture tree.

**Key Terms & Concepts:**

Shallow Culture  
Surface Culture  
Deep Culture

**Lesson Objectives:**

1. Students will be able to identify cultural characteristics.
2. Students will be able to analyze the role of culture in identity.

**Essential Questions:**

1. What is culture? How do you express your culture?
2. How do we develop a better understanding of other people, cultures, and ethnic groups? Why is this important?

## Lesson Steps/Activities:

### 1. Community Builder/Cultural Energizer (5-10 minutes)

Warm Up: What is culture? How do you express your culture? (Think/Write, Pair-share)

Warm Up: Watch and analyze this PBS video called "[What is Race?](#)"

### 2. Activity (20 minutes): Teacher explains surface, shallow, and deep culture definitions.

- **Surface level (the leaves)** : This level is made up of cultural aspects you can see, like food, dress, etc. **(green paper)**
- **Shallow culture (the trunk)** : This level includes cultural aspects that are less explicit, like concepts of time, personal space, and eye contact. **(light brown paper)**
- **Deep culture (the roots)** : This level is the collective unconscious, the beliefs and norms that provide the foundation for culture. Examples include concepts of fairness, concepts of self, and spirituality. **(brown/black paper)**

a. Teacher then divides the class into three groups. Each group thinks of examples of culture at their level and writes them down on a piece of paper. When the group thinks they have as many possible examples, they have the teacher view their list and the teacher makes corrections/suggestions as needed.

b. Then, the teacher gives them colored paper depending on their group (green for leaves, light brown for trunk, brown/black for roots). Students copy words onto paper in large, thick letters that can be seen across the room.

- [Culture Tree Template.png](#)
- [Overview of Culturally Responsive Practices : The Culture Tree](#)

3. **Activity (10 minutes):** Students work together to assemble a tree onto a large poster paper, whiteboard, or section of classroom wall. It should be assembled in an area of the classroom that can be kept up at least to the end of the unit.

4. **Conclusive Dialogue (10 minutes)(student & community reflection):** Introducing [Personal Values Inventory](#). Students start by selecting 10 of the most important values to them. Then they cut down the list to their top 5 values, then top 3 values. Your closing group activity is to share out their top values with a partner.

## Assessment, Application, Action, and Reflection:

What surface, shallow, or deep culture do you share with a classmate?

Students will complete the [Personal Values Checklist](#).

## Materials and Resources:

- PBS: [What is Race?](#)
- [Culture Tree Template.png](#)

- [Overview of Culturally Responsive Practices: The Culture Tree](#)
- [Personal Values Inventory](#)
- [Personal Values Checklist](#)
- Green, light brown, dark brown paper, tape, scissors, stapler, markers

**Ethnic Studies Outcomes:**

1. Furthering self-understanding
2. Developing a better understanding of others

# Unit 1, Lesson 8:

## What is Race, Ethnicity, and Nationality? What Does It Mean to be “White”? What Does It Mean to be “BIPOC”?

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

**Standards Alignment:**

- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

**Lesson Purpose & Overview:**

Students will learn about and be able to define race, ethnicity, and nationality.

**Key Terms & Concepts:**

Race

Ethnicity

Nationality

Intersectionality

**Lesson Objectives:**

1. Students will be able to define, race, ethnicity, nationality, intersectionality
2. Students will be able to identify their own race, ethnicity, and nationality.

**Essential Questions:**

1. What is race, culture, and nationality? How is it defined?
2. Why is it important to understand one's identities?

### Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes):** Students write their own definitions of race, ethnicity, and nationality.
2. **Activity (10 minutes):** Supplemental Activity: [Scenarios](#) to practice definition of race/ethnicity/nationality. Complete an example of chosen/assigned identity as a class and discuss. Teachers can see the answer key [here](#).
3. **Activity (20 minutes):** Watch and analyze film clips from the [Whiteness Project](#): [Nick](#) (hiding Mexican identity) and [Amanda](#) (navigating multiracial ID)
  - a. *What identities do the speakers explore in these pieces?*
  - b. *What are the speakers' relationships to their identities?*
  - c. *How has each speaker been affected by society's expectations about race?*
4. **Activity (15 minutes):** If technology is available, let students explore the PBS resource [Race: The Power of an Illusion](#) (especially Episode 2) with the purpose of adding to/revising their definition. If you are not able to view the full episode, click on the episode you want to watch and there is a summary that the class can read, as well as clips from the full episode to share with students.
  - a. What does it mean to be "white"? What does it mean to be "BIPOC"? How do these words relate to race, ethnicity, and nationality?
5. **Closing (10 minutes):** Were the definitions we learned different from the definitions you created? Why?

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

Class Share: Did your understanding of race, ethnicity, and nationality change by the end of class? Why or why not?

### Materials and Resources:

- Race, Ethnicity, and Nationality [Scenarios](#)
- [Whiteness Project](#): [Nick](#) (hiding Mexican identity) and [Amanda](#) (navigating multiracial ID)
- PBS: [What is Race?](#)
- [Race: The Power of an Illusion](#)

### Ethnic Studies Outcomes:

1. Furthering self-understanding
  2. Developing a better understanding of others
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# Unit 1, Lesson 9:

## Intersectionality

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

**Standards Alignment:**

- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

**Lesson Purpose & Overview:**

Explain intersectionality and how it relates to privilege and oppression.

**Key Terms & Concepts:**

Intersectionality

Privilege

Oppression

**Lesson Objectives:**

Students will be able to explain intersectionality and how it relates to privilege and oppression.

**Essential Questions:**

How do our identities intersect and influence each other?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes) Warm up:** Students pick two elements of their identity and identify how they interact in your life.
2. **Activity (20 minutes):** Begin by playing "[Intersectionality 101](#)" and having students take notes.
  - a. Explain to students that they will watch a video to learn about the concept of intersectionality. As they watch, they should use their Video Notes [Handout](#) to record important information. If necessary, play the video again so that students can complete their notes. Call on students to share their answers. Ask others to listen to see whether they agree and to recommend changes or additions.

- b. After creating shared class notes on “Intersectionality 101,” communicate the essential question and objective.
- c. Guide a whole-class discussion to list ways your identity characteristics can impact the way people interact with you and you interact with others.
  - i. Note: If preferred, do not use the teacher as an example. Instead further discuss the example of Greta from “[Intersectionality 101](#).” Remind students that our identities can be sensitive because they affect how people interact with us and how we interact with others.
  - d. Explain that the way people interact with each other can be based on the idea of privilege, the idea that certain identities afford unearned benefits. Ask the students what privilege(s) you experience. Guide students to list examples in one column in a T-chart on the board, leaving room for a summary.
  - e. Explain that the way people interact with each other can also be based on the idea of oppression. This is the idea that a minority identity group can be systematically exploited, degraded, or harmed by a dominant identity group. Ask the students what oppression, if any, might you experience. Guide the students to list examples in the other T-chart column. Lead the class in summarizing how your identity characteristics intersect to create unique forms of privilege or oppression. Write the summary at the bottom of the T-chart.
3. **Activity (30 minutes):** Have students apply concepts of intersectionality to a character from “Bibi.” Put students into pairs. Assign each pair one character from the film.
  - a. Tell students to use the T-chart [Handout](#) to list examples of how the character’s identity characteristics might impact the way people interact with that character. As with the model T-chart, students should write a short summary synthesizing how the identities intersect. As necessary, have students [rewatch the film](#).
  - b. Have three pairs of students (one for each character) present their charts. Ask them to record their findings on chart paper. These charts can be used for Lesson 3.
  - c. As students share, have the class recommend any additions or changes. Presenting students can call on classmates to share recommendations for additions and changes, along with reasons why. Have students record any additions alongside original answers.
  - d. After students have shared out, have a whole class discussion with the following questions.
    - i. How do you think Ernesto understands the concepts of intersectionality, privilege and oppression? *It is possible that Ernesto understands these concepts, but we cannot be certain. Ernesto’s evolution of accepting Bibi’s identity suggests that Ernesto comprehends that his initial rejection of Bibi was a form of oppression.*
    - ii. Why is it important for Ernesto to understand these concepts? *Understanding intersectionality would allow Ernesto to see the privileges and struggles that people experience due to their identities. This awareness could help Ernesto in a variety of ways, such as helping him accept differences and even helping him understand his own experiences of privilege and oppression.*
    - iii. How might Ernesto’s privilege affect his understanding of Bibi’s sexual orientation? *Ernesto initially rejected Bibi due to his sexual orientation. It is possible that Ernesto’s straight privilege clouded his understanding of the struggles Bibi experienced.*
    - iv. What examples, details, and ideas from the T-charts would be most relevant in helping Ernesto understand the concepts of intersectionality, privilege and

oppression? Take notes on chart paper that can be displayed during Lesson 3. *Examples and ideas from Bibi's life could help Ernesto understand. These could include the fact that Bibi went to college and law school and became a lawyer. His identities as a highly educated, upper middle class man confer a lot of privilege in Bibi's life. Bibi is also gay and Latino, which could subject him to racism, xenophobia and homophobia.*

4. **Personal Reflection (Student reflection) (10 minutes):** Assign students to write a reflective paragraph on how their own identities intersect and the privileges or oppression they might experience. If you would like students to share with a partner or share out with the class, you can have students share.
5. **Community Reflection (5 minutes):** How do our identities intersect and influence each other?

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

Exit Ticket: How do our identities intersect and influence each other? Ask students to incorporate vocabulary and cite evidence from the character T-charts or your T-chart.

Have students take turns sharing out responses in pairs.

Extend share out to the whole class. Call on pairs to share answers.

### **Materials and Resources:**

- Video: [Intersectionality 101](#)
- [Intersectionality 101 Handout](#)
- [Activity: 'Bibi' Lesson 2: Intersectionality in "Bibi" Grades 9-12](#)
- [Learning for Justice Intersectionality Resources](#)
- [Video](#): Bibi (18 minutes, need to login but free) - trigger warning - death of parents
- [Video Notes Handout](#)
- [T-Chart Handout](#)
- [Activity Ideas](#)

### **Ethnic Studies Outcomes:**

1. Furthering self-understanding
    - a. How are our identities formed? To what extent can a person's identity change over time? To what extent do our own upbringing and culture instill bias?
    - b. How much control do we have over our own identities? What external factors influence our identities?
  2. Developing a better understanding of others
    - a. How do we develop a better understanding of other people, cultures, and ethnic groups? Why is this important?
    - b. What does it mean to show respect for others? What does that look like?
    - c. What do we need to be able to do to hear perspectives and experiences that are different from ours? How do we effectively engage with opposing or unfamiliar views as part of exercising civil discourse?
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# Unit 1, Lesson 10:

## What are Stereotypes?

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Lesson Purpose & Overview:**

Understand what stereotypes are and the effects of applying stereotypes to people.

**Key Terms & Concepts:**

Stereotypes  
Labels

**Lesson Objectives:**

1. Students will be able to define stereotyping.
2. Students will be able to analyze the effects of applying stereotypes to people.

**Essential Questions:**

1. How do stereotypes negatively affect people?

## Lesson Steps/Activities:

1. **Community Builder/Cultural Energizer (5-10 minutes) Warm Up:** Recall from the vocab lesson, what is a stereotype? How can stereotypes be positive for a person? How are stereotypes damaging for a person?
2. **Watch (19 min):** Video: [The Danger of a Single Story](#)  
**Read:** [The Danger of a Single Story](#)
  - a. Create an identity chart for Chimamanda Adichie. Which labels on the chart represent how she sees her own identity? Which ones represent how some others view her?
3. **Discuss (5-10 minutes):** [Facing History: The Danger of a Single Story](#)
  - a. What does Adichie mean by “single story?” What examples does she give? Why does she believe “single stories” are dangerous?
  - b. Adichie herself admits sometimes defining others with a single story. Why is it that people sometimes make the same mistakes that they so easily see others making?
  - c. Write: Is there a single story that others often use to define you? Can you think of other examples of “single stories” that may be part of your own worldview? Where do those “single stories” come from? How can we find a “balance of stories?”
4. **Read (20 minutes):** [How Students Experience and Cope with Racist Stereotypes](#).
  - a. **Activity:** Break your class into different groups. Have them read [the summary](#), pick a video to watch from [the list](#) and answer the discussion questions. Each group should choose one question they would like to share with the class as a whole. You may want to turn on the "CC" (closed-captions) function.
  - b. ["No Labels Attached: Breaking Down Misconceptions & Stereotypes"](#)
5. **Activity (20 minutes):** Read Newsela ["Stereotypes and Identity"](#)

One article is on the “model minority” of Asians. Assign articles or an article to individual students or groups of students. Students can summarize the article and identify the stereotypes and labels mentioned and explain why they are harmful.

**Extension Activity:** [Teaching About Stereotypes 2.0 | Learning for Justice](#)

  6. **Conclusive Dialogue (student & community reflection) (5 minutes):** As a class watch the short clip, [These Students Take Down Slurs and Stereotypes](#). Students will write down on a sticky note a positive word associated with their identity. The teacher can make a wall of these terms or write terms on board.

## Assessment, Application, Action, and Reflection:

As a class watch the short clip, [These Students Take Down Slurs and Stereotypes](#). Students will write down on a sticky note a positive word associated with their identity. The teacher can make a wall of these terms or write terms on board.

## Materials and Resources:

- Video: [The Danger of a Single Story](#)
- Reading from Learning for Justice: [The Danger of a Single Story](#)
- Reading from Facing History: [The Danger of a Single Story](#)
- PBS News: [How Students Experience and Cope with Racist Stereotypes](#)
- PBS: [How to break down stereotypes](#)
- ["No Labels Attached: Breaking Down Misconceptions & Stereotypes"](#)
- Newsela ["Stereotypes and Identity"](#)
- Learning for Justice: [Teaching About Stereotypes](#)
- Short Clips: [These Students Take Down Slurs and Stereotypes](#)

- [TED-Ed Can Stereotypes Ever Be Good](#)

**Ethnic Studies Outcomes:**

1. Pursuit of justice and equity
2. Working toward greater inclusivity
3. Developing a better understanding of others

# Unit 1, Lesson 11:

## What are Counternarratives? How Do They Impact Our Lives?

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Lesson Purpose & Overview:**

Explain the difference between dominant and counternarratives and how they impact our lives.

**Key Terms & Concepts:**

Dominant narratives

Counternarratives

**Lesson Objectives:**

1. Students will be able to define dominant and counter-narratives
2. Students will be able to explain the effects narratives have on our lives.

**Essential Questions:**

1. What are dominant and counter-dominant narratives?
2. What effect do the narratives we subscribe to have on our lives?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes)**
2. **Activity (20 minutes):** [Counter Narrative Reading](#)

3. **Activity (15 minutes):** [Counter Narrative - Video of artist who redoes front page of NYT How Alexandra Bell is Disrupting Racism in Journalism](#)
4. **Activity:** Identify dominant narratives in [visual depictions](#) of Columbus' arrival. Then apply it to local issues and students' lives.
  - a. Activity: In pairs: *What are some dominant narratives about San Ramon?*
  - b. Journal Prompt: *What is a counter-narrative you can tell about San Ramon?*
5. **Activity (20 minutes):** Students explore example counter narratives on social media:
  - a. #iftheygunnedmedown [#IfTheyGunnedMeDown | Facing History & Ourselves](#)
  - b. #ltooamharvard ['I, Too, Am Harvard' photos tell black students' stories](#)
  - c. *What do these images tell us about the society the authors live in? How do they challenge dominant narratives?*
  - d. Students can generate ideas for how art can represent a counter narrative
6. **Conclusive Dialogue (student & community reflection) (5 minutes):** Students create a personal counter narrative hashtag.

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

Students create a personal counter narrative hashtag.

#### **Materials and Resources:**

- [Counter Narrative Reading](#)
- [Counter Narrative Video](#)
- [How Alexandra Bell Is Disrupting Racism in Journalism](#)
- [Visual Depictions of Columbus](#)
- Video: [If they gunned me down...](#)
- Article: [I Too Am Harvard](#)

#### **Ethnic Studies Outcomes:**

1. Pursuit of justice and equity
  2. Working toward greater inclusivity
  3. Developing a better understanding of others
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# Unit 1, Lesson 12:

## Autoethnography Project

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

**Lesson Purpose & Overview:**

To explore our multiple identities, analyze the social, cultural, and political context through our own experiences, and challenge dominant narratives.

**Key Terms & Concepts:**

Identities  
Social  
Cultural  
Political  
Dominant narratives  
Counternarratives  
Intersectionality  
Autoethnography

**Lesson Objectives:**

1. Students will be able to describe their multiple identities and explain about experiences they have had in which these identities intersected
2. Students will be able to identify how their experiences have fit with the dominant narrative for an aspect of their identity, and an aspect of their identity that subscribes to a counter narrative.

**Essential Questions:**

1. What is my identity?
2. Where do my identities intersect?
3. What aspects of my identity conform to the dominant narrative? Which is a counter narrative?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes):** Look at your chosen/ assigned identities chart. *What is a dominant narrative about one of your identities?*
2. **Activity: Introduce Project (15 minutes):** Students learn what Autoethnography means (“self-culture-process”). It is a process of learning about our own cultures and histories and sharing our stories, even when our schools and our textbooks have not honored these stories in the past.
  - a. Teachers should make their own project so that students see an example and also learn more about the teacher. Or the teacher can make their project along with the students at the same time.
  - b. Go over the instructions for the essay and shadow box. The teacher should go over the two example narratives with students, talking about the pros and cons of each narrative.

[Unit 1 Performance Assessment: Autoethnographic Shadow Box and Essay Sample Student Personal Narrative 1](#)  
[Sample Student Personal Narrative 2](#)

3. **Work Time (25 minutes):** Students draft an introduction paragraph by responding to the guiding questions, and brainstorm topics for body paragraphs.
4. **Conclusive Dialogue (student & community reflection) (10 minutes):** Students share ideas in pairs or small groups to receive some feedback to their early work. They should be asking the question: *Are they following/answering the prompt?*
5. **Homework:** Students write their draft for the essay. Students should be working on the art aspect at home.

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

Students share ideas in pairs or small groups to receive some feedback to their early work (Are they following/answering the prompt?)

#### **Materials and Resources:**

- [Unit 1 Performance Assessment: Autoethnographic Shadow Box and Essay](#)
- [Sample Student Personal Narrative 1](#)
- [Sample Student Personal Narrative 2](#)
- Artwork

#### **Ethnic Studies Outcomes:**

Students will be able to recognize intersectionality.

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# Unit 1, Lesson 13:

## Body Paragraphs Work Time

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**Lesson Duration:** 2 Class Periods (60 minutes each)

**Ethnic Studies Values & Principle Alignment:**

- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

**Lesson Purpose & Overview:**

To explore our multiple identities, analyze the social, cultural, and political context through our own experiences, and challenge dominant narratives.

**Key Terms & Concepts:**

Identities  
Social  
Cultural  
Political  
Dominant narratives  
Counternarratives  
Intersectionality

**Lesson Objectives:**

1. Students will be able to describe their multiple identities and explain about experiences they have had in which these identities intersected
2. Students will be able to identify how their experiences fit within the dominant narrative for an aspect of their identity, and an aspect of their identity that subscribes to a counter-narrative.

**Essential Questions:**

1. What is my identity?
2. Where do my identities intersect?
3. What aspects of my identity conform to the dominant narrative? Which is a counter-narrative?

**Lesson Steps/Activities:** (Repeated for each day)

1. **Community Builder/Cultural Energizer (5-10 minutes)****Warm Up:** Ask students to compare version A and B of the [Example Body Paragraph](#): *What does version B contain that version A doesn't?* Make a list of the details that have been added in version B.
2. **Work Time (40 minutes):** Students draft their body paragraphs, and add as many details as possible.
3. **Conclusive Dialogue (student & community reflection) (10 minutes):** Students share with a partner and the partner asks questions about details that are missing. Students note details to add.
4. **Homework:** Students write their draft for the essay. Students should be working on the art aspect at home.

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

Students share ideas in pairs or small groups to receive some feedback to their early work.

#### **Materials and Resources:**

- [Example Personal Narrative Body Paragraph](#)
- Sample Narratives (previous lesson)
- Artwork

#### **Ethnic Studies Outcomes:**

Students will be able to recognize intersectionality.

# Unit 1, Lesson 14:

## Editing and Revising Work Time

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.

**Lesson Purpose & Overview:**

To explore our multiple identities, analyze the social, cultural, and political context through our own experiences, and challenge dominant narratives.

**Key Terms & Concepts:**

Identities  
Social  
Cultural  
Political  
Dominant narratives  
Counter-narratives  
Intersectionality

**Lesson Objectives:**

1. Students will be able to describe their multiple identities and explain about experiences they have had in which these identities intersected.
2. Students will be able to identify how their experiences have fit with the dominant narrative for an aspect of their identity, and an aspect of their identity that subscribes to a counter-narrative.

**Essential Questions:**

1. What is my identity?
2. Where do my identities intersect?
3. What aspects of my identity conform to the dominant narrative? Which is a counter-narrative?

**Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes):** Review how to edit a draft (spelling, grammar, etc). Teacher should provide checklist for students
2. **Activity (40 minutes):** Students meet with a partner for final draft reading aloud and editing. The partners read aloud their full essay, then both students make edits based on what they heard in their own writing or ideas they got from their partner.
  - a. Teacher listens strategically and offers support as students revise. If needed, the teacher meets with individual students and offers revision advice.
  - b. Once students have shared their essays, they should use the rest of the class time to edit and revise while the information is fresh in their minds.
3. **Conclusive Dialogue (student & community reflection)(5-10 minutes):** Students reflect on their draft. *What still needs to be done or revised?*
4. **Homework:** Students revise their draft into a final copy of their essay. Students submit paper copy or digital copy according to teacher instructions. Students complete the art aspect and plan to bring it into the next class period.

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

Students share ideas in pairs or small groups to receive some feedback to their work.

#### **Materials and Resources:**

- [Editing & Revising Checklist](#)
- Sample Narratives (previous lesson)
- Artwork

#### **Ethnic Studies Outcomes:**

Students will be able to recognize intersectionality.

# Unit 1, Lesson 15:

## Presentation of Project

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

**Standards Alignment:**

- WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- ID.9-12.3: I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.

**Lesson Purpose & Overview:**

To explore our multiple identities, analyze the social, cultural, and political context through our own experiences, and challenge dominant narratives.

**Key Terms & Concepts:**

Identities  
Social  
Cultural  
Political  
Dominant narratives  
Counternarratives  
Intersectionality

**Lesson Objectives:**

1. Students will be able to describe their multiple identities and explain about experiences they have had in which these identities intersected
2. Students will be able to identify how their experiences have fit with the dominant narrative for an aspect of their identity, and an aspect of their identity that subscribes to a counter-narrative.

**Essential Questions:**

1. What is my identity?

2. Where do my identities intersect?
3. What aspects of my identity conform to the dominant narrative? Which is a counter-narrative?

### **Lesson Steps/Activities:**

1. **Community Builder/Cultural Energizer (5-10 minutes) Warm Up:** Students arrange their desks into a loose circle or other gallery set up determined by the teacher. Students set their essay and art projects on their desk.
2. **Activity (10 minutes):** Students walk around the classroom to view each other's work. Students can provide positive feedback with sticky notes.
3. **Activity (10 minutes):** The teacher will then call on students to voluntarily share their essay and/or their shadow box with the class.
4. **Activity (10 minutes):** Students self grade their work and reflect on the project and unit using the [Rubric](#) and/or [Reflection](#) questions.
5. **Conclusive Dialogue (student & community reflection) (20 minutes):** In the loose circle that is formed by the art gallery set up, ask students the following questions:
  - a. *What is one thing you have in common with a classmate that you had not known before today?*
  - b. *How do you feel about yourself, now that you have reflected on your life's story so far?*
  - c. *What did you like about this project? What would you do differently if you could go back and change things?*
6. Please have your students fill out the [Ethnic Studies Curriculum Feedback Survey](#).

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

What is one thing you have in common with a classmate that you had not known before today?

### **Materials and Resources:**

- [Rubric](#) & [Reflection](#)
- [Ethnic Studies Curriculum Feedback Survey](#)
- Post-its, tape

### **Ethnic Studies Outcomes:**

Students will be able to recognize intersectionality.



# Unit 2

## Narratives & Community Stories

### Who Are We?



## Unit 2: Narratives & Community Stories - Who Are We?

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In this unit, you will be introduced to the stories of communities of color in the United States. You will learn about how communities of color were formed in the United States, and what their migration experiences to and within the United States have been. You will examine the ways in which traditional narratives flatten experiences of people of color and how oral histories of those close to you can enrich and counter those narratives. You will investigate how racism, oppression, and prejudice have impacted Indigenous, Black, Latino/a/x, and Asian American communities throughout history and in the present, but you will also learn how communities of color have built, preserved, and sustained their communities and cultures in the face of oppression. Finally, you will examine the cultural production of communities of color, as well as their contributions to American artistic, intellectual, political, scientific, and other cultural traditions.

# Unit 2 Essential Questions

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1. What are the dominant narratives of our communities?
2. How can we rewrite these narratives to be more accurate?
3. How can we find the commonalities in our narratives to build stronger communities?

## Unit 2 Objectives

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- Understanding our history through the history of California
- Understand the dominant narrative and explore alternate counternarratives
- Understand historical and modern migration patterns

## Unit 2 Lessons

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[Lesson 1: Community Building Around Narratives](#)

[Lesson 2: Community Mapping](#)

[Lesson 3: Researching Local Community Demographics Data](#)

[Lesson 4: Migration Push and Pull Factors](#)

[Lesson 5: Learning About Ethnic Communities](#)

[Lesson 6: Local History](#)

[Lesson 7: Stories of Communities](#)

[Lesson 8: Introduction to Research & Media Literacy](#)

[Lesson 9: Community Counter Narrative Stories](#)

[Link](#) to Unit 2 Teacher Resources (PDF)

[Link](#) to Student Resources (PDF)

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# Unit 2, Lesson 1:

## Community Building Around Narratives

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ID.9-12.2: I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.

**Lesson Purpose & Overview:**

To build community in the classroom through telling stories and finding differences and commonalities. Students will expand on the lessons of Unit 1 and the terminology to begin to apply these ideas to their own ethnic histories and those of their classmates. This will involve community building as well as initial research into their own cultural norms and traditions. Students will continue to use community circles for both social-emotional and academic learning.

**Key Terms & Concepts:**

Community  
Intersectionality  
Ethnicity  
Culture  
Subculture

**Lesson Objectives:**

1. Students will be able to identify the defining characteristics of their own culture.
2. Students will be able to compare and contrast the characteristics of their culture with those of the four core ethnic groups.

### Essential Questions:

1. How do geographic, religious, racial groups, and mainstream media shape our cultures?
2. How do histories of migration, oppression, resistance, assimilation, and cultural preservation shape contemporary identities?
3. How do the stories of a community impact personal identity?
4. How does the lens of intersectionality allow us to have empathy for other people's stories and identities?

### Lesson Steps/Activities: Reflecting on Community

1. **Opener (5-10 minutes):** In a community circle, students share about important family traditions; community circle discussion of Rockwell painting of Thanksgiving.
  - a. Review: Briefly reconsider the Culture Tree or Cultural Iceberg [Culture Tree Template.png](#) and read the cultural examples listed from Unit 1
2. **Instruction (5-10 minutes):** Teacher responds to prompt with intention to share traditions including food, religion, community, music, professions, etc. Explains personal ethnic history tied to current and historical contexts (i.e. *Why do I play soccer/cricket/football, when parents have as well? Why have I been told NOT to do certain things like play piano or speak my home language?*).
3. **Activity (30 minutes):** Provide each student a copy of the Facing History and Ourselves handout- ["What is Community?"](#) Have students complete the answers individually before sharing with peers.

You may have students raise their hand if they agree or strongly agree with one of the prompts, or have students move to a space in the classroom representing "agree" or "disagree".
4. Working in groups of 3-4, students will consider the prompts from the resource [Handout: Chunking Worksheet: What is a community?](#) After 10 minutes, one student from each group will share their main ideas they wrote down.
5. **Exit Ticket (10 minutes):** As an exit ticket, students will complete [Handout: My Community Exit Ticket](#). Encourage students to find other people in the classroom that are part of a shared community. Students may share and ask follow-up questions about which communities they are a part of. Consider how the prompt *"What makes you feel part of this community?"* may correspond with the class constitution/classroom agreements.
6. **Homework:** Assign ["Community Interviews"](#) for homework and provide directions, including the questions they will be asking a community member.

### Materials and Resources:

- [Culture Tree Template.png](#)
- ["What is Community?" Anticipation Guide](#)
- [Handout: Chunking Worksheet: What is a community?](#)
- [My Community Exit Ticket](#)
- [Community Interviews](#)

### Ethnic Studies Outcomes:

1. Furthering self-understanding
2. Developing a better understanding of the community
3. Supporting a community focus

# Unit 2, Lesson 2:

## Community Mapping

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- HI1: Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Lesson Purpose & Overview:**

Students will explore their community through mapping, analyzing assets and challenges, and reflecting on their connections to the space. Rooted in Ethnic Studies values, the lesson fosters empathy, cultural awareness, and self-determination while honoring Native and BIPOC communities. Through discussions and mapping activities, students will critically examine their community's history and social dynamics, developing a deeper understanding of their role in creating positive change.

**Key Terms & Concepts:**

Community  
Mapping  
Demography

**Lesson Objectives:**

Students will be able to describe the community they live in, including a description of the community and an analysis of what the student likes/dislikes about the community.

**Essential Questions:**

1. What is your community like? What communities are we a part of?
2. What is the history of the community?

**Lesson Steps/Activities:**

1. **Opener (5 minutes)** Students will write down and share out 5 takeaways from the community interviews. On a whiteboard, label "community challenges" and "community assets" and have students write down the positive sides to living in our community (assets) and some of the negative sides (challenges)

2. **Direct Instruction (5 minutes)** Introduce [Community Map Project](#) (students create their own slide show that follows the instruction's template for the project).
3. **Student Activity (30 min)** Introduce part 1 of the project and [community maps](#). Students will create a digital or physical [map of the community](#) from their perspective.
4. **Independent work** (15 min)
5. **Extension (15 min)** [Landmark Analysis](#) Activity
6. **Homework:** Complete the Community Map Project on their own.

**Materials and Resources:**

- [Community Research Map Project \(Instruction Slides Template\)](#)
- [Introduction to Community Asset Mapping](#)
- [Mapping My Community - AFS-USA](#)
- [Copy of Landmark Analysis.docx](#)

**Ethnic Studies Outcomes:**

1. Furthering self-understanding
2. Developing a better understanding of the community
3. Supporting a community focus

# Unit 2, Lesson 3:

## Researching Local Community Demographics Data

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**Lesson Duration:** 3 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- HI1: Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Lesson Purpose & Overview:**

Students will begin by exploring the U.S. Census QuickFacts to identify key demographic data for their local community, state, and the nation. Working in groups, they will compare and contrast findings, analyze trends, and discuss the historical and social influences behind these statistics. Through guided discussions and reflections, students will make connections between census data and their own lived experiences.

**Key Terms & Concepts:**

Demography  
Population Density  
Migration

**Lesson Objectives:**

1. Access and analyze demographic data from the U.S. Census Bureau at the city, state, and national levels.
2. Compare and contrast racial, ethnic, and socioeconomic trends across these geographic levels.
3. Interpret the historical and social factors that contribute to demographic patterns.
4. Discuss the implications of these patterns on communities and social equity.

### Essential Questions:

1. Who makes up our community?
2. How does our community compare to the state and the country?

### Lesson Steps/Activities: Day 1 Population + Demographics Data

1. **Opener (5 min)** Population Estimates: Ask students to estimate the population of their community (ex: Danville) and confirm as a class. This will lead to students defining population and demographics in their notes.
2. **Partner Activity (15 min)** Working in pairs, students will consider the questions in the [Population Inquiry](#) for Danville (Census Reports for San Ramon, Contra Costa Country, California, United States, Globally). Incorporate more data analysis from this data from <https://www.census.gov/quickfacts/fact/table/CA#> and [California School Dashboard](#).
3. Reflect on the inquiry (ex: what surprised you about the numbers? What is an observation?)
4. After completing the inquiry, students will review [population density maps of California and the Bay Area](#). After writing down a few observations in their notes, students will share with the class.
5. **Discuss (5 min)**: Who makes up our community? How does our community compare to the state and the country? In what ways is the Bay Area “diverse”?
6. **Exit Ticket (10 min)** Students will reflect on the prompt, then share out with peers: “How much the population of California has [changed since it became a state in 1850](#) ([The Population of California](#)). How has the population of the U.S changed since 1776? What exactly has changed?” Why is the population of California bigger than other states? Consider push/pull factors.

### Lesson Steps/Activities Day 2 Researching Local Community Demographics Data

1. **Opener (10 minutes)**: Have students consider our school culture. What are three words they would use to describe (insert site here)? Is it welcoming to everyone?
2. **Activity (20 minutes)**: Review the term “demographics” and introduce the group activity. Students will review the [demographic data specific to SRVUSD from the most recent academic year](#). As they review the data, each student will write down one observation they made (w/ specific numbers) on a large piece of poster paper. Each group will share a few of their observations with the class.
3. **Activity (10 minutes)**: Focus on the “Incidents of Hate” within our district. Define/review definitions: “antisemitism” and “xenophobia”
  - a. In your notebook, have students write and reflect on the data provided: *Did these numbers surprise you? How so? Have you witnessed any incident of hate at school before? Is this common or uncommon?*
4. **Community Circle (10 minutes)**: Have students that volunteer share their reflections. Ask students:
  - a. *What should they do if in a situation involving hateful speech or acts?*
  - b. Consider showing students where they can report an incident of hate (school website)
5. Students will continue to work on their community research map project and share out their slides to a small group.

### Assessment, Application, Action, and Reflection: What does our community mean to you?

[Community Research Map Project \(Instruction Slides Template\)](#)



### Lesson Steps/Activities Day 3 Community Research Map Presentations

1. **Opener (5 min)** Write a brief letter to the community (school specific or larger town). What are your concerns? What do you want to change? What do you appreciate about our town that you think we need to maintain? What do you wish other people knew about your experience in our community? (note: letter can be anonymous or not)
2. **Project Share Out (30 min)** Students will share their project with (x) amount of people or in small groups.  
*Students will be comparing their experience and perspective on community and what it means to them. As a class, we will group commonalities in the presentations.*
3. **Community Circle (15-20 min):** Volunteering students will read out their letters to the community. Explain to students that they will have an opportunity to work on a "[Youth Participatory Action Project](#)" later in the semester that will give them a chance to consider how to create positive community change. Students will brainstorm and share early ideas for community change.
4. **Exit Ticket (5 min)** Students will turn in their projects and letters to the community

#### Materials and Resources:

- [Population Inquiry Questions](#)
- [Community Research Map Project \(Instruction Slides Template\)](#)
- [The Population of California](#)
- [Demographic Data in SRVUSD](#)
- Online resources for research; readings on core ethnic groups' history and culture
- [Sentence Stems](#)
- [Immigration to the United States Website](#)

#### Ethnic Studies Outcomes:

1. Furthering self-understanding
2. Developing a better understanding of others
3. Supporting a community focus

# Unit 2, Lesson 4:

## Migration Push & Pull Factors

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- JU.9-12.13: Explain the impact of biased words and behaviors and unjust practices, laws, and institutions that limit rights and freedoms.
- CST1: Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- HI1: Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

**Lesson Purpose & Overview:**

This lesson explores historical and modern migration patterns, focusing on push and pull factors and their impact on Native and BIPOC communities. Through discussions, mapping activities, and personal reflections, students develop self-awareness, empathy, and an appreciation for migration's cultural and historical significance.

**Key Terms & Concepts:**

Migration  
Immigration  
Push-Pull Factors

**Essential Questions:**

1. What makes people migrate?
2. What are historical and modern migration patterns?

**Lesson Steps/Activities: Day 1**

1. **Opener (10 minutes):** Consider the history of human migration and movement. Play this video [Map Shows How Humans Migrated Across The Globe](#). As a class, encourage students to share observations made from the video and to add to their notes.
  - a. **Turn & Talk:** Ask students where what it would take to get them to move to a different place (city, state, or country). What makes people move?

- b. Share the article about [Populating the Americas](#)- how long ago did Native Americans start to populate the Americas? What are the theories around this migration?
2. **Activity (10 minutes)** Students will take time taking notes defining migration/immigration as well as [push/pull factors](#) with examples.
3. **Activity (30 minutes):** Using large, printed maps of the world, students will consider what they know about migration to the U.S. Students will work in groups of 4-6 to consider migration/immigration in the U.S. Using the video as a visual guide, students will recreate the arrows representing the three “waves” of immigration to today. Maps should be labeled with dates and color-coded [Animated Map Shows History Of Immigration To The US](#) [Immigration Map Directions](#)
4. **Closing (10 minutes): Homework:** Introduce homework assignment, which has students consider their own family migration story. Using Padlet or Google Classroom Discussion, students will talk with family members to assist in answering the following questions: *What do you know about your ethnic heritage? Who are your ancestors? Which countries or regions of the world did your family emigrate from? When did they migrate to the United States? Why did their family members migrate? What were their push and pull factors? How did migration affect the extended family?* (note: this is a connection to Unit 1 with their name story and Autoethnography Project)

Alternative: [Family Immigration Interviews](#)

#### **Materials and Resources:**

- [Map Shows How Humans Migrated Across The Globe](#)
- [The earliest Americans arrived in the New World 30,000 years ago | University of Oxford](#)
- [Migration Push and Pull Factors | Marco Learning](#)
- [Animated Map Shows History Of Immigration To The US](#)
- [Family Immigration Interviews](#)

#### **Ethnic Studies Outcomes:**

1. Furthering self-understanding
2. Developing a better understanding of others
3. Supporting a community focus

# Unit 2, Lesson 5:

## Learning About Ethnic Communities

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**Lesson Duration:** 3 Days (Each 60 minutes class period)

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- REPV2: Identify bias and prejudice in historical interpretations.
- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

**Lesson Purpose & Overview:**

Students will explore birthright citizenship, the 14th Amendment, and naturalization, connecting historical and modern migration patterns to issues of identity and equity. Students will analyze primary sources, engage in discussions, and examine how citizenship laws have impacted BIPOC communities. Through collaborative activities, they will reflect on their own identities, family migration stories, and the historical challenges to citizenship, fostering empathy and a deeper understanding of systemic inequalities in immigration policies.

**Key Terms & Concepts:**

Birthright Citizenship

14th Amendment

**Lesson Objectives:**

Students will understand our history through the history of California and examine historical and modern migration patterns.

**Essential Questions:**

1. What does it mean to be a U.S citizen?
2. What is birthright citizenship?
3. What is naturalization?

### Lesson Steps/Activities: Day 1

1. **Opener (5 min):** Show students the [School House Rock video "American Melting Pot"](#) and discuss whether or not they think the U.S is a "melting pot"
2. **Review (5 min)** What is ethnicity? How is it different from race? Nationality?
3. **Activity (10 min):** Provide enough time for students to finish their immigration maps from the previous class. After the maps are completed, students will write down 3 observations from the immigration maps and add to their notes.
4. **Activity (15 min):** Identify something important to your identity that outlines something that comes from your [culture](#). *Why is that important to your identity and identify someone from your ethnic groups that participates in this activity?* Students share out with their class.
5. **Activity (10 min):** Students will share their family migration stories and insights from interviews. They will find someone in class and find commonalities and differences between you both.
6. **Reading (30 min):** [Read "Immigration to the United States"](#) on history of 4 core groups' culture and how the history of migration, oppression and discrimination have affected those cultures and do a [jigsaw](#).
7. **Conclusive Dialogue (student & community reflection) (5 minutes):** Share out of commonalities between ethnic groups' cultural history

### Lesson Steps/Activities: Day 2

1. **Opener (5 min):** Ask students "what does it mean to be a U.S. citizen by birth"? Who is considered a "citizen" of the U.S and who is not? (consider US Nationals, Undocumented)
2. **Direct Instruction (10 min)** Define citizenship and discuss the rights and responsibilities of a citizen, define and take notes on birthright citizenship, 14th amendment and naturalization. Students will consider the [resource](#) called "[7 Things to Know About Birthright Citizenship and the 14th Amendment](#)".  
[Introduce](#) "Why the US has birthright citizenship" about United States v. Wong Kim Ark and the history behind it.
3. **Primary Source Analysis (15 min)** Students will [read and analyze the document](#). Then consider the historical context, point of view, and purpose of the reading. They will then compare the arguments made by the Supreme Court (majority opinion and dissent).
4. **Student Activity (15 min)** Consider the other cases included in the resource [Citizenship and Race Challenged in the Courts](#) What role did APIDA people played in challenging racist citizenship practices and laws?
5. **Class Discussion (10 min)** How did the case impact immigration and citizenship laws? How does it relate to modern debates on birthright citizenship?
6. **Exit Ticket (5 min)** Students write a short paragraph summarizing the case's significance. "How did *United States v. Wong Kim Ark* shape the understanding of citizenship in America?"

### Lesson Steps/Activities: Day 3

1. **Opener (5 min):** Do an energizer activity.

2. **Student Activity (30 minutes):** Have students read stories from [Tell Me Who You Are](#) and then discuss the similarities and differences between different ethnic groups.
  - i. How does citizenship mean to these individuals?
3. **Whole Class (15 minutes):** As a class, read through How to Share Your Story (starting on page 359) and discuss ways for students to reflect upon their own journey.

Expansion: [Lesson Plan: Naturalization & Citizenship](#)

#### **Materials and Resources:**

- [Schoolhouse Rock - "The Great American Melting Pot"](#)
- <https://online.culturegrams.com/world/>
- [immigration to the United States - Students | Britannica Kids | Homework Help.](#)
- [US Immigration](#) Notes
- [United States v. Wong Kim Ark \(1898\)](#)
- [7 Things to Know About Birthright Citizenship and the 14th Amendment](#)
- [Why the US has birthright citizenship](#)
- [Citizenship and Race Challenged in the Courts | lesson plan curriculum | The Asian American Education Project](#)
- [Tell Me Who You Are](#) - Excerpts

#### **Ethnic Studies Outcomes:**

1. Students will develop an understanding on what it means to be a citizen of the US.
  2. Students will respect that not everyone is a citizen of the US, but they still deserve respect.
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# Unit 2, Lesson 6:

## Local History

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**Lesson Duration:** 1 Day, 60 minute Class Period

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- SL.9-10.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- JU.9-12.12: Recognize, describe, and distinguish unfairness and injustice at different levels of society.
- HI.1: Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.

**Lesson Purpose & Overview:**

This lesson explores the history, culture, and resilience of Bay Area Indigenous peoples, focusing on the Ohlone. Through maps, research, and discussions, students examine colonization's impact and the importance of cultural revitalization, fostering awareness and respect for Native communities today.

**Key Terms & Concepts:**

Linguistic Death  
Cultural Assimilation  
Cultural Revitalization

**Essential Questions:**

1. Who were the first people of the Bay Area, and how did they live?
2. Why is it important to acknowledge Indigenous history and presence?

**Lesson Steps/Activities: Day 1**

1. **Opener (5 min)** Ask students to write down prior knowledge of indigenous groups that lived in the Bay Area before European colonization. Who were the first people to live in the Bay Area? How did they get here and what were their lives like?

2. **Activity (10-15 min)** Direct students to the [native land resource](#). In table groups, they will write down five takeaways from the map, including the names of the native groups that live in the community.  
Using the map resource, students will identify which indigenous groups call the Bay Area home. (Expand: read/listen to [Who Were the First People to Live in the Bay Area? | KQED](#))  
Add to notes: how does the article inform how indigenous peoples populated the Americas?
3. **Research (20 min)** Direct students to the websites of the [Ohlone](#), [Confederated Villages of Lisjan](#), and [Muwekma \(Miwok\)](#) and discuss key insights from the resources, including languages spoken, aspects of cultural values, use of land and resources, etc.  
Students will read the resources: (Berkeley) [Ohlone Land](#), (Stanford) [The Ohlone](#), and watch the video [How This Native American Elder Reclaimed Sacred Land in the Bay Area | KQED Truly CA](#) (10 min).
4. **Think, Pair, Share (5 min)** Students will discuss the history of the Ohlone in California, including the role of the Gold Rush. Consider the importance of nature and land.
5. **Research (10 min)** Explore the [shellmound website](#) and [related article](#).
6. **Discussion Post (15 min)** Students [will review the article](#) about remains found at SRV. They will respond to the following questions: Whose remains were found during the construction project? When were the remains found? Where have they been reburied? Is it important to acknowledge and remember the remains found? If so, what does that acknowledgment look like?

### Lesson Extension (Optional)

1. **Discuss (10-15 min)** Ask students to consider the significance of language. What does speaking (x) language mean to them? What if your language was endangered?  
Share the [resource on endangered languages](#) and explain what “[language death](#)” is. Ask students why and how languages die. Then [play the video about reviving the Ohlone language](#).
2. **Student Activity (25 min)** Students will rotate through the resources about the ways in which indigenous peoples are continuing to connect to their culture through food, music, and activism.
  - a. *Example 1- Indigenous Foods* [Our Story — mak-'amham/Cafe Ohlone](#)
  - b. *Example 2- Community Gathering* ([Bay Area American Indian Two-Spirits \(BAAITS\) Powwow - Fort Mason Center for Arts & Culture](#))
  - c. *Example 3- Music* ([Muwekma Ohlone Tribe | Dances and Songs Revitalization](#))
  - d. *Example 4- Community Activism* (Save the [Shellmound](#))
3. **Padlet Post (15 min)** Students will use Padlet to post an example of indigenous cultural revitalization efforts nationally and globally. The post must include a news article ([Maori Language, Once Shunned, Is Having a Renaissance in New Zealand - The New York Times](#)).

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

Optional: [Local Histories - Teacher Research Guide \(IACP Version\)](#)

### Materials and Resources:

- [Native-Land.ca](#)
- [Who Were the First People to Live in the Bay Area? | KQED](#)
- [Association of Ramaytush Ohlone](#)
- [Confederated Villages of Lisjan](#)
- [Muwekma Ohlone Tribe](#)
- [Ohlone Land | Centers for Educational Justice & Community Engagement](#)



- [The Ohlone | Campus Engagement](#)
- [How This Native American Elder Reclaimed Sacred Land in the Bay Area | KQED Truly CA](#)
- [Tour Stop 9: Yelamu Shellmound](#)
- [There Were Once More Than 425 Shellmounds in the Bay Area. Where Did They Go? | KQED](#)
- [Human Remains Unearthed During School Construction Have Yet to be Properly Buried | San Ramon, CA Patch](#)
- [Local Histories - Teacher Research Guide \(IACP Version\)](#)

**Ethnic Studies Outcomes:**

1. Students will learn about local native indigenous people and their way of life.
2. Students will cultivate empathy and develop concern about the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

# Unit 2, Lesson 7:

## Stories of Communities

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**Lesson Duration:** 40 minutes + Work Time (recommend at least 2 class periods work time) + 45 minutes for students to view each other's presentations

### **Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society

### **Standards Alignment:**

- CST2: Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- REPV2: Identify bias and prejudice in historical interpretations.
- HI1: Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- HI4: Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

### **Lesson Purpose & Overview:**

In this lesson students will be introduced to the overview history of the 4 core ethnic groups through direct instruction and readings. The historical role of imperialism, globalization, and migration will provide context for current political, economic, and social issues of the four ethnic groups in contemporary America. This learning will include a discussion of the importance of looking at multiple perspectives when studying historical (and contemporary) issues.

### **Key Terms & Concepts:**

Narrative  
Imperialism  
Globalization  
Migration

Contemporary  
Integration  
Assimilation  
Cultural preservation  
Industrialization  
Domestic policy

### **Lesson Objectives:**

Students will be able to identify the historical background of the 4 core ethnic groups.

### **Essential Questions:**

1. What are the histories of the four core groups in America?

### **Lesson Steps/Activities:**

**Warm Up/Introduction (10 minutes):** Students reflect on the question: What is the story of America that you learned when you were young? Which movies/tv shows/books influenced this narrative?

**Activity 1 (10 minutes):** Introduce the vocabulary necessary to understand how the United States became a multicultural society

- Migration
- Push and Pull Factors
- Imperialization
- Globalization
- Integration
- Assimilation
- Cultural Preservation
- Domestic Policy

**Activity 2:** Introduce the [Jigsaw research and presentation on some history of the four ethnic groups in America](#) to the class and assign student groups to one of the four ethnic groups. (10 minutes)

- a. (10 minutes) Students fill out the right column on each note taking section, answering the question “What do you already know about the origins of this ethnic group?”
- b. Students have work time to read their assigned sources based on their group’s ethnic group assignment and take notes using the [graphic organizer](#).
- c. Students have time to create a presentation with their groups, addressing key points outlined in the assignment.
- d. Students view each other’s presentations and take notes using the [presentation note-taking graphic organizer](#) and students create “[One Pagers](#)” demonstrating what they have learned.

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

Conclusive Dialogue: How did the readings challenge or confirm your beliefs about the experiences of a racial/ethnic group in America?

### **Materials and Resources:**

- Reading sets from Ronald Takaki, *A Different Mirror for Young People*
- Readings from primary source accounts from the core ethnic groups
- [Jigsaw](#)
  - [Ancestors from the West Indies: A Historical and Genealogical Overview of Afro-Caribbean Immigration, 1900-1930s](#)
  - [Caribbean Migration](#)
  - [Arab American National Museum](#)
  - [Southeast Asian American Journeys | searac](#)
  - [PBS: Arab Americans](#)
  - Readings from [Our Stories: An Introduction to South Asian America](#)
    - Pages 108-113 “The H-1B Visa”
    - Pages 136-140 “The Post 9/11 Backlash and Response”
  - [An Introduction to South Asian American History](#)
  - [Readings from “Everything You Wanted To Know About Indians But Were Afraid to Ask” \(Young Readers Edition\) By Anton Treuer](#)
  - [National Museum of the American Indian Essential Understandings](#)
  - [Central American Migration to the United States - A History of Domestic Work and Worker Organizing.](#)
  - [Understanding Central American migrations](#)
  - [Puerto Rican/Cuban | Immigration and Relocation in U.S. History](#)
- [Graphic Organizer](#)
- [Presentation Note-Taking Graphic Organizer](#)
- [One-Pagers](#)

### **Ethnic Studies Outcomes:**

1. Working toward greater inclusivity
2. Furthering self-understanding
3. Developing a better understanding of others
4. Recognizing intersectionality
5. Supporting a community focus

# Unit 2, Lesson 8:

## Introduction to Research & Media Literacy

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**Lesson Duration:** 4 Class Periods (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- REPV2: Identify bias and prejudice in historical interpretations.
- RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- DI.9-12.6: I interact comfortably and respectfully with all people, whether they are similar to or different from me.
- DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

**Lesson Purpose & Overview:**

Students are introduced to the research resources available to them through the library so that they can begin to find reliable information, evaluate sources, properly cite information, and find and use information in their writing and discussions. Students will begin to understand the choices authors make when writing narratives, and how choices of perspective and what is crucial information shape the telling of the story. Students will use these skills to begin to research information about the core ethnic groups and develop narratives that are more inclusive and accurate.

**Key Terms & Concepts:**

Perspective

Bias

Primary and secondary sources

Reliability

MLA citation

Plagiarism

Media bias

Media literacy

### Lesson Objectives:

1. Students will be able to identify reliable research resources.
2. Students will be able to find legitimate sources from those resources.

### Essential Questions:

1. How do I do research to find reliable sources on a topic?
2. How do I cite information from those sources in my own work?

### Lesson Steps/Activities: Day 1

1. **Community Builder/Cultural Energizer (5-10 minutes):**
  - a. Review perspective/point of view [What's your point of view?](#) Reconsider various identities from Unit 1
  - b. Think, Pair, Share: What is bias? When is a time you have been biased in your life?
2. **Activity (40 minutes):** Share the handout: [What is Bias?](#) and compare implicit and explicit bias with examples.
  - a. Students will view [Street Calculus | Facing History & Ourselves](#) and write down their own interpretation, including reflecting on “how others see me” and “how I see myself”
  - b. Using the resources provided, students will consider their own biases: [Test Yourself for Hidden Bias | Learning for Justice](#) and [Are You Aware of Your Biases](#)
  - c. Extension: [Rate Your Bias | AllSides](#)
3. **Closing Activity (10 minutes):** [How Diverse is Your Universe?](#)
4. **Homework:** students will work on [Hearing Perspectives: Conversation With \\_\\_\\_\\_\\_ on Race](#)

### Lesson Steps/Activities: Day 2

1. **Community Builder/Cultural Energizer (5-10 minutes)** Media Literacy prompts: *Have you ever been told a story that wasn't true? How did you find out that the story wasn't true? How did you respond to finding out the truth?*
2. **Video (10 minutes):** Present the Ted Ed video: [How to choose your news - Damon Brown](#)  
Have students respond to the following question before the video and again after:  
How can you tell if something is news or fake news?
3. **Activity (10 minutes):** Share the [News Lit Quiz: How news-literate are you?](#) And reflect on how news literate you thought you are vs. the results from the quiz. Follow up question: *Why is news literacy important?*
4. **Recommended Library Visit:** Define media bias, media literacy and [Understanding Bias-2020-01](#) resource
5. **Direct instruction:** Media Literacy - [Finding Credible News](#) (see linked lesson plan & slide deck) how to use research resources and citations (how to use [library resources](#)); suggested that class be taken to the library and work with teacher-librarians on how to use databases and resources.

### Lesson Steps/Activities: Day 3

1. **Community Builder/Cultural Energizer (5-10 minutes):** Ask students to identify three current events happening in the U.S or globally. After a few minutes of brainstorming, students will share out their prior knowledge. Give additional time for students to consider which topics or

issues they are most interested in when it comes to news (politics, economics, culture, society, etc)

2. **Activity (40 minutes):** Students, in small groups of 3-4 students, are assigned a current event topic that is related to one of the core ethnic groups; student reads 3 different articles on the topic and uses a form to evaluate the reliability of the sources and the differences of their narratives
  - a. For example, articles from BBC, Fox News, and the New York Times on Modi's Hindu nationalism and the impact on Muslim Indians.  
[Media Bias Assignment Example](#)
3. **Conclusive Dialogue (student & community reflection) (10 minutes):** *How did each source represent the topic you read about? How would you tell an accurate narrative about this topic?*
4. **Homework:** Students will make a copy of the [Digital Current Events assignment](#). In which they choose a current event happening locally or nationally. They will consider the bias in the article/source by using other fact-checking resources [Fact Checking Tools - Media Literacy - Research Guides at Lakehead University](#)

#### Lesson Steps/Activities: Day 4

1. **Community Builder/Cultural Energizer (5-10 minutes):** Ask students to identify three current events happening in the U.S or globally. After a few minutes of brainstorming, students will share out prior knowledge. Give additional time for students to consider which topics or issues they are most interested in when it comes to news (politics, economics, culture, society, etc).
2. **Activity (40 minutes):** Using this [resource](#), students will review credible news sources and analyze an article published within the year. The choice of article may be teacher-specified regarding topics related to the unit, or incorporate more student-centered based on interests. Alternative Template [Current Events worksheet](#)
3. **Conclusive Dialogue (student & community reflection)(10 minutes):** *What new research skills did you learn today? What is one of the ethnic group's histories that you would like to research?*  
*Intro assessment/HW:* [Research the Issue - Scaffold](#)

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

What new research skills did you learn today? What is one of the ethnic group's histories that you would like to research?

#### [Research the Issue - Scaffold](#)

#### Materials and Resources:

- [What's your point of view?](#)
- [What is Bias?](#)
- [Street Calculus | Facing History & Ourselves](#)
- [Test Yourself for Hidden Bias | Learning for Justice](#)
- [Are You Aware of Your Biases](#)
- [Rate Your Bias | AllSides](#) (for extension assignment)
- [How Diverse is Your Universe](#)
- [Hearing Perspectives: Conversation With \\_\\_\\_\\_\\_ on Race](#)
- [Research the Issue - Scaffold](#)
- Video: [How to choose your news - Damon Brown](#)
- [News Lit Quiz: How news-literate are you?](#)
- [Understanding Bias](#)

- [Finding Credible News](#)
- [Research Tips - Library Resources](#)
- [Media Bias Assignment Example](#)
- [Digital Current Events Assignment](#)
- [Fact Checking Tools - Media Literacy - Research Guides at Lakehead University](#)
- [Current Events Worksheet](#)
- [Current Events Graphic Organizer](#) (for extension assignment)
- [Sentence Stems](#)
- [Project Rubric](#) (may need modification, take off the PPT section, add interview section)
- [Trifold Rubric](#) (needs modification, it is meant for a trifold brochure assignment)

#### **Ethnic Studies Outcomes:**

1. Working towards greater inclusivity
2. Furthering self-understanding
3. Developing a better sense of others
4. Recognizing intersectionality
5. Developing interpersonal communication



# Unit 2, Lesson 9:

## Community Counter Narrative Stories

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**Lesson Duration:** 6 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society

**Standards Alignment:**

- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g. argument, narrative, informative, response to literature presentations), audience, and task.
- WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Lesson Purpose & Overview:**

In this lesson students will use their knowledge of the history of various racial/ethnic groups to create a story on the experience of one specific racial/ethnic group in America. Students will identify push and pull factors that led to the im/migration to specific areas of the country, major accomplishments, geographic settlements, and contemporaries from the racial/ethnic group.

**Key Terms & Concepts:**

Narrative  
Imperialism  
Globalization  
Migration  
Contemporary  
Integration  
Assimilation

Cultural preservation

Industrialization

Domestic policy

### Lesson Objectives:

1. Students will be able to identify the mainstream narrative about the one ethnic group.
2. Students will be able to identify major ways that the mainstream narrative is incomplete or incorrect and create a counter narrative to the mainstream narrative.
3. Students will be able to present factually accurate information about the history of their ethnic group(s) in creative ways.
4. Students will be able to accurately cite reliable sources in their presentation.

### Essential Questions:

1. How can I empathize with other people's stories?
2. How has my story of myself changed and been affirmed from learning others' stories?
3. How does the mainstream narrative present the history of the ethnic groups?
4. How do other texts challenge and correct this mainstream narrative?
5. Why is it important to share the counter narratives?

### Lesson Steps/Activities:

#### Lesson Steps/Activities: Day 1 (Introduction and Research)

1. **Opener (Think, Pair-Share) (10 minutes):** Teacher asks students: *What would be the counter narrative to the little red riding hood? To goldilocks and the three bears? The three little pigs?* The teacher then asks, *why is it important to share the counter narrative to these stories? How do they fight the mainstream story?* This can get a response from students or it can be more of a thinking, guiding question that they process on their own.
2. **Instruction (20 minutes):** Teacher shares with students the instructions to the Counter Narrative Storybook. [Community Counter Narrative Storybook Instructions](#) The teacher should highlight that students need to tell the counter narrative, have three sources, and there are slides at the end of the PPT that have topics that are counter narratives. The teacher should also highlight that the story must relate to California, Bay Area and/or San Ramon Valley area.
3. **Independent Work Time (45 minutes):** Have students work on the following graphic organizer. [Counter Narrative Stories Research](#) It's alright if they leave "What is the mainstream narrative?" blank on a source since the source might not have that information in it. Review with students how they complete research using library sources. [California High School - Research and Databases](#)
4. **Closing Activity (Exit -Ticket) (5 minutes):** Have students submit on a slip of paper what their topic for their story is going to be and what format they think they will complete it in (Storybook, comic, mystery, biography, etc.)

#### Lesson Steps/Activities: Day 2 (Research)

1. **Opener (5 minutes):** Review with students how they complete research using library sources. [California High School - Research and Databases](#)
2. **Independent Work Time (45 minutes):** Have students work on the following graphic organizer. [Counter Narrative Stories Research](#) It's alright if they leave "What is the mainstream narrative?" blank on a couple of the sources since the source might not have that information in it.
3. **Closing Activity (Exit -Ticket) (5 minutes):** What still needs to be done for research?

4. **Homework:** Have students complete the research graphic organizer if they haven't finished it yet.

### Lesson Steps/Activities: Day 3 (Outline Story Book)

1. **Opener (15 minutes):** Teacher asks students: *What are the major events in little red riding hood? Goldilocks and the three bears? The three little pigs?* (Focus on one story to not overwhelm the students). Remind students that a story needs rising actions (tension building events), a climax, and resolution. Go over the example planner so students understand how to use [Community Counter Narratives Story Planner Example](#) document. As a class practice with a real example, based on a student's topic or a topic you are interested in and knowledgeable about.
2. **Independent Work Time (45 minutes):** Students will create an outline on the [Community Counter Narratives Story Planner](#) document. The teacher should be walking around and helping students come up with ideas. Some students will have an easier time due to the structure of their topic (event or biography) versus a student that might be telling an original story or their story might be more abstract. If students finish their planner earlier, then they can start to create their story book. (See Day 4-5 for detailed instructions).
3. **Closing Activity (Pair-Share) (5 minutes):** What still needs to be done for this project? What are your next steps at home?
4. **Homework:** Students should complete the outline if they don't complete it during class.

### Lesson Steps/Activities: Day 4-5 (Create Storybook)

1. **Opener (5 minutes):** If you have picture books in your classroom, show them to students (or pass them around the classroom) and ask what they see in the books. The students should say things like a title, author, etc, but also try to guide them to notice the simple imagery of the books, bright colors, and large font of the books.
2. **Independent Work Time (45 minutes):** Students will use this time to start writing their story and creating the visuals that accompany their story. Students can complete the project digitally or by hand. Encourage students to turn in a rough draft of their story for you or a partner to [review](#).
3. **Closing Activity (Pair-Share) (5 minutes):** What still needs to be done for this project? What are your next steps at home?
4. **Homework:** Students should complete the rest of this project at home.

### Lesson Steps/Activities: Day 6

1. **Opener (Partner Share) (5 minutes):** Have students partner share with a person near them their project as a way to practice sharing with the class.
2. **Presentation Time (40 minutes):** It depends on how the teacher wants students to present their stories. They can do a gallery walk of the work placed on student's desks, they can present in small groups, or present their stories to the whole class. Keep in mind that only one day is dedicated to this, so you might not want to have all students present their work since that takes a lot of time. If there is room in your schedule, then feel free to have all students present their work.
3. **Closing Activity (Community Circle) (10 minutes):** How did the readings challenge or confirm your beliefs about the experiences of a racial/ethnic group in America? Why is it important to share the counter narratives?
4. **Homework (10 minutes):** Have students complete the [Self Reflection](#). Please have your students fill out the [Ethnic Studies Curriculum Feedback Survey](#).

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

Conclusive Dialogue: How did the readings challenge or confirm your beliefs about the experiences of a racial/ethnic group in America? Why is it important to share the counter narratives?

**Materials and Resources:**

- [Community Counter Narrative Storybook Instructions](#)
- [Counter Narrative Stories Research](#)
- [California High School - Research and Databases](#)
- [Counter Narrative Storybook Rubric](#)
- [Community Counter Narratives Story Planner Example](#)
- [Community Counter Narratives Story Planner](#)
- [Editing & Revising Checklist](#)
- [Self Reflection](#)
- [Ethnic Studies Curriculum Feedback Survey](#)

**Ethnic Studies Outcomes:**

1. Working toward greater inclusivity
2. Furthering self-understanding
3. Developing a better understanding of others
4. Recognizing intersectionality



# **Unit 3**

## **Systems & Power**

### **Why Is the World the Way It Is?**

#### **Unit 3: Systems & Power - Why Is the World the Way It Is?**

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This unit defines systems and power. The resources provided throughout this unit will offer you the opportunity to examine how systems of power (such as white supremacy, capitalism, and colonialism) have been used to oppress individuals and groups of people. To start off with, you will consider the origins and development of the systems at the root of American society. From there, you will consider the relationships individuals have to systems, and how they may affect each of our experiences of the world and interactions with each other. Next, you will examine the influence of systems on modern American society, investigating their role in shaping our institutions. Finally, you will explore how the four I's of oppression (institutional, ideological, interpersonal, and internal) serve to uphold systems, and the concept of hegemony. Alongside an analysis of systems, you will explore the methods that people have used to resist and transform systems, in order to achieve equity and justice for all.

#### **Unit 3 Essential Questions**

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1. What are the systems of power?
2. What is our relationship to these systems?
3. How have systems and power impacted the world around us?

# Unit 3 Objectives

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- Understand who holds power and what they do with that power.
- Reflect on their position within the various systems of power
- Analyze how systems have impacted social, political, and economic hierarchies
- Understand how imperialism and colonialism have helped create the current systems in place

## Unit 3 Lessons

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[Lesson 1: Reflecting on Power](#)

[Lesson 2: Understanding Systems of Power](#)

[Lesson 3: Equity vs. Equality Within Systems of Power](#)

[Lesson 4: Power & Privilege](#)

[Lesson 5: Forms of Oppression](#)

[Link](#) to Unit 3 Teacher Resources (PDF)

[Link](#) to Student Resources (PDF)

# Unit 3, Lesson 1:

## Reflecting on Power

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**Lesson Duration:** 1 Day

**Ethnic Studies Values & Principle Alignment:**

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- ELD.P1.9-10.1.Em: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.
- ELD.P1.9-10.5.Em: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.
- ELD.P2.9-10.6.Em: Combine clauses in a few basic ways (e.g., creating compound sentences using *and*, *but*, *so*; creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system*).
- SJS.ID.9-12.1: I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
- SJS.DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- SJS.DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

**Lesson Purpose & Overview:**

This lesson introduces intersectionality, its significance in understanding identity, and its connection to systemic discrimination. Students will explore how various social groups—beyond ethnicity—are formed and defined, and how overlapping identities shape experiences. By examining intersectionality’s role in marginalization, racism, and systemic oppression, learners will gain a deeper awareness of social structures and their impact on diverse communities.

**Key Terms & Concepts:**

Power  
Hegemony  
Intersectionality  
Oppression

**Lesson Objectives:**

1. Students will define power and be able to provide examples of different types of power.

2. Students will read and discuss quotes about power.

### Essential Questions:

1. What is power? What are examples of political, economic, social, or cultural power?
2. What are the systems of power?
3. What is our relationship to these systems?

### Lesson Steps/Activities:

#### 1. Introduction to Power (5 minutes)

Students will reflect on power and collaborate on a list of 10 of the most powerful people in the world. Afterward, they will share their list and as a class, we will consider the commonalities. (Ex: all men on the list? What does this say about gender inequality? What does it say about diversity in general? What about the diversity of jobs/roles?)

#### 2. Student Activity: Big Paper Quotations on Power (20 minutes)

Using the Facing History & Ourselves resources, provide students with six quotes about power.

- [Handout: Perspectives on Power: Big Paper Quotations](#)
- [Handout: What Is Power? Anticipation Guide](#)
- [Lesson 1: What Is Power?](#)

#### 3. Show students the video about power (10 minutes) [How to understand power - Eric Liu](#)

Have students write down the definition provided and the different types of power in their notes. Students will review the 3 types of power and come up with an example for each.

#### 4. Written Reflection: What does it mean to have power? (10 minutes)

- a. *Who do you think has power in your life or the world?*
- b. *Is power a good or bad thing? Why or why not?*
- c. *What does it mean to have power? What does it mean to be powerless?*

5. **Community Circle (10 min)** Students will discuss the following “Who are the people and groups that make up [insert school]?” with your students. List out the various people and groups they mention on the board (e.g. students, teachers, administrators, lunchroom workers, School Board members, parents and families, etc.)

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

1. Reflection survey or written reflection

### Materials and Resources:

- [Handout: Perspectives on Power: Big Paper Quotations](#)
- [Handout: What Is Power? Anticipation Guide](#)
- [Lesson 1: What Is Power?](#)
- [How to understand power - Eric Liu](#)

### Ethnic Studies Outcomes:

1. Developing interpersonal communication
2. Furthering self-understanding
3. Developing a better understanding of others



# Unit 3, Lesson 2:

## Understanding Systems of Power

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**Lesson Duration:** 2 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- CCSS.HSS-Literacy. RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- ELD.P1.9-10.5.Em: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.
- ELD.P2.9-10.6.Em: Combine clauses in a few basic ways (e.g., creating compound sentences using *and*, *but*, *so*; creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system*).
- SJS.ID.9-12.1: I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
- SJS.DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- SJS.DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- SJS.JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.

**Lesson Purpose & Overview:**

This lesson introduces intersectionality, its significance in understanding identity, and its connection to systemic discrimination. Students will explore how various social groups—beyond ethnicity—are formed and defined, and how overlapping identities shape experiences. By examining intersectionality's role in marginalization, racism, and systemic oppression, learners will gain a deeper awareness of social structures and their impact on diverse communities.

**Key Terms & Concepts:**

Power  
Hegemony  
Intersectionality  
Oppression

### Lesson Objectives:

1. Students will understand the systems of power.
2. Students will explore where power operates in social structures.

### Essential Questions:

1. What is power? What are examples of political, economic, social, or cultural power?
2. What are the systems of power?
3. What is our relationship to these systems?

### Lesson Steps/Activities: Day 1

1. **Opener (5-10 minutes):** Think, Pair, Share: what makes you feel powerful? When was a time in your life when you felt like you had power? What makes you feel “powerless”? When was a time in your life when you felt like you had little power?
2. **Students will consider “Faces of Power” (20 minutes)**  
Students will use the collaborative slideshow to consider visible, hidden, and invisible power. Additionally, they will consider examples of each. [Faces of Power - Student Intro Activity](#)
3. **Activity (30 min):** Using the primary source documents provided, students will consider what “Social Power” is. They will review the timeline and answer the analysis questions. Next, students will get into groups, each focusing on one of the Social Power Case Studies (3 in total). [Analyzing Social Power GC | CYC Lesson 3 Handbook: Analyzing Social Power](#)
4. **Direct Instruction (15 min)** Introduce the online activity about locations of power. [Locations of Power OVERVIEW](#) Students will explore how power can operate at different places within society. Identify the four locations of power and consider examples of each. (note: define “systemic” which is one of the locations of power).
5. **Exit Ticket (10 min)** What have you learned about power? What is an issue that concerns you? Is there a school-specific challenge that you or other students deal with?

(Note: students will be considering this for the locations of power activity the following class period)

### Lesson Steps/Activities: Day 2

6. **Opener (10 min):** Have students share what challenges we face in our community or other relevant issues they care about. As a class, consider what our responses had in common. (ex: too much testing, lack of mental health resources, etc). Choose one particular issue to focus on for the class activity.
7. **Student Activity (20 min)** Using the graphic organizer in the slides, students will consider the four locations of power regarding their chosen issue or “problem statement”. Working in small groups, students will address how power is used to contribute to the solution and how power is used to contribute to the problem. [Locations of Power OVERVIEW](#) Using the same resource, students will choose their own historical “problem statement” such as voting rights, access to education, or poor quality of school lunches (more samples provided in the guided lesson).
8. **Independent Work/HW (20 min)** Students will consider how different attributes of a group expand or limit their power using the slides from [Power Flower - Identity and Power](#).
9. **Community Circle (10 min):** Students will share their thoughts about the activity and consider the intersectionality of identity and power.

Volunteering students may share their takeaways about the faces of power. Ask what questions remain for students.

**Assessment, Application, Action, and Reflection:**

1. [Power Flower - Identity & Power \(Make a Copy\)](#)

**Materials and Resources:**

- [Faces of Power - Student Intro Activity](#)
- [Analyzing Social Power](#)
- [GC | CYC Lesson 3 Handbook: Analyzing Social Power](#)
- [Locations of Power OVERVIEW](#)
- [Power Flower - Identity and Power](#)

**Ethnic Studies Outcomes:**

1. Developing interpersonal communication
2. Furthering self-understanding
3. Developing a better understanding of others

# Unit 3, Lesson 3:

## Equity vs. Equality Within Systems of Power

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**Lesson Duration:** 2 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- CCSS.HSS-Literacy.RST.9-10.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- SUSL.ESCS.2.0: Examine the origins, perpetuation, impact, intersectionality, and levels (ideological, institutional, interpersonal, internalized) of systemic and structural oppression (racism/white supremacy, classism, sexism, heterosexism, and xenophobia, among others), and how people and groups have resisted and transformed them.
- ELD.P1.9-10.1.Em: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering *yes-no* questions and *wh-* questions and responding using phrases and short sentences.
- ELD.P1.9-10.1.Br: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.
- ELD.P1.9-10.3.Br: Negotiate with or persuade others in conversations in appropriate registers (e.g., to acknowledge new information in an academic conversation but then politely offer a counterpoint) using a variety of learned phrases, indirect reported speech (e.g., *I heard you say X, and I haven't thought about that before. However . . .*), and open responses to express and defend nuanced opinions.

**Lesson Purpose & Overview:**

Students will tap into prior knowledge and formulate their own opinions about equality and equity using student surveys then use an infographic to analyze equality, equity, and justice. Students will then apply the concepts to school funding and revisit the Privilege Waste(Basketball) activity with the new concepts of equality, equity, and justice being applied to the activity. Finally, students will finish with another Fishbowl activity using generated responses from throughout the lesson.

**Key Terms & Concepts:**

Equality  
Equity

Power  
Privilege  
Justice

### Lesson Objectives:

- Students will be able to differentiate between equality and equity and discuss the concepts through a Fishbowl activity.

### Essential Questions:

1. What is the difference between equality and equity?
2. What does equity to work toward equality look like in my life and world?

### Lesson Steps/Activities: Day 1

1. **Community Builder/Cultural Energizer (5-10 minutes):** Students will consider the situations and answer whether it is “fair” or not [Equality and Equity Situations](#).
2. **Student Survey Activity on Equity & Equality (20 minutes):**
  - a. Using [Equity and Equality Google Form Poll](#) or Padlet, poll students to tap into their prior knowledge about the following questions. Decide on how much time is needed for each question depending on your student’s needs. Allow students to write out their responses on their graphic organizers before polling.
    - i.(Type: Multiple Choice - Yes or No) *I know what the word “equity” means.*
    - ii.(Type: Multiple Choice - Yes or No) *Now that the Civil Rights Movement is over, we all are treated equally and have the same rights, resources, and opportunities.*
    - iii.(Type: Open Ended) *Do you believe that everyone has the equal opportunity to become successful in this country? Why or why not.*
  - b. Review the data results with students using the discussion questions and allowing students to write out their responses on their graphic organizers.
    - i.*What patterns or similarities do you notice? (A pattern or similarity I notice is...)*
    - ii.*What differences do you notice? (A difference I notice is...)*
    - iii.*What sticks out to you? Why? (Something that sticks out to me is...because...)*
    - iv.*Why do you believe people may have chosen their response? (I believe someone may have chosen this because...)*
  - c. Inform students that though the words may sound big and complex, they’re just more academic words and ways to describe ideas that they have probably already experienced, heard, or are familiar with.
  - d. Review definitions of equity and equality based on the slides.
3. **Contra Costa’s Inequitable School Districts (20 minutes)**
  - a. Inform students that they will apply the concept of equity to how schools are funded. Start by asking students: Why might having schools that are well funded and that have the resources they need be important?
  - b. Show [Bad Math: School Funding in America](#).
  - c. Review the questions then watch the [video clip](#) from “A Tale of Two Schools” by PBS and have students write their responses on their graphic organizers. These responses will be used for the Fishbowl activity.

- i. Compare and contrast the two schools from the video. What was different? What, if anything, was similar?
- ii. Do you believe the differences between the two schools is fair or equitable? Why or why not?
- d. As a class, listen to the snippet titled **“Nice White Parents (podcast about funding and equity in schools).”** Have students briefly discuss what they heard with their peers and respond to questions.
- e. Students will then explore these issues on a broader scale across the country using the **New York Times article “How Much Wealthier Are White School Districts Than Nonwhite Ones? \$23 Billion, Report Says.”** Students will analyze the article in their table groups, respond to questions, and then participate in a whole-class discussion to ensure understanding of the issue.

## Lesson Steps/Activities: Day 2

1. **Opener (5 min)** Ask students to consider: What are local examples of inequality? Where do you see inequitable distribution of resources?
2. **Contra Costa’s Inequitable School Districts(30 minutes)**

- a. Students will now apply these concepts of equality & equity in relation to school funding by diving deeper into data about Contra Costa County specifically. Inform them that they will be exploring data on how much 5 districts in the county spend on each student and then comparing and contrasting the data.
- b. Break students into groups of 4 and assign each student 1 of the 4 school districts:
  - i. West Contra Costa Unified
  - ii. Antioch Unified
  - iii. Mt. Diablo Unified
  - iv. Acalanes Unified

c. Have students go to the WalletHub research page on [“Most & Least Equitable School Districts in California”](#) and read the introductory paragraphs together as a team.

d. Then, have students take notes based on their assigned school district. These responses will be used for the Fishbowl activity. Refer students to the search toolbar at the top of the table for easy searching.

e. Finally, inform students that they will be transitioning to one last activity before the Fishbowl to continue to explore equality, equity, and justice.

### 3. Conclusive Dialogue (student & community reflection) (30 minutes)

- a. Wrap up the research portion with another fishbowl to discuss findings.
  - i. Review the Fishbowl Questions and Fishbowl Expectations. Allow students to write their responses, create their own questions using Level 2 or Level 3 of [Costa’s Level of Thinking & Questioning](#), and generally prepare for the Fishbowl.
- ii. Organize your desks and chairs into the inner and outer circle.
- iii. Conduct the Fishbowl activity and end with any last reflections on what went well, what could be improved, and answer any clarifying questions or clarify the directions and expectations as needed.

## Fishbowl Questions:

- Round 1
  - *Did everyone get the same tools and number of chances to make a basket?*
  - *Did everyone make the basket? Why or why not?*
  - *This round was technically “equal.” Was this fair?*

- Round 2
  - *How did the “tools” differ from the first round?*
  - *Did more people make the basket this round? Why or why not?*
  - *This round was technically “equitable.” Was this fair?*
- Round 3
  - *What structures were different this 3rd round?*
  - *How did opportunities look different this 3rd round?*
  - *This round was technically “justice.” Was this fair?*
- General Questions
  - *Out of the three rounds of Privilege (Waste) Basketball, which one do you believe was the most fair and why?*
  - *Compare and contrast the two schools from the video. What was different? What, if anything, was similar?*
  - *Do you believe the differences between the two schools in the video is fair or equitable? Why or why not?*
  - *Do you believe that we should be practicing equity to work toward equality and justice? Why or why not?*

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

1. Fishbowl discussion
2. Other standards will be assessed on unit tests/quizzes.

#### **Materials and Resources:**

- [Equality and Equity Situations](#)
- [Equity and Equality Google Form Poll](#)
- Video: [Bad Math: School Funding in America](#)
- Video: [A Tale of Two Schools](#) (PBS)
- [Most & Least Equitable School Districts in California](#) Website
- [Costa’s Level of Thinking & Questioning](#)
- [How Much Wealthier Are White School Districts Than Nonwhite Ones? \\$23 Billion, Report Says](#)
- Public School Funding Gap Maps at Various Scales - [Where Are Schools in the US Underfunded?](#)
- [Predominant Race and Ethnicity in the US \(2020 Census\)](#) Website
- Podcast: [Introducing: Nice White Parents - The New York Times](#)

#### **Ethnic Studies Outcomes:**

1. Developing interpersonal communication
  2. Furthering self-understanding
  3. Developing a better understanding of others
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# Unit 3, Lesson 4:

## Power & Privilege

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(Adapted from [Stockton](#))

**Lesson Duration:** 2-3 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- CCSS.HSS-Literacy. RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science
- ELD.P1.9-10.5.Em: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support.
- ELD.P2.9-10.6.Em: Combine clauses in a few basic ways (e.g., creating compound sentences using *and*, *but*, *so*; creating complex sentences using *because*) to make connections between and to join ideas (e.g., *I want to read this book because it describes the solar system*).
- SJS.DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- SJS.JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- SJS.JU.9-12.14: I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.

**Lesson Purpose & Overview:**

Students gain insight into what power and privilege are within the contexts of our society. They reflect on how power and privilege play a daily role within their own lives and will be challenged to utilize their power and privilege to create positive change on their campus/community. The lesson ends with the first of three Fishbowl activities utilizing their responses from the lesson's activities.

**Key Terms & Concepts:**

Power  
Privilege  
Equity

**Lesson Objectives:**

1. Students will be able to explain how power and privilege applies to their own life and world through analyzing sources and participating in activities including a Fishbowl discussion.



### Essential Questions:

1. What are the systems of power?
2. What is our relationship to these systems?

### Lesson Steps/Activities: Day 1

1. **Opener (5 min)** Students will consider what factors contribute to the accumulation of power. Who are examples of powerful and powerless people?
2. **Ladder of Power Activity (30 minutes)**
  - a. Review the question, "*Who are the people and groups that make up [insert school]?*" with your students. List out the various people and groups they mention on the board (e.g. students, teachers, administrators, lunchroom workers, School Board members, parents and families, etc.)
  - b. Review the directions and have students complete the activity on [Discussion Based Topic Organizer](#) in pairs. Refer to [Privilege and Power Slides from Stockton](#).
- c. Take responses and complete a ladder of power as a whole class.
- d. Afterwards, have students complete the questions. Inform students that they're responses will be used in the Fishbowl activity.
  1. How might the person/group you put at the bottom of the ladder also be the most powerful? (Students will most likely list "students" as having the least amount of power but we remind them that students created Ethnic Studies and that if students were to come together and fight for something, they'd have collective power)
  2. Name three people or things that you believe have power in your life, neighborhood, or world and why.
  3. Besides "things" and people, *what else in our world can give people power?* (E.g. knowledge, emotions)

### 3. Privilege (Waste) Basketball Activity (15 minutes)

- a. Inform students that they will now explore the term privilege by playing an activity.
- b. Place the waste basket at the front of the room and have students try to make their scratch piece of paper into the basket. Inform students that those who make a basket will receive 5 extra credit points. Have students all try to make the basket in 1 round only.
- c. Afterwards, have students answer the reflection questions. Their responses to the reflection questions afterwards will also be part of the Fishbowl activity.
  - i. *Who was more likely to make it?*
  - ii. *Why did some students have an advantage? How did they gain that advantage?*
  - iii. *Who complained the most during the activity? Who stayed quiet? Why do you think that?*

### Lesson Steps/Activities: Day 2

#### 1. Going Deeper with Privilege Chart and Discussion Questions (15 minutes)

- a. Have students look at the list of privileges and think about privileges they might have in their life that they may not be aware of. Have students underline or put the statements in bold for all that apply on their graphic organizers.
- b. Afterwards have students answer the reflection questions:

- i. What can white people, rich people, men, straight people, citizens do to support people of color, lower class people, women, the LGBTQ+ community, and undocumented people?
  - ii. Do you believe people have a responsibility to do something with their unearned privilege or use their power for good? Why or why not?
- iii. What can you do with the privileges that you have to support others today?

## 2. Fishbowl Activity (30 minutes)

- a. Inform students that they will be using their responses from the lesson to participate in a Fishbowl discussion activity.
- b. Present [Privilege and Power Slides from Stockton](#) and discuss expectations of Fishbowl.
- c. Organize your desks and chairs into the inner and outer circle.
- d. Conduct a sample Fishbowl using a topic and questions relevant to students. Allow students to write down their ideas to the question and prepare for the Fishbowl before starting on their graphic organizers. Examples can include:
  - i. Do you believe that our school has the best food options? Why or why not?*
  - ii. Do you believe that video games are addicting? Why or why not?*
  - iii. Do you believe we can reverse the direction of climate change? Why or why not?*
  - iv. Agree or disagree: In order to be successful in life you must go to college.*
  - v. Agree or disagree: Money makes people happy.*
  - vi. [Additional ideas can be found here or by conducting your own research.](#)
- e. After the sample, reflect on what went well, what could be improved, and answer any clarifying questions or clarify the directions and expectations as needed.
- f. Break students into 2 groups:
  - i. Group 1 discusses their responses to questions on Power and the additional questions in the question bank.
  - ii. Group 2 discusses their responses to questions on Privilege and the additional questions in the question bank.
- g. [Review Costa's Levels of Questioning](#) and have students come up with 3 Level 2 and 3 questions they can also pose during the Fishbowl. Provide examples or create questions together as a model.
- h. Conduct the Fishbowl activity and end with any last reflections on what went well, what could be improved, and answer any clarifying questions or clarify the directions and expectations as needed.

### Fishbowl Questions:

- Group 1
  - How might the person/group you put at the bottom of the ladder also be the most powerful?
  - Name three people or things that you believe have power in your life, neighborhood, or world and explain why.
  - Besides "things" and people, what else in our world can give people power?
- Group 2
  - Who was more likely to make a basket?
  - Why did some students have an advantage? How did they gain that advantage?
  - Who complained the most during the activity? Who stayed quiet? Why do you think that?
- Both Groups

- What can white people, rich people, men, straight people, and citizens do to support people of color, lower class people, women, the LGBTQ+ community, and undocumented people?
- Do you believe people have a responsibility to do something with their unearned privilege or use their power for good? Why or why not?
- What can you do with the privileges that you may have to support others today?
- Imagine you were born into a billionaire family, how would you use your power or unearned privilege and why?

**2. Closing Survey Activity (10 minutes)**

- a. Wrap up by thanking students for trying their best and inform them that they will be participating in 2 more Fishbowl activities in this mini-unit.
- b. Using Google Forms or Padlet, have students answer the Question of The Day as an Exit Ticket:
  - i. What does power look like in my life and world?*
  - ii. What does privilege look like in my life and world?*

**Assessment, Application, Action, and Reflection:**

1. [Reflecting on Power & Privilege](#)

**Materials and Resources:**

- [172 Controversial Debate Topics for Teens](#)
- [Costa's Levels of Thinking and Questioning](#)
- [Discussion Based Topic Organizer](#)
- [Privilege and Power Slides from Stockton](#)
- [Reflecting on Power & Privilege](#)

**Ethnic Studies Outcomes:**

1. Developing interpersonal communication
  2. Furthering self-understanding
  3. Developing a better understanding of others
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# Unit 3, Lesson 5:

## Forms of Oppression

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(Adapted from [Stockton](#))

**Lesson Duration:** 8 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

**Standards Alignment:**

- SL 9-10.1.c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions
- SL 9-10.1.d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL 9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL 9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SJS JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Lesson Purpose & Overview:**

In this lesson, students will collaborate in groups to analyze one of three forms of oppression—Racism & White Supremacy, Classism & Economic Inequality, and Xenophobia—through the lens of a specific ethnic group. Using curated sources, they will explore key vocabulary, real-world connections, the relationship between oppression and power (including the Four I's of Oppression), and historical and contemporary acts of resistance and resilience. Each group will synthesize their findings to teach their peers, fostering critical thinking, collaboration, and a deeper understanding of systemic oppression and social change.

**Key Terms & Concepts:**

Racism  
Systemic Oppression  
White Supremacy  
Prejudice

Discrimination  
Classism  
Redlining

### Lesson Objectives:

1. Students will be able to analyze primary and secondary sources based on a Form of Oppression and make connections to the Four Elements to Explore & Connect.
2. Students will be able to present relevant information to their peers based on their Form of Oppression and Four Elements to Explore & Connect through presentations.

### Essential Questions:

1. What are the Forms of Oppression and how do they play a role in perpetuating systems of power?
2. How do those forms of power impact specific ethnic groups?

### Lesson Steps/Activities: Day 1

1. **Opener (5-10 minutes):** Consider which groups of people are marginalized or may experience a lack of power.
2. **Direct Instruction (5 min):** Using the graphic organizer, students will write down the definition of the [Four I's of Oppression](#) slides. Show the video on the 4 I's: ideological, institutional, interpersonal, and internal.
3. **Partner Student Activity (15 min):** Working with a partner, students will work on identifying historical examples and visual representations of each category.

[4 I's of Oppression Worksheet](#)  
[The 4 I's of Oppression](#)

4. **Activity (20 minutes):** Inform students that they will be wrapping up this unit by building on the Unit 1 concepts of identity including race, class, and citizenship. Students in this project will focus on three of the five topics.

- Racism & White Supremacy
- Classism & Economic Inequality
- Sexism & Patriarchy
- Heterosexism & Homophobia
- Xenophobia

Inform students that they'll be working in teams of 3-4 and each team member will be in charge of reading, watching, listening, and analyzing a set of sources about their specific form of oppression. As a team, they will present their information to the class in a Google Slide Deck that connects to the "4 Elements to Explore & Connect."

### 4 Elements to Explore & Connect

- Vocabulary (defining the term)
- Personal, local, national, and/or global connections
- Connections to: power, privilege, equality, equity, and/or the 4 I's of Oppression (Ideological, Institutional/Systemic, Internalized, Interpersonal)

- Resistance/Resilience (Past, Present, Future)

Inform students that though these words seem “big” or “academic” they’re concepts that they’ve probably heard of, learned about, or have experienced already. The idea is not to be experts at the concepts, but to build up vocabulary, and strengthen foundational understanding.

Review the [teacher slideshow](#) on Five Forms of Oppression Jigsaw Activity to preview the various sources they will explore in the lesson (see resources below).

Review the expectations for the jigsaw including the graphic organizer, what their slides should look like, presentation expectations, and how they will be graded for the lesson (see resources below).

Refer to the concept review slides and inform students where they can find them to support their source analysis (linked in their team slides).

### **Lesson Steps/Activities: Day 2-3**

#### **1. Whole-Class Modeling**

As a whole class, model the entire process by choosing any of the sources and walking through each step: reading and analyzing the source as a class, completing the slide/s as a class, creating a level 3 or 4 question using Costa’s Levels of Questioning, and presenting a slide as a class.

- Refresher of primary vs. secondary sources
- Q&A of project expectations,
- Split into groups.
- Recommendation is for pre-arranged groups, rather than allowing students to pick their own choices.
- Students should be dividing up the sources evenly (see materials at bottom of page).

### **Lesson Steps/Activities: Day 4-6**

#### **1. Research Time (60 minutes each for three days)**

- Use graphic organizers to analyze available sources of information with the [Student Graphic Organizer](#) and [Presentation Student Template](#).
- Follow organization here ([from Stockton Unified Lesson](#))
- Students spend three class periods working in groups to build slides and prepare class presentations.

### **Lesson Steps/Activities: Day 7-8**

#### **1. Presentations (most of class day)**

- Presentations will occur during class and will be around 5 minutes per group. Breaking down the average number of groups and allowing for transition time and any class discussions that may arise from presentations, this will take 2-3 class periods.
  - In an effort to encourage class engagement in the presentation and prepare for the unit assessment, students should complete a graphic organizer about the other presentations or other options to provide feedback to the presentation groups.

2. **Conclusive Dialogue (student & community reflection) (10 minutes):** What are the Forms of Oppression and how do they play a role in perpetuating systems of power? How do those forms of power impact specific ethnic groups?

3. **Survey:** Please have your students fill out the [Ethnic Studies Curriculum Feedback Survey](#).

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

- Final Presentation

### **Materials and Resources:**

- [Four I's of Oppression](#) Slides
- [4 I's of Oppression Worksheet](#)
- [The 4 I's of Oppression](#)
- [Teacher Slideshow](#) on Five Forms of Oppression Jigsaw Activity
- [Student Graphic Organizer](#)
- [Presentation Student Template](#)
- [Stockton Unified Lesson](#)
- [Forms of Oppression Sources](#)
- [Ethnic Studies Curriculum Feedback Survey](#)

### **Topic: Racism & White Supremacy**

- Racism
  - [Emmett Till \(Biography, 2014\)](#)
    - This video explains the story of Emmett Till and the importance of his mother's decision to give him an open casket. [Follow Up Video](#) (CBS, 2017) about the recanting of the allegations that led to his death in 2007.
  - [Sylvia Mendez \(Education Week, 2014\)](#)
    - This EdWeek post includes a video and an article explaining how Sylvia Mendez and her family fought for school desegregation seven years before Brown v. Board of Ed.
  - [Vincent Chin \(Congressional Asian Pacific American Caucus, 2021\)](#)
    - The article shares a set of short comments from members of the Congressional Asian Pacific American Caucus about the impacts of Vincent Chin's murder in Detroit, Michigan (1982).
  - [Tara Houska \(Skoll.org, 2019\)](#)
    - This video addresses the erasure of Native Identities in American Culture. It also highlights Standing Rock and how it has inspired global activism.
- Systemic/Institutional Racism & White Supremacy
  - [12 Charts Show How Racial Disparities Persist Across Wealth, Health, Education And Beyond \(USA Today, 2020\)](#)
    - Resource includes graphs with small explanations about the following topics: Lifespans of Black Americans vs. White Americans, On Time High School Graduates (all races), Unemployment rates, Fortune 500 CEOs, Median Household income (some racial identities), Home Ownership, Poverty Rates (some racial identities), Inmates in federal prisons, & an interactive graph on the racial breakdown of government officials.
  - [H.E.R. - I Can't Breathe \(2020\) \(Lyrics\)](#)

- This song/spoken word performance, released in 2020 and winner of Song of The Year at the 2021 Grammys, is an intentional call to action, asking people to evaluate their perspectives on the movement for Black lives and the everyday struggle against racism.
- [I Just Wanna Live - Keedron Bryant \(2020\) \(Lyrics\)](#)
  - This song/video is strong in both lyrics and visuals and emphasizes the daily plea of survival from the perspective of young Black men. Image references include: KKK, Trayvon Martin, Police Violence, Black Lives Matter protests and rioting.
- White Supremacists
  - [The Rise of White Supremacy & Its New Face \(Global News, 2019\)](#)
    - This Global News video explains how White Supremacy has changed over the course of time, and the reasons this view has increased over time. They interview a woman who previously was a prominent member of a white supremacist group and she explains the manipulative and dangerous tactics that are used.
  - [FBI: White Supremacist Violence is On The Rise \(Now This News, 2021\)](#)
    - This video by NowThis documents a government report that explains how White Supremacist Hate groups have been identified as the largest and fastest growing domestic terrorism concern of the FBI.

## Topic: Classism & Economic Inequality

- [Data Charts: Income Inequality in the United States \(Inequality.org, 2021\)](#)
  - Various data charts that detail: general income inequality, wage inequality, racial income inequality, and CEO vs. worker pay gaps.
- Housing
  - [Housing Segregation and Redlining in America: A Short History \(NPR, 2018\)](#)
    - In 1968, Congress passed the Fair Housing Act that made it illegal to discriminate in housing. Gene Demby of NPR's Code Switch explains why neighborhoods are still so segregated today.
  - [Redlining's legacy: Maps are gone, but the problem hasn't disappeared \(CBS News, 2020\)](#)
    - The article and video makes connections between redlining, how we are seeing the after effects today, and how in many ways redlining is still being practiced.
  - [Redlining Map Website](#)
  - [Billionaires Have Become Roughly \\$300B Richer During Pandemic \(Now This News, 2020\)](#)
    - This video juxtaposes how billionaires' wealth grew while American workers lost jobs in an eight month period during the pandemic.
  - [8 million Americans slipped into poverty amid coronavirus pandemic, new study says](#)
    - This article reviews how people became more impoverished during the pandemic.
- Education
  - [Why Richer Areas Get More School Funding Than Poorer Ones \(Global Citizen, 2016\)](#)
    - This article discusses per pupil spending, and how property taxes affect educational funding.
  - [How Proposition 13 Transformed Neighborhood Public Schools Throughout California \(KQED\)](#)



- This piece discusses how the 1978 policy, Proposition 13, has affected public education in California.
- Health
  - [Asthma Rates Higher in California's Historically Redlined Communities, New Study Finds \(KQED\)](#)
    - This podcast discusses the severity of asthma in low-income communities.
- Materialism
  - [Boy Delivers Powerful Message on Bullying \(ABC 7 News, 2016\) \(Video Clip\)](#)
    - This short article and original video highlights a powerful message about bullying and income.

## Topic: Xenophobia

- [Real-World Examples of Xenophobia in Action \(Your Dictionary\)](#)
  - This website provides examples of Xenophobia throughout history and the world.
- [What's the difference between xenophobia and racism? | A-Z of ISMs Episode 24 - BBC Ideas \(BBC, 2019\)](#)
  - This BBC video clip from 2019 provides a historical examination of xenophobia throughout time and the world.
- [The Long History of Xenophobia in America \(TuftsNow, 2020\)](#)
  - This Tufts University article from 2020 includes an interview from Erika Lee, Regents Professor and the director of the Immigration History Research Center at the University of Minnesota and writer of the award-winning book America for Americans: A History of Xenophobia in the United States.
- [ICE raids are looming. Panicked immigrants are skipping work, hiding out and bracing for the worst \(CNN, 2019\)](#)
  - This 2019 CNN article examines the unintended and overlooked impacts of ICE raids on undocumented communities.
- [La Santa Cecilia - Ice El Hielo \(Lyrics\)](#)
  - This music video by La Santa Cecilia highlights the complexities of ICE raids on undocumented communities, especially their families.
- [Stop AAPI Hate: The effects of racism on mental health \(KCRA3 News, 2021\)](#)
  - This KCRA 3 report from 2021 highlights how the rise in Asian American hate crimes has affected local Asian American communities.
- [Stop AAPI Hate National Report \(2021\)](#)
  - The 2021 national report including data regarding anti-Asian hate crimes in the U.S.
- [Young Sikhs still struggle with post-Sept. 11 discrimination \(AP News, 2021\)](#)
  - A news article detailing hate crimes against the Sikh American community.

## Ethnic Studies Outcomes:

1. Developing interpersonal communication
2. Furthering self-understanding
3. Developing a better understanding of others

# Unit 4

## Social Movements & Solidarity

### What Can We Do?

## Unit 4: Social Movements & Solidarity - What Can We Do?

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Oppression has never gone without response. For as long as oppressive systems have operated, people have organized to fight them, overturn them, and transform them. The world today does not look like it did in 1776, or 1860, or 1950, in large part because communities of color have consistently and persistently organized to fight for justice. Throughout this unit, you will learn about the many varied examples of resistance and social movements that have transformed America. You will study the goals, strategies, and outcomes of these movements, in order to better understand how social change happens. You will examine the role of solidarity in creating change. Along the way, you will consider how you yourself can become an agent of change.

## Unit 4 Essential Questions

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1. What resistance tactics have and should oppressed peoples use to pursue structural change?
2. How do marginalized groups build solidarity with other marginalized groups and with dominant groups?
3. How can students access systems of power in order to push for greater justice and equity?

## Unit 4 Objectives

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- Understand how to respond to systems of oppressive power and create effective change
- Understand various methods of response to oppressive systems
- Analyze social movements' tactics for building solidarity for social change
- Research and write a claim-based analysis about solidarity and social change

# Unit 4 Lessons

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[Lesson 1: Introduction to Social Movements](#)

[Lesson 2: Protesting](#)

[Lesson 3: Activism](#)

[Lesson 4: Integrated Action Civics](#)

[Lesson 5: Final Project - Youth Participatory Action Research \(YPAR\)](#)

[Link](#) to Teacher Resources (PDF)

[Link](#) to Student Resources (PDF)

# Unit 4, Lesson 1:

## Introduction to Social Movements

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**Lesson Duration:** 3 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing
- Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

**Standards Alignment:**

- HI1: Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- REPV3: Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g. argument, narrative, informative, response to literature presentations), audience, and task.

**Lesson Purpose & Overview:**

Introduces the final unit by having students identify the type of citizen they aspire to be/ currently are and the types of change they would like to see in the world as well as summarize their position in systems of power and consider their own power within those systems to either support or resist those systems. This will be done through a combination of community circle, self-reflection, and small group discussion.

**Key Terms & Concepts:**

Civic Engagement  
Citizenship (in the context of civic engagement)

**Lesson Objectives:**

- Activate background knowledge and motivation for social change and justice-oriented citizenship

**Essential Questions:**

- What are social movements and how do they play a role in resisting oppressive power systems?
- How can my role as a citizen impact social movements?
- How does the role of a marginalized person impact social movements?

**Lesson Steps/Activities: Day 1 (Introduction) to Unit**

1. **Community Builder/Cultural Energizer: Community Circle (10 minutes):** Describe a time when you have been able to advocate for change in your life. *What triggered your decision to call for change? What successes and what difficulties did you experience in advocating for change?*
  - a. Reflect and respond to the previous unit: How do we respond to systems and power?
    - i. Developing critical consciousness, identifying your role
      1. *What if you benefit from the system? What motivates you to change it?*
      2. *How do systems of power discourage you from seeing your power?*
      3. *What are issues that you see in your lives, what can you do about it*
      4. *What have you seen people do in history? Present day/online?*
2. **Activity (15 minutes):** Students will define citizen and citizenship using the [iCivics Lesson \(Immigration and Citizenship Worksheet\)](#).  
What is the connection between citizenship and immigration? Consider the [naturalization process](#), then provide students to see if they can [pass the test](#).
3. **Think, Pair, Share (5 min)** Define “civic engagement” [What Does Civic Engagement Look Like?](#)  
What are the characteristics of civic engagement?
4. **Activity (20 minutes):** [What Kind of Citizen?](#)
  - a. As a class, discuss the question: *What action would you take when you learn there are people going hungry in your community?*
  - b. After students answer the open ended question, ask them to consider the following options and discuss. (Donate food to a food drive, Organize to collect food and distribute it, Learn more about the systems causing hunger and work on creating sustained change)
  - c. Alternate option: Assign the “[What Type of Citizen Quiz](#)”
  - d. Hand out the [What Type of Citizen reading](#) and ask students to honestly assess which type of citizen they are.
5. **Activity (10 minutes):** Analyze [Martin Niemöller: "First they came for the Socialists..." | Holocaust Encyclopedia](#)
  - a. Discussion: *How is this related to the type of civic engagement you practice?*
  - b. Define bystander and upstanderShare the resources: [Upstander | Facing History & Ourselves](#), [On Educating Video: Upstanders - Ervin Staub | Facing History & Ourselves](#)

After sharing the story, and answer the related questions [Perpetrators, Bystanders, Upstanders, and Rescuers](#) | [Facing History & Ourselves](#)

6. **Closing (Exit Ticket, Think/Write, Pair-Share) (10 minutes):** Begin activity [Three Kinds of Citizens - Overview & Directions](#) This activity encourages students to consider a range of possible approaches to citizenship. Each approach is based on certain assumptions about the role of the individual, how social problems are solved, and the systemic roots of injustice. This chart describes each approach, offers an example, and suggests core assumptions behind each approach.

**Assessment, Application, Action, and Reflection:**

- [Three Kinds of Citizens - Overview & Directions](#)

**Lesson Steps/Activities: Day 2: What is a social movement?**

1. **Community Builder (5-10 minutes) Warm Up:** *What is solidarity?* [Show the video on solidarity UN Free & Equal](#): Solidarity Means All of Us write down the definition of solidarity in notes.
  - a. Review the unit's objectives and have students consider that the content will give an opportunity to learn about how marginalized groups have historically responded to oppression through solidarity, social movements, and protest
2. **Activity (10 minutes):** Define social movement and add to notes. Then discuss which social movements students are most familiar with or figures associated with movements (ex: Civil Rights, MLK). Have students identify examples of social movements both past and present, then review the [map of American social movements](#) and add at least five examples in their notes.
3. **Activity (30 minutes):** Introduce Student Activity of past social movements using a collaborative slideshow, students will work in groups to jigsaw one of the listed social movements. After reading about their specific topic, student groups will identify the goal of the movement, dates, and key figures and add to the class collaborative slides.
4. **Closing Activity (10 minutes):** Student groups will share their slides about the main goal of their movement.

**Lesson Steps and Activities: Day 3: Historical Social Movements**

1. **Opener (10 minutes):** *What does it mean to feel empowered? What is one example of a time that you have felt empowered?* Students will share examples, or consider what may be hindering them from feeling empowered (identity).
2. **Activity (30 minutes):** Continue working on Past Social Movement Jigsaw Student Activity. Students will add more information about their social movements, including the outcomes and evidence of progress made or not made (ex: legislation)
3. **Activity (15 minutes):** Students will complete the graphic organizer as part of their notes include elements of a social movement (what do the movements have in common?)

**Assessment, Application, Action, and Reflection:**

Students will choose the top three most successful social movements in history. Why are some movements more successful or long lasting than others?

**Materials and Resources:**

- [Social Movement and Solidarity Slides](#)
- iCivics Lesson: [Immigration and Citizenship](#)
- [10 Steps to Naturalization](#)
- [Citizenship Test](#)
- [What Does Civic Engagement Look Like?](#)

- [What Kind of Citizen?](#)
- [What Type of Citizen Quiz](#)
- Reading: [What Type of Citizen](#)
- [Martin Niemöller: "First they came for the Socialists..." | Holocaust Encyclopedia](#)
- [Upstander | Facing History & Ourselves](#)
- [On Educating Video: Upstanders - Ervin Staub | Facing History & Ourselves](#)
- [Perpetrators, Bystanders, Upstanders, and Rescuers | Facing History & Ourselves](#)
- [Three Kinds of Citizens - Overview & Directions](#)
- [Mapping American Social Movements Project](#)

#### **Ethnic Studies Outcomes:**

- Working toward greater inclusivity
- Furthering self-understanding
- Developing a better understanding of others through empathy

# Unit 4, Lesson 2:

## Protesting

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**Lesson Duration:** 3 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

**Standards Alignment:**

- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Lesson Purpose & Overview:**

Students will analyze various examples of protesting and compare them. Students will use music, lyrics, and poems to analyze the messages of protests and social movements. Students will learn about activists from current events around the world. This will be done through a combination of readings, community circle, self-reflection, and small group discussion. Students will use inquiry based learning to examine examples to develop understanding of protest.

**Key Terms & Concepts:**

Protest  
Social Movements  
Resistance  
Civil Rights  
Boycotting

**Lesson Objectives:**

- Identify what it means to protest as a form of resistance to oppression

**Essential Questions:**

- What does it mean to protest?
- What are the various ways to protest?
- What resistance tactics have and should oppressed peoples use to pursue structural change?
- How do marginalized groups build solidarity with other marginalized groups and with dominant groups?



### Lesson Steps/Activities: Day 1: Protest

1. **Community Builder (5-10 minutes) Warm Up:** Students will create a list incorporating all the ways to resist oppression through protest.
2. **Activity (10 minutes):** Show students the [video](#) on “Climate protesters throw soup on Van Gogh painting” and give them a few minutes to write whether or not they agree with the action taken from the climate change protests. *Is this an appropriate way to resist and advocate for change?*
3. **Activity (10 minutes):** Students will consider the difference between violent and non-violent protests methods.  
Students will come up with 3 examples of peaceful resistance and 3 examples of violent resistance (Option: teacher-made or students can research their own)
4. **Activity (20 minutes):** Students will review the resource on [On Violence and Nonviolence: The Civil Rights Movement in Mississippi](#) What is the philosophy of non-violence? What strategies are used for peaceful protests? Students will [read about sit-ins](#), then watch the video on [wade-ins](#) as peaceful protesting methods
5. Students will consider two other methods of nonviolent protest: strikes, boycotts
6. Consider the role of protests in social movements with the resources provided: [Historic Protest Movements in Every Decade | History By the Decade](#) [How Protests Become Successful Social Movements](#) and [What Makes a Protest Effective? 3 Movements That Got Results | HowStuffWorks](#), [How to turn protest into powerful change - Eric Liu](#)
7. **Closing (Exit Ticket, Think/Write, Pair-Share) (10 minutes):** *What are elements of a successful protest? Name three historical examples.*

### Lesson Steps/Activities: Day 2: Protest Art

1. **Opener (10 minutes):** *Students will reflect on the following questions: What are the positives of protesting? What are the negatives of protesting? Are protests effective or pointless?*
2. **Activity (10 minutes):** Review post from last class with an example of a historically successful protest.
  - a. Ask students which images come to mind when you think of a protest. Share examples of protest art and consider how art may be used to speak truth to power and resist oppressive systems
3. **Activity (10 minutes):** Students will watch [The evolution of American protest music](#) and write down the questions: *Have any of the songs you like made you aware of a problem or issue in our society? What problems or issues have the songs brought to your attention? How does the song make you feel about the problem or issue? What role do the lyrics play? What role does the music play?*
4. **Activity (10 minutes):** After passing out the [Lyric Analysis Handout](#), students will listen to [Strange Fruit by Billie Holiday \(video\)](#). Give students processing time and proceed with sharing our responses to the questions. Next, [play Mississippi Goddam](#) and consider the historical context behind the song's references.
5. **Activity (10 minutes):** Working in groups of 2-3, students will use the [Protest Music Analysis](#) to analyze 3 songs from 3 different social movements, including global ones. Encourage students to create a
6. **Activity (10 minutes):** Play the [video about bomba music](#) and read the [related article](#) about its history

**Optional:** Read the article about [Chol Soo Lee](#) and play the video about the [song that freed him from prison](#)

7. **Closing (Exit Ticket, Think/Write, Pair-Share) (5 minutes):** How can music be used as a tool within a social movement?

**Assessment, Application, Action, and Reflection:**

- Exit Ticket Response Question: How can music be used as a tool within a social movement?
- Students will analyze a protest song of their choice and connect it with a specific Social Movement [Protest Song Analysis- Collab Doc \(Ethnic Studies\)](#).
- Encourage students to add to a class playlist of songs that inspire hope and make them feel powerful.

**Lesson Steps/Activities Day 3: [Stories of Protest Slides](#)**

1. **Opener (10 minutes): Have students answer these questions.**

- What comes to your mind when you think of the word?
- What is an example of a protest you can think of from history?
- What makes something a “protest” exactly?

2. **Activity (40 minutes):** In groups of 3-4, you will get a packet of protest examples, which could include:

- [Alcatraz Proclamation](#)
- [Centro Legal De La Raza](#)
- [Segregation and Civil Rights Movement in San Francisco](#)
- [APEN - The Laotian Organizing Project](#)

3. Students count off by (x) and then students move to different locations in the room based on those numbers (all the #1s in one locations, all the #2s in another, and so on). Each group is given a different source related to a particular social movement (a news article, a poem, a picture of artwork, etc.) associated with a different form of nonviolent protest and the legal rights associated with student protest as well as the historical context of the protest.

4. Students work as a small group to identify the form of protest being used in the text, what the impact of the protest may have been, and whether the protest was protected free speech.

Students are regrouped into mixed groups (1, and 2, and 3, and...) Students will then share out the key information from their piece of the jigsaw

5. **Closing (Exit Ticket, Think/Write, Pair-Share) (5 minutes):** Students will provide four examples of similarities among all the examples.

**Assessment, Application, Action, and Reflection:**

- Individually, students will provide four examples of similarities among all the examples.
- With your group, discuss the similarities and identify 3 characteristics of protest  
Sentence Frame: These are all situations that \_\_\_\_\_. Next, students will use the [Data Retrieval Chart](#).

**Materials and Resources:**

- Video: [Climate protesters throw soup on Van Gogh painting](#)
- [On Violence and Nonviolence: The Civil Rights Movement in Mississippi](#)
- [Sit-ins](#)
- Video: [The forgotten “wade-ins” that transformed the US](#)
- Video: [Historic Protest Movements in Every Decade | History By the Decade](#)
- [How Protests Become Successful Social Movements](#)

- [What Makes a Protest Effective? 3 Movements That Got Results | HowStuffWorks](#)
- Video: [How to turn protest into powerful change - Eric Liu](#)
- Video: [The evolution of American protest music](#)
- [Lyric Analysis Handout](#)
- Video: [Strange Fruit by Billie Holiday](#)
- Video: [Nina Simone Mississippi Goddamn Lyrics](#)
- [Protest Music Analysis](#)
- [Protest Content Slides](#)
- Video: [Why Puerto Rican Bomba Music Is Resistance](#)
- [The Sound of Resistance in Puerto Rico: Bomba Connects La Perla Community](#)
- [‘Prison destroys every human dignity’: Free Chol Soo Lee and the miscarriage of justice that united Asian-Americans](#)
- Video: [How This Song Helped Free a Wrongfully Convicted Man](#)
- [Protest Song Analysis- Collab Doc \(Ethnic Studies\)](#)
- [Alcatraz Proclamation](#)
- [Centro Legal De La Raza](#)
- [Segregation and Civil Rights Movement in San Francisco](#)
- [APEN - The Laotian Organizing Project](#)
- [Data Retrieval Chart](#)

#### **Ethnic Studies Outcomes:**

- Pursuit of justice and equity
- Furthering self-understanding
- Developing a better understanding of others through empathy
- Promoting self-empowerment for civic engagement
- Developing interpersonal communication

# Unit 4, Lesson 3:

## Activism

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**Lesson Duration:** 3 Days (each 60 minutes Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing
- Learn, understand, and practice activism principals in the classroom, so that students may use activism in their own lives and create long run changes in their communities at a local, state, national, and/or international level once they leave the classroom.

**Standards Alignment:**

- CST2: Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- DI.9-12.9: I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- DI.9-12.10: I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- JU.9-12.12: I can recognize, describe and distinguish unfairness and injustice at different levels of society.
- JU.9-12.13: I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

**Lesson Purpose & Overview:**

Students will analyze the development of federal civil and voting rights. Students will analyze various examples of activism and compare them. Students will learn why it's important to be involved in activism. Students will learn about activists from current events around the world. This will be done through a combination of readings, community circle, self-reflection, and small group discussion. Students will use inquiry based learning to examine examples to develop understanding of activism.

**Key Terms & Concepts:**

Activism  
Activist  
Current Events  
Advocating

Civic Engagement  
Civic Disobedience  
Walk Out  
Strike  
Protest  
Social Movement  
Community Organizing  
Leadership

### Lesson Objectives:

- What is activism and how does it play a role in resisting oppressive power systems?
- What is my role as a citizen in regards to activism?
- Identify advocating, civic engagement, civil disobedience, and other forms of protests.
- Identifying the rights of citizens during the engagement of nonviolent protests, civic engagement, and civil disobedience.
- Identify similarities and differences between different forms of protest.

### Essential Questions:

- What does it mean to be an activist? What does it mean to be engaged in civil engagement?
- What are the various ways to be an activist in everyday life? What are the various ways to be an activist in larger events?
- What activism tactics have and should oppressed peoples use to pursue structural change?
- What did student activists in the 1960s believe the role of schools should be?

### Ethnic Studies Outcomes:

- Students will understand how social movements are organized.
- They will also understand different methods that are employed to correct injustice.

### Lesson Steps/Activities: Day 1 : Activism

1. **Opener (5 min):** Students will consider the term “activism” and write down “What does it mean to be an activist?” Working with others, they will write down at least 5 prominent activists from history or today.
2. **Activity (10 minutes):** Give students time to research current events involving activism. *What do they notice?* Consider expanding to a [current events assignment](#).
3. **Activity (10 minutes):** Students will reflect on questions about young people’s involvement in social movements. They will Think, Pair, Share: “*Why do you think young people are often attracted to social movements? Can you think of a young person that is known for advocating for a specific cause?*” Then play [Why Do Young People Get Involved in Social Movements? | National Geographic](#) (2 min).
4. **Activity (10 minutes):** Students will review the resource [Groundbreaking Youth-Led Movements](#) and write down 5 examples, such as the March of the Mill Children, Little Rock Nine, etc). Have students discuss what the movements have in common (ex: use of strikes, boycotts, marches)

5. **Community Circle (10-15 minutes):** Students will describe a time when you have been able to advocate for change in your life. *What triggered your decision to call for change? What successes and what difficulties did you experience in advocating for change?*  
*Expand: What causes would you advocate for? What action did you take? How did you feel? Were others with you? Would you do this again and what would you do differently? When is a time you wish you had taken action but did not? What stopped you?*
6. **Closing (Exit Ticket, Think/Write) (10 minutes)** Students will reflect on the questions and write [Taking Action- Ethnic Studies](#).

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

- Students will reflect on the questions and write [Taking Action- Ethnic Studies](#).

#### **Lesson Steps/Activities: Day 2: Student Activism**

1. **Opener (10 minutes):** Identify five young activists and the causes that they represent. Consider what role student's play in activism.
2. **Introduce Student Activism Activity (30 minutes):** [Student Activism in the 1960s Unit](#) \*\*Note: this activity has three parts and the lesson can be expanded multiple days\*\*

i. Part 1: *How did the actions of student activists build momentum within the black freedom struggle?*

- Using primary and secondary texts, students will develop a basic understanding of the chronology of the classic period of the black freedom struggle, 1954-1965, specifically focusing on the significance of student activism.
- Read a textbook excerpt on student activism during the black freedom struggle. Create a chronology of student activism and determine significance. Analyze the goals of the Mississippi Summer Project and the freedom school curriculum.

ii. Part 2: *How did the Free Speech Movement reflect new ideas about what students should expect from colleges and universities?*

- Using primary and secondary texts, including a film clip, students will identify the demands of student activists at UC Berkeley and how they initiated a new relationship between students and university administrators.
- Watch the film clip from "1964", an American Experience documentary (11 minutes), discuss media analysis (worksheet), and answer text-based questions. Analyze Mario Savio's speech, "An End to History," to explore differing perspectives on the role of the university.
- Compare and contrast the distinct and evolving demands of the FSM.

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

1. **Writing Question (10 minutes):** *What did student activists in the 1960s believe the role of schools should be?*
2. **Discussion/Community Circle (10 minutes):** Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation on Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

#### **Lesson Steps/Activities: Day 3: Activist Spotlight**

1. **Opener (10 minutes):** Students will identify the names of as many activists that they can recall. *Which social movements were the individuals listed part of? What have they learned about some of the activists listed?*
2. **Activity (10 minutes):** Students will research and write a brief biography of five activists in the U.S and five global activists, including which social movement they advocated.
3. **Activity (10 minutes):** Students will then compare and contrast the lives of each activist (by time period, social movement, identity)

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

Students will create a [movie poster](#) focusing on the activist of their choice. The poster must include: A movie poster with a depiction of your chosen activist, a movie title, and a tagline, A plot synopsis that should cover that person's backstory and their work in activism/advocacy, Rotten Tomatoes review that assesses the impact of their work. (The "Critics' Score" should reflect the relative success of their activism.) - A theme song for your movie (choose an existing song that would be the main title theme for your movie)

### **Materials and Resources:**

- [Current Events News Article Assignment](#)
- Video: [Why Do Young People Get Involved in Social Movements? | National Geographic](#)
- [Groundbreaking Youth-Led Movements](#)
- [Taking Action- Ethnic Studies](#)
- [Student Activism in the 1960s Unit](#)
- [Symposium Student Activity- Activism 101](#) Slides
- [Movement For Liberation Slides](#)
- [Activist Movie Poster](#)

### **Ethnic Studies Outcomes:**

- Pursuit of justice and equity
  - Furthering self-understanding
  - Developing a better understanding of others through empathy
  - Promoting self-empowerment for civic engagement
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# Unit 4, Lesson 4:

## Integrated Action Civics

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**Lesson Duration:** 5 Days (each 60 minute Class Period)

**Ethnic Studies Values & Principle Alignment:**

- Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
- Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable society, and conceptualize, imagine, and build new possibilities for a society that promotes collective narratives of transformative resistance, critical hope, and radical healing and build new possibilities for inclusion of all communities
- Promoting self-empowerment for civic engagement

**Standards Alignment:**

- WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Lesson Purpose & Overview:**

Students will be presented a set of change-analysis 'lenses' to help them explore their development of identity, research problems and possible solutions, analyze structures and systems of power, investigate the role of various stakeholders, and learn how change is realized.

**Key Terms & Concepts:**

Root Cause  
Action Civics  
Stakeholder  
Empowerment

**Lesson Objectives:**

- Students will learn more about action civics and change-analysis
- Empower all students as change-makers by integrating civic disposition, skills and engagement opportunities

**Essential Questions:**

1. How can civic engagement concepts and strategies provide powerful lenses for the study of course content?
2. How can our course content and skills inform and empower students as agents of change, now or in the future?



## Lesson Steps/Activities:

### Day 1 - Worldview: *How do my identity and values impact my thoughts and actions?*

1. **Opener (10 min):** Ask students to reflect on the semester starting with unit 1. Encourage them to review previous work they have done on identity. What have they learned about themselves this semester? (students can write down in journal or share with class)  
Have students consider their values using the "[Values Inventory](#)" resource from unit 1
2. **Student Activity (30 min)** Introduce the activity that students will be working on independently [My Worldview & Identity \(HS\)](#). Have students consider some of the questions and discuss their thoughts with peers, including our idea of "home, family, and community"  
Students will have independent work time to complete part 1. Part 2 will be assigned as HW, including their Worldview Poster assignment, which is one part of their assessment for the unit.
3. **Direct Instruction (10 min)** On the whiteboard, write down the following words: "Liberty, Freedom, Justice, Rights" Students will define the words and compare their meanings. Elaborate that these words are values, individual and national. (optional extension: organize students into four groups representing each of the words and delve deeper into visual representations of each concept)
4. **Student Activity (10 min)** Students will be writing a response on a post-it note by finishing the sentence "In a just society..." After students have added their post-it notes to the board, each student will review the ideas and organize them into 3 categories (good, better, best).
5. **Exit Ticket (5 min)** Students will share their ideas for a more just society with at least 2-3 of their peers. Consider how your ideas compare

### Assessment:

Remind students to continue working on their Worldview & Identity Poster (give a few days/week to complete the assignment).

### Day 2 - Reflecting on a Just Society

1. **Opener (5 min)::** Students will pair up and consider how others have expressed their ideas of justice throughout history. What do you believe is a just society?
2. **Primary Source Activity (25 min):** In this [activity](#), Manifestos for a Just Society, students will examine historical and contemporary documents to explore the underlying concepts of justice, as well as considering values and draft a statement declaring their vision of justice (Part 2 of assessment) In the [document jigsaw](#), groups of 4-5 students will read one of the historical sources. Groups will collaborate to write down excerpts from the text that support the idea of a just society. They will then put the excerpt into their own words using the collaborative slideshow. After each group has completed their charts, they will share to the class their most important statements. In original groups, students will list 4-6 key ideas or concepts that emerge from the documents.
3. **Student Activity/Exit Ticket (20 min):** Working with the same or different group, students will be creating their own "manifesto" for a just society, including writing an introduction 4-6 sentences long declaring the principles for a just society ("why is this necessary?") Their introductions will be their exit ticket

**Assessment:** Remind students to continue working on their Worldview & Identity Poster (give a few days/week to complete the assignment)

[Ethnic Studies- Manifestos for a Just Society](#) [Manifesto - Liberation Movements 1960's](#)

### Day 3 - Day 3 Manifestos for a Just Society

1. **Opener (15-20 min)** Students will put out their worldview posters and do a gallery walk as they review other students posters. Students will leave feedback on at least three posters that address how their worldviews are similar or different, as well as ask one question for the student.
2. **Student Activity + Assessment (30 min)**  
Students will have two options for the second part of the assessment  
*Option 1- Continue writing a manifesto for a just society with a group*  
*Option 2- Independently create a [slideshow presentation on empowerment](#)*
3. **Community Circle (10 min)** Students will share takeaways from their assessment, including their vision for a just society and what empowers them to create a better world.  
As a class, consider which topics/ideas are the most common.

**Assessment:** Students will turn in Part 1 + 2.

#### Day 4: Root Causes + Strategizing for Change

1. **Opener (5 min):** Reconsider the ideas of how to create a more just society. How can we apply these ideas to current community issues or concerns?  
**Student Activity (20 min)** Using the collaborative presentation, students will be learning about cause and consequence through the [root cause analysis](#). After showing an example of the activity, the class will identify a particular problem in the community. Working together, students will brainstorm the origins of the problem and the impacts that it has on the community at large. (Optional Extension: Independently or in pairs, students will identify a national or global problem and create their own tree analyzing root causes and symptoms.
2. **Student Activity (15 min)** [Clarify Focus For Action](#) students will analyze how historical or contemporary movements for change organized around specific goals while educating about larger, overarching issues and social context. Working in groups, students will address a problem, imagine a solution, and consider who has power. They can also use this strategy to help them find actionable goals for their student civic action projects.
3. **Group Activity/Assessment (25-30 min)** Working in groups of 4-6, use the lesson [Strategize for Change](#). Each group will be focusing on one particular issue they care about. Creating their own Student Action Messaging plan, students will set goals, identify stakeholders and brainstorm specific actions that help build awareness, develop allies and apply pressure in pursuit of their chosen goal. This will help students organize research about specific movements for change.
4. **Optional Extension:** Students will learn what a stakeholder is and identify who holds a stake in their chosen issue. [Stakeholder Analysis - New Scaffolds Sequence](#)
5. **Exit Ticket:** One person from each group will check in with the teacher + turn in their progress (note: it does not need to be completed, students may need more time)

#### Day 5- Building Awareness and Taking Action

1. **Opener (5 min)** Social-emotional check in/ community building
2. **Student Activity (40 min)** Give students time to [complete their Student Action Messaging - Advocating for Change](#).  
Strategy Share Outs: Each group will be a representative for their cause and advocate for their strategy/plan for change. [Build Awareness Lesson Template](#)
3. **Exit Ticket (5-10 min)** Using a survey, students will vote for the top three strategists (top plans that were shared) and explain why it would be a successful strategy  
Students will reflect on 3 main insights about creating change

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

- **Part 1:** [My Worldview & Identity](#) Poster
- **Part 2:** [Empowerment Manifesto Student Deck Excerpt](#) or Manifestos
- **Part 3** (Optional) Building Awareness: [Student Action Messaging](#)

## **Materials and Resources:**

### [Integrated Action Civics Project](#)

- [Personal Values Inventory](#)
- [My Worldview & Identity \(HS\)](#)
- [Manifestos for a Just Society](#)
- [Manifesto - Liberation Movements 1960's](#)
- [Empowerment Manifesto Slides](#)
- [Root Cause Analysis](#) Slides
- [Clarify Focus For Action](#) Slides
- [Strategize for Change](#) Slides/[Strategizing for Change](#)
- [Student Action Messaging](#) - Advocating for Change
- [Stakeholder Analysis - New Scaffolds Sequence](#)
- [Build Awareness Lesson Template](#)

## **Ethnic Studies Outcomes:**

- Pursuit of justice and equity
- Furthering self-understanding
- Promoting self-empowerment for civic engagement
- Supporting a classroom community focus

# Unit 4, Lesson 5:

## Final Project - Youth Participatory Action Research (YPAR)

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(Adapted from [Stockton's materials](#))

**Lesson Duration:** 10 Days (each 60 minutes Class Period)

### **Ethnic Studies Values & Principle Alignment:**

Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable society, and conceptualize, imagine, and build new possibilities for a society that promotes collective narratives of transformative resistance, critical hope, and radical healing and build new possibilities for inclusion of all communities

### **Standards Alignment:**

- **CST2:** Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- **HI1:** Show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- **WHST.9-10.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **DI.9-12.9:** I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.

### **Lesson Purpose & Overview:**

Students will take the collumination of their learning for the semester and produce a final project, which is in place of a unit test or semester final test. Students will explore a topic of their choice to be engaged with the project. This will be done through a combination of research, analysis, reflection, and team work by working together. Students will use inquiry based learning to develop and show their understanding of everything they have learned over the course of the semester.

### **Key Terms & Concepts:**

Civic Engagement

Social Movements

YPAR (Youth Participatory Action Research)

Activism

Activist

Current Events

Advocating

Community Organizing

Leadership

### Lesson Objectives:

- Activate background knowledge and motivation for social change
- Create an actionable piece of media that can impact their chosen community
- Students will be motivated to research and produce their final presentation because they will focus on a topic of their choice

### Essential Questions:

1. What is an important issue or topic in the community that can be researched and developed into a project?
2. How can my team and I impact my community? What is our definition of community?
3. What will my team and I produce that will impact the community?

### Lesson Steps/Activities: Day 1

1. **Opener (30 minutes):** Follow the PPT [00 YPAR Instructions](#) to introduce the idea of the Youth Participatory Action Research Project. Students will follow along on a graphic organizer [01 YPAR Project Intro](#) to make sure they are paying attention and learning about the project.
  - a. It has a hopi proverb and a think-pair-share question to get students thinking about a topic or issue that is important to them. It will then explain what the YPAR project is and how it is a way to begin to change issues that matter to them.
    - b. On various slides there are examples of completed YPAR projects to show students what the expectations are for a final completed project. On another slide, there are some examples of topics that students can cover if they don't come up with their own ideas.
    - c. On slides towards the bottom there is a rubric of what students will be graded on, so it is important to review that with the students.
2. **Activity (30 minutes):** Students will use the remainder of class time to form groups (this is highly encouraged to work with a partner or group), begin brainstorming, and start picking a topic or issue for them to focus their research on since this is a fast moving project. Students will use a graphic organizer [02 YPAR Project Topic and Research Question](#) to help them organize their thoughts and ideas.
  - a. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their data analysis.
3. **Closing Activity (Pair-Share) (5 minutes):** Students will share out with their partner what they think their topic and research question will be.

### Lesson Steps/Activities: Day 2

1. **Opener (10 minutes):** Review with students on what they should focus on with the help of the PPT [00 YPAR Instructions](#).
  - a. It has a think-Pair-share to get the class started.
  - b. [02 YPAR Project Topic and Research Question EXAMPLE](#) Use the teacher example to help model the thought process needed to come up with a research question.
2. **Activity (30 minutes):** Students will finalize their issue and research question with the help of the graphic organizer from the day before. [02 YPAR Project Topic and Research Question](#)

- a. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their topic and research question.
  - b. You can leave your screen on the slide with the daily directions during the majority of class as a helpful reminder to what students should be focusing on today.
3. **Closing Activity (Exit -Ticket) (5 minutes):** Students will write their research question on a slip of paper and hand it in for the teacher to review and make suggestions for clarification.

### Lesson Steps/Activities: Day 3

1. **Opener (15 minutes):** Review with students on what they should focus on with the help of the PPT [00 YPAR Instructions](#). You should focus on the slides that remind students how to do research. It has a think-Pair-share to get the class started. If you want to arrange ahead of time to head to the library for the day, that would be great.
2. **Activity (15 minutes):** Help students understand how to chunk their research by modeling it for students. Use the example of “stress” as your topic and “how does stress affect the teenage brain” as your research topic. On one slide, there is a web map to help get you started to fill out as a class for modeling.
3. **Activity (30 minutes):** Students will use the graphic organizer [03 YPAR Project Online Research](#) to help their team divide up their research subtopics. Then students will find articles from databases from their libraries that support their research. If students need to finish it for homework, then students can use that time.
  - a. You can leave your screen on the slide with the daily directions during the majority of class as a helpful reminder to what students should be focusing on today.
  - b. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their research.
4. **Closing Activity (Pair-Share) (5 minutes):** Students share out what they were able to complete today and what still needs to be done.

### Lesson Steps/Activities: Day 4

1. **Activity (10 minutes):** Review with students on what they should focus on with the help of the PPT [00 YPAR Instructions](#). You should review the Theoretical Frameworks (Community cultural wealth, dominant v. counter narratives, 4 I’s of Oppression, and 7 L’s of Colonialism). [04 YPAR Project Theoretical Framework](#) If you need help filling in the blanks, look at the answer key. [04 YPAR Project Theoretical Framework ANSWERS](#)
2. **Activity (50 minutes):** Students should use the rest of the class period to complete the online research from the day before, or get started on data collection.
  - a. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their topic and research question.
3. **Closing Activity (Pair-Share) (5 minutes):** Students share out what they were able to complete today and what still needs to be done.

### Lesson Steps/Activities: Day 5

1. **Activity (10 minutes):** Review with students on what they should focus on with the help of the PPT [00 YPAR Instructions](#). You should focus on the slides to show students what good survey and interview questions look like. Students will take notes on this part of the activity in their graphic organizers. [05 YPAR Project Data Collection](#) [05 YPAR Project Data Collection ANSWERS](#)
2. **Activity (10 minutes):** Help students understand how to chunk their research by modeling it for students. Use the example of “how does stress affect the teenage brain” as your research topic. Then ask the students to brainstorm some questions they could ask in a survey or an interview. It might be helpful to divide the class into two halves so one set of students focus on survey questions and the other half focuses on interview questions.
3. **Activity (40 minutes):** At the bottom of their graphic organizers, students will write their survey and interview questions. The WHOLE group must have the SAME questions. You don’t want students to have surveys with 25+ questions and 15 interview questions. They can have some extra questions, that’s fine, but you don’t want the questions to overwhelm the interviewers and the interviewees.
  - a. Students should create a google form of their survey, so it will be easier to collect data. But make sure the forms are set so that names and email addresses are NOT collected.
  - b. However, students will need to collect names and email addresses of the people they interview.
  - c. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their questions.
4. **Closing Activity (Pair-Share) (5 minutes):** Students share out what they were able to complete today and what still needs to be done.
5. **Homework:** Students will need time to conduct these interviews and survey questions outside of class, so assign it as homework for a couple of days.

### Lesson Steps/Activities: Day 6

1. **Activity (10 minutes):** Review with students on how to review and synthesize the data to support their research. [00 YPAR Instructions](#) They should look for important quotes and statistics that strengthen and support their research question. [06 YPAR Project Data Analysis](#)
2. **Activity (50 minutes):** Students will use the majority of class time to review and analyze their data as a group, but they don’t have to have the same data and analysis. The google form should produce some data for them, but remind students this should be taken with a grain of salt since it is a small sample size.
  - a. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their data analysis. If students need to finish it for homework, then students can use that time.
3. **Closing Activity (Pair-Share) (5 minutes):** Students share out what they were able to complete today and what still needs to be done.
4. **Homework:** Students will need time to conduct these analysis of the data, so assign it as homework for a couple of days.

### Lesson Steps/Activities: Day 7



1. **Activity (10 minutes):** Review with students the type of YPAR example actions they can take. There are examples from the “human trafficking” and “violence in music” student examples. [00 YPAR Instructions](#) This is NOT a PPT/slides presentation they are making (that will come later), but an actionable piece of media they are going to create. Mention how the “human trafficking” example doesn’t meet the standards/ expectations since it's just a slide and not really an action. [07 YPAR Project Taking Action](#)
2. **Activity (50 minutes):** Students will use the majority of class time to come up with their action task.
  - a. The teacher should be walking around, helping manage students and point out issues with their analysis or having groups come up to their desk to provide feedback on their action task. If students need to finish it for homework, then students can use that time.
3. **Closing Activity (Pair-Share) (5 minutes):** Students share out what they were able to complete today and what still needs to be done.
4. **Homework:** Students will need time to create these actions, so assign it as homework for a couple of days.

### Lesson Steps/Activities: Day 8

1. **Activity (20 minutes):** Students will reflect on their project and what went well and what could be improved. Then students will reflect on what further action could and would need to take place to solve their issues and answer their research question. [08 YPAR Project Reflection and Recommendations](#)
2. **Activity (40 minutes):** As a group, students will create a PPT/Slides Presentation to summarize their topic, research questions, and results of their data [09 YPAR Project Presentations](#). If students need to finish it for homework, then students can use that time.
3. **Closing Activity (Pair-Share) (5 minutes):** Students share out what they were able to complete today and what still needs to be done.
4. **Homework:** Students will need time to create these presentations, so assign it as homework for a couple of days.

### Lesson Steps/Activities: Day 9-10

1. **Activity (Whole class period):** Presentations of projects to the class. Each presentation will take 7-10 minutes, with questions from the rest of the class as well. So the presentations might take a few class periods to complete. Students can use the Google Form to provide [Presentation Feedback Form](#)
2. **Activity (10 minutes):** Students will self grade and evaluate their work and their team member’s work. [10 YPAR Project Self and Team Grades](#)
3. **Activity (10 minutes):** Please have your students fill out the [Ethnic Studies Curriculum Feedback Survey](#). Please have your students complete the [Ethnic Studies Semester Feedback Form](#), so that we can collect feedback about how the Ethnic Studies semester went.

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

Students will create an action task that they will present to the class and use in the community. Then students will also create presentations about what they learned about their research topic and research question. Students will reflect on their learning and what would be the next steps to take their project further in the future. This is in place of a final semester test.

### Materials and Resources:



- [YPAR Hub](#)
- [00 YPAR Instructions](#)
- [01 YPAR Project Intro](#)
- [02 YPAR Project Topic and Research Question](#)
- [02 YPAR Project Topic and Research Question EXAMPLE](#)
- [03 YPAR Project Online Research](#)
- [05 YPAR Project Data Collection](#)
- [05 YPAR Project Data Collection ANSWERS](#)
- [06 YPAR Project Data Analysis](#)
- [07 YPAR Project Taking Action](#)
- [08 YPAR Project Reflection and Recommendations](#)
- [09 YPAR Project Presentations](#)
- [10 YPAR Project Self and Team Grades](#)
- [Presentation Feedback Form](#)
- [Ethnic Studies Curriculum Feedback Survey](#)
- [Ethnic Studies Semester Feedback Form](#)

#### **Ethnic Studies Outcomes:**

- Pursuit of justice and equity
- Working toward greater inclusivity
- Furthering self-understanding
- Developing a better understanding of others through empathy
- Recognizing intersectionality
- Promoting self-empowerment for civic engagement
- Supporting a classroom community focus
- Developing interpersonal communication

# Unit 1 Resources

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## Lesson 1: Classroom Norms and Expectations

- [Guidelines for Classroom Circles](#)
- [Ethnic Studies Classroom Rights & Responsibilities Template](#)
- [Four Agreements of Courageous Conversations](#): Stay engaged, Speak your truth, Experience discomfort, Expect and accept non-closure
  - Adapted from Glenn Singleton and Curtis Linton, [Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools](#), 2006.
- Possible Structures:
  - [Rose, Bud, Thorn](#)
  - [Appreciation, Apology, Aha](#) - Video
  - Group call and response (attention grabber)
- [ES Model Curriculum-CH 5 Page 412-413](#) (energizers)

## Lesson 2: Lessons on Names, Impact of Names and Family's Impact on Names

- [Notes on Names Activity](#)
- [Name Interview](#)
- [Reclaiming a Name That Was Taken Away](#)
- [How 75 Bay Area Places Got Their Names](#)
- [The House on Mango Street](#)'s vignette short excerpt for students to read - [Cisneros's "My Name"](#)
- "In the Name of..." [Podcast](#)
- [Family Name Interview](#)

## Lesson 3: What is Ethnic Studies?

- [K-W-H-L Chart](#)
- [Activist State](#)
- [Unit 1 - What is Ethnic Studies?](#)
- [TWLF - School of Ethnic Area Studies.pdf](#)
- [Civics Skills: How to \(Respectfully\) Disagree | Retro Report | PBS LearningMedia](#)

## Lesson 4: Share Out the Meaning of Names

- [Bank of Community Circle Questions](#)
- [Listening Blocks/Techniques Worksheet](#)
- [Student Partner Interviews](#)

## Lesson 5: A-Z Vocabulary

- [Vocabulary Terms](#)
- Teacher Resource: [Ethnic Studies Vocabulary](#)

## Lesson 6: What is Identity?

- [All My Friends](#) (Icebreakers)
- [Copy of Chosen & Assigned Identities Definitions](#)
- [Identity Wheel.pptx](#)

- [Complicating Chosen & Assigned Identities](#)
- [Chosen & Assigned Identities Chart](#)

### **Lesson 7: Introduction of Culture and Culture Tree of Myself (Surface vs. Deep Culture)**

- PBS: [What is Race?](#)
- [Culture Tree Template.png](#)
- [Overview of Culturally Responsive Practices: The Culture Tree](#)
- [Personal Values Inventory](#)
- [Personal Values Checklist](#)

### **Lesson 8: What is Race, Ethnicity, and Nationality? What Does It Mean to be “White”? What Does It Mean to be “BIPOC”?**

- Race, Ethnicity, and Nationality [Scenarios](#)
- [Whiteness Project](#): [Nick](#) (hiding Mexican identity) and [Amanda](#) (navigating multiracial ID)
- PBS: [What is Race?](#)
- [Race: The Power of an Illusion](#)

### **Lesson 9: Intersectionality**

- Video: [Intersectionality 101](#)
- [Intersectionality 101 Handout](#)
- [Activity: ‘Bibi’ Lesson 2: Intersectionality in “Bibi” Grades 9-12](#)
- [Learning for Justice Intersectionality Resources](#)
- [Video](#): Bibi (18 minutes, need to login but free) - trigger warning - death of parents
- [Video Notes Handout](#)
- [T-Chart Handout](#)
- [Activity Ideas](#)

### **Lesson 10: What are Stereotypes?**

- Video: [The Danger of a Single Story](#)
- Reading from Learning for Justice: [The Danger of a Single Story](#)
- Reading from Facing History: [The Danger of a Single Story](#)
- PBS News: [How Students Experience and Cope with Racist Stereotypes](#)
- PBS: [How to break down stereotypes](#)
- ["No Labels Attached: Breaking Down Misconceptions & Stereotypes](#)
- Newsela [“Stereotypes and Identity”](#)
- Learning for Justice: [Teaching About Stereotypes](#)
- Short Clips: [These Students Take Down Slurs and Stereotypes](#)
- [TED-Ed Can Stereotypes Ever Be Good](#)

### **Lesson 11: What are Counternarratives? How Do They Impact Our Lives?**

- [Counter Narrative Reading](#)
- [Counter Narrative Video](#)
- [How Alexandra Bell Is Disrupting Racism in Journalism](#)
- [Visual Depictions of Columbus](#)
- Video: [If they gunned me down...](#)
- Article: [I Too Am Harvard](#)

### **Lesson 12: Autoethnography Project**

- [Unit 1 Performance Assessment: Autoethnographic Shadow Box and Essay](#)
- [Sample Student Personal Narrative 1](#)
- [Sample Student Personal Narrative 2](#)

### **Lesson 13: Body Paragraphs Work Time**

- [Example Personal Narrative Body Paragraph](#)

### **Lesson 14: Editing and Revising Work Time**

- [Editing & Revising Checklist](#)

### **Lesson 15: Presentation of Project**

- [Rubric & Reflection](#)
- [Ethnic Studies Curriculum Feedback Survey](#)

## **Unit 2 Resources**

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### **Lesson 1: Community Building Around Narratives**

- [Culture Tree Template.png](#)
- [“What is Community?” Anticipation Guide](#)
- [Handout: Chunking Worksheet: What is a community?](#)
- [My Community Exit Ticket](#)
- [Community Interviews](#)

### **Lesson 2: Community Mapping**

- [Community Research Map Project \(Instruction Slides Template\)](#)
- [Introduction to Community Asset Mapping](#)
- [Mapping My Community - AFS-USA](#)
- [Copy of Landmark Analysis.docx](#)

### **Lesson 3: Researching Local Community Demographics Data**

- [Population Inquiry Questions](#)
- [Community Research Map Project \(Instruction Slides Template\)](#)
- [The Population of California](#)
- [Demographic Data in SRVUSD](#)
- Online resources for research; readings on core ethnic groups’ history and culture
- [Sentence Stems](#)

- [Immigration to the United States Website](#)

#### **Lesson 4: Migration Push and Pull Factors**

- [Map Shows How Humans Migrated Across The Globe](#)
- [The earliest Americans arrived in the New World 30,000 years ago | University of Oxford](#)
- [Migration Push and Pull Factors | Marco Learning](#)
- [Animated Map Shows History Of Immigration To The US](#)
- [Family Immigration Interviews](#)

#### **Lesson 5: Learning About Ethnic Communities**

- [Schoolhouse Rock - "The Great American Melting Pot"](#)
- <https://online.culturegrams.com/world/>
- [immigration to the United States - Students | Britannica Kids | Homework Help.](#)
- [US Immigration](#) Notes
- [United States v. Wong Kim Ark \(1898\)](#)
- [7 Things to Know About Birthright Citizenship and the 14th Amendment](#)
- [Why the US has birthright citizenship](#)
- [Citizenship and Race Challenged in the Courts | lesson plan curriculum | The Asian American Education Project](#)
- [Tell Me Who You Are](#) - Excerpts

#### **Lesson 6: Local History**

- [Native-Land.ca](#)
- [Who Were the First People to Live in the Bay Area? | KQED](#)
- [Association of Ramaytush Ohlone](#)
- [Confederated Villages of Lisjan](#)
- [Muwekma Ohlone Tribe](#)
- [Ohlone Land | Centers for Educational Justice & Community Engagement](#)
- [The Ohlone | Campus Engagement](#)
- [How This Native American Elder Reclaimed Sacred Land in the Bay Area | KQED Truly CA](#)
- [Tour Stop 9: Yelamu Shellmound](#)
- [There Were Once More Than 425 Shellmounds in the Bay Area. Where Did They Go? | KQED](#)
- [Human Remains Unearthed During School Construction Have Yet to be Properly Buried | San Ramon, CA Patch](#)
- [Local Histories - Teacher Research Guide \(IACP Version\)](#)

#### **Lesson 7: Stories of Communities**

- [Jigsaw](#)
  - [Ancestors from the West Indies: A Historical and Genealogical Overview of Afro-Caribbean Immigration, 1900-1930s](#)
  - [Caribbean Migration](#)
  - [Arab American National Museum](#)
  - [Southeast Asian American Journeys | searac](#)
  - [PBS: Arab Americans](#)
  - Readings from [Our Stories: An Introduction to South Asian America](#)
    - Pages 108-113 "The H-1B Visa"
    - Pages 136-140 "The Post 9/11 Backlash and Response"
  - [An Introduction to South Asian American History](#)

- [Readings from “Everything You Wanted To Know About Indians But Were Afraid to Ask” \(Young Readers Edition\) By Anton Treuer](#)
- [National Museum of the American Indian Essential Understandings](#)
- [Central American Migration to the United States - A History of Domestic Work and Worker Organizing.](#)
- [Understanding Central American migrations](#)
- [Puerto Rican/Cuban | Immigration and Relocation in U.S. History](#)
- [Graphic Organizer](#)
- [Presentation Note-Taking Graphic Organizer](#)
- [One-Pagers](#)

## **Lesson 8: Introduction to Research & Media Literacy**

- [What's your point of view?](#)
- [What is Bias?](#)
- [Street Calculus | Facing History & Ourselves](#)
- [Test Yourself for Hidden Bias | Learning for Justice](#)
- [Are You Aware of Your Biases](#)
- [Rate Your Bias | AllSides](#) (for extension assignment)
- [How Diverse is Your Universe](#)
- [Hearing Perspectives: Conversation With \\_\\_\\_\\_\\_ on Race](#)
- [Research the Issue - Scaffold](#)
- **Video:** [How to choose your news - Damon Brown](#)
- [News Lit Quiz: How news-literate are you?](#)
- [Understanding Bias](#)
- [Finding Credible News](#)
- [Research Tips - Library Resources](#)
- [Media Bias Assignment Example](#)
- [Digital Current Events Assignment](#)
- [Fact Checking Tools - Media Literacy - Research Guides at Lakehead University](#)
- [Current Events Worksheet](#)
- [Current Events Graphic Organizer](#) (for extension assignment)
- [Sentence Stems](#)
- [Project Rubric](#) (may need modification)
- [Trifold Rubric](#)

## **Lesson 9: Community Counter Narrative Stories**

- [Community Counter Narrative Storybook Instructions](#)
- [Counter Narrative Stories Research](#)
- [California High School - Research and Databases](#)
- [Counter Narrative Storybook Rubric](#)
- [Community Counter Narratives Story Planner Example](#)
- [Community Counter Narratives Story Planner](#)
- [Editing & Revising Checklist](#)
- [Self Reflection](#)
- [Ethnic Studies Curriculum Feedback Survey](#)

# Unit 3 Resources

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## Lesson 1: Reflecting on Power

- [Handout: Perspectives on Power: Big Paper Quotations](#)
- [Handout: What Is Power? Anticipation Guide](#)
- [Lesson 1: What Is Power?](#)
- [How to understand power - Eric Liu](#)

## Lesson 2: Understanding Systems of Power

- [Faces of Power - Student Intro Activity](#)
- [Analyzing Social Power](#)
- [GC | CYC Lesson 3 Handbook: Analyzing Social Power](#)
- [Locations of Power OVERVIEW](#)
- [Power Flower - Identity and Power](#)

## Lesson 3: Equity vs. Equality Within Systems of Power

- [Equality and Equity Situations](#)
- [Equity and Equality Google Form Poll](#)
- Video: [Bad Math: School Funding in America](#)
- Video: [A Tale of Two Schools](#) (PBS)
- [Most & Least Equitable School Districts in California](#) Website
- [Costa's Level of Thinking & Questioning](#)
- [How Much Wealthier Are White School Districts Than Nonwhite Ones? \\$23 Billion, Report Says](#)
- [Public School Funding Gap Maps at Various Scales - Where Are Schools in the US Underfunded?](#)
- [Predominant Race and Ethnicity in the US \(2020 Census\)](#) Website
- Podcast: [Introducing: Nice White Parents - The New York Times](#)

## Lesson 4: Power & Privilege

- [172 Controversial Debate Topics for Teens](#)
- [Costa's Levels of Thinking and Questioning](#)
- [Discussion Based Topic Organizer](#)
- [Privilege and Power Slides from Stockton](#)
- [Reflecting on Power & Privilege](#)

## Lesson 5: Forms of Oppression

- [Four I's of Oppression](#) Slides
- [4 I's of Oppression Worksheet](#)
- [The 4 I's of Oppression](#)
- [Teacher Slideshow](#) on Five Forms of Oppression Jigsaw Activity
- [Student Graphic Organizer](#)
- [Presentation Student Template](#)
- [Stockton Unified Lesson](#)
- [Forms of Oppression Sources](#)
- [Ethnic Studies Curriculum Feedback Survey](#)

# Unit 4 Resources

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## Lesson 1: Introduction to Social Movements

- [Social Movement and Solidarity Slides](#)
- iCivics Lesson: [Immigration and Citizenship](#)
- [10 Steps to Naturalization](#)
- [Citizenship Test](#)
- [What Does Civic Engagement Look Like?](#)
- [What Kind of Citizen?](#)
- [What Type of Citizen Quiz](#)
- Reading: [What Type of Citizen](#)
- [Martin Niemöller: "First they came for the Socialists..." | Holocaust Encyclopedia](#)
- [Upstander | Facing History & Ourselves](#)
- [On Educating Video: Upstanders - Ervin Staub | Facing History & Ourselves](#)
- [Perpetrators, Bystanders, Upstanders, and Rescuers | Facing History & Ourselves](#)
- [Three Kinds of Citizens - Overview & Directions](#)
- [Mapping American Social Movements Project](#)

## Lesson 2: Protesting

- Video: [Climate protesters throw soup on Van Gogh painting](#)
- [On Violence and Nonviolence: The Civil Rights Movement in Mississippi](#)
- [Sit-ins](#)
- Video: [The forgotten "wade-ins" that transformed the US](#)
- Video: [Historic Protest Movements in Every Decade | History By the Decade](#)
- [How Protests Become Successful Social Movements](#)
- [What Makes a Protest Effective? 3 Movements That Got Results | HowStuffWorks](#)
- Video: [How to turn protest into powerful change - Eric Liu](#)
- Video: [The evolution of American protest music](#)
- [Lyric Analysis Handout](#)
- Video: [Strange Fruit by Billie Holiday](#)
- Video: [Nina Simone Mississippi Goddamn Lyrics](#)
- [Protest Music Analysis](#)
- [Protest Content Slides](#)
- Video: [Why Puerto Rican Bomba Music Is Resistance](#)
- [The Sound of Resistance in Puerto Rico: Bomba Connects La Perla Community](#)
- ['Prison destroys every human dignity': Free Chol Soo Lee and the miscarriage of justice that united Asian-Americans](#)
- Video: [How This Song Helped Free a Wrongfully Convicted Man](#)
- [Protest Song Analysis- Collab Doc \(Ethnic Studies\)](#)
- [Alcatraz Proclamation](#)
- [Centro Legal De La Raza](#)
- [Segregation and Civil Rights Movement in San Francisco](#)
- [APEN - The Laotian Organizing Project](#)
- [Data Retrieval Chart](#)



### **Lesson 3: Activism**

- [Current Events News Article Assignment](#)
- Video: [Why Do Young People Get Involved in Social Movements? | National Geographic](#)
- [Groundbreaking Youth-Led Movements](#)
- [Taking Action- Ethnic Studies](#)
- [Student Activism in the 1960s Unit](#)
- [Symposium Student Activity- Activism 101](#) Slides
- [Movement For Liberation Slides](#)
- [Activist Movie Poster](#)

### **Lesson 4: Integrated Action Civics**

- [Integrated Action Civics Project](#)
- [Personal Values Inventory](#)
- [My Worldview & Identity \(HS\)](#)
- [Manifestos for a Just Society](#)
- [Manifesto - Liberation Movements 1960's](#)
- [Empowerment Manifesto Slides](#)
- [Root Cause Analysis](#) Slides
- [Clarify Focus For Action](#) Slides
- [Strategize for Change](#) Slides/[Strategizing for Change](#)
- [Student Action Messaging](#) - Advocating for Change
- [Stakeholder Analysis - New Scaffolds Sequence](#)
- [Build Awareness Lesson Template](#)

### **Lesson 5: Final Project - Youth Participatory Action Research (YPAR)**

- [YPAR Hub](#)
  - [00 YPAR Instructions](#)
  - [01 YPAR Project Intro](#)
  - [02 YPAR Project Topic and Research Question](#)
  - [02 YPAR Project Topic and Research Question EXAMPLE](#)
  - [03 YPAR Project Online Research](#)
  - [05 YPAR Project Data Collection](#)
  - [05 YPAR Project Data Collection ANSWERS](#)
  - [06 YPAR Project Data Analysis](#)
  - [07 YPAR Project Taking Action](#)
  - [08 YPAR Project Reflection and Recommendations](#)
  - [09 YPAR Project Presentations](#)
  - [10 YPAR Project Self and Team Grades](#)
  - [Presentation Feedback Form](#)
  - [Ethnic Studies Curriculum Feedback Survey](#)
  - [Ethnic Studies Semester Feedback Form](#)
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# Additional Resources

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- [YPAR Hub](#)
- [Tool Kit Civic Action](#)
- [Deliberative Discourse-Planning Guide](#)
- [Deliberative Discussions PROTOCOL](#)
- [Structured Academic Conversations-G/O TEMPLATE Rev2](#)
- [A Hundred Years of American Protest, Then and Now | The New Yorker](#)
- [Music in Civil Rights Movement \(excerpt from PBS "Let Freedom Sing", 2009\)](#)
- [Understanding "Protest": Concept Formation Lesson Plan - Seattle Civil Rights and Labor History Project](#)
- [The Song That Sparked a Movement in Afghanistan | Nila Ibrahimi | TED](#)
- [Similarities And Differences Of George Floyd Protests And The Civil Rights Movement: NPR](#)
- [On Violence and Nonviolence: The Civil Rights Movement in Mississippi - 2002-02](#)
- [African American Contemporary Artists](#)
- [Latino American Contemporary Artists](#)
- [Student Activism and Music During the Civil Rights Movement - TeachRock](#)
- [Parkland Students: March for Our Lives](#)
- [Visual Art Protest \(NYTimes article; Met\)](#)
- [Musical Protest \(NPR African American protest music; Older American protest music\)](#)

# Special Thanks

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The development of this Ethnic Studies curriculum is the result of the dedication, expertise, and commitment of educators, scholars, and community members who believe in the power of education to foster equity and inclusion. Their efforts have created a transformative resource that empowers students to critically engage with history, identity, and social justice.

This curriculum reflects a commitment to truth-telling, amplifying diverse voices, and ensuring that all students see themselves represented in their learning. By centering historically marginalized perspectives, it provides opportunities for meaningful dialogue and a deeper understanding of the interconnectedness of cultures and communities.

Gratitude is extended to all those who contributed their time, knowledge, and passion to this work. Their dedication to inclusive education will have a lasting impact, inspiring future generations to advocate for a more just and equitable society.

# Feedback

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## **We Value Your Feedback!**

Thank you for taking the time to review the Ethnic Studies curriculum and resources. Your insights are invaluable in ensuring that this course is meaningful, inclusive, and impactful for all students.

Please take a moment to reflect on what you've reviewed and share your thoughts with us. Your feedback will help us refine and strengthen the course to better serve our students and community. We appreciate your time and perspective—thank you!



<https://tinyurl.com/ESFeedback2025>

Please visit our [SRVUSD's Ethnic Studies Website](#) for information about the implementation of Introduction to Ethnic Studies. For further questions or comments, please email Dr. Hong Nguyen at [hnguyen2@srvusd.net](mailto:hnguyen2@srvusd.net) and Dr. Debbie Petish at [dpetish@srvusd.net](mailto:dpetish@srvusd.net).