

Ethnic Studies Curriculum

An Examination of Race in the United States

Course Components

June 14, 2021

- I. **Introduction Theoretical Framework**
 - a. My Own Story-My Own Identity and its Impact
 - b. Intersectionality Among Four Identified Groups and Application

- II. **Anti-Hate Review of Historical and Contemporary Impacts on Groups**
 - a. Hate and Bias and Intersectionality among Groups
 - b. Teasing Bullying, and Disrupting Hate
 - c. Connections Between Power and Privilege
 - d. Contemporary Hate Violence Affecting Americans Nationally
 - e. Bystanders, Upstanders, Allies, and Characteristics of Allies

- III. **Native Americans and their Experiences in the U.S.**
 - a. Policies Legislation, and their Impacts Affecting Native Americans
 - b. Local Native Americans
 - c. Advocacy Efforts and their Benefits and Contributions in science, literature, government, politics, sports, culture, cuisine, visual and performing arts.

- IV. **African Americans and their Experiences in the U.S.**
 - a. Enslavement, Civil War, and Reconstruction
 - b. Policies, Legislation, and Practices that Supported Slavery
 - c. The Effect of African American Lives as a result of Discriminatory Practices and Laws
 - d. Resistance, Civil Rights, & Increasing Democracy through Advocacy and Contributions in science, literature, government, politics, sports, culture, cuisine, visual and performing arts.

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- V. **Asian Americans and their Experiences in the U.S.**
(Chinese, Japanese, Southeast Asian, Korean, East Asia, Pacific Islanders, and Filipino)
 - a. Historical and Contemporary Events Impacting Asian Americans
 - b. Policies and Practices Impacting Asian Groups
 - c. Advocacy Efforts and their Benefits and Contributions in science, literature, government, politics, sports, sports, culture, cuisine, visual and performing arts.

- VI. **Chicano/Latinx Americans and their Experiences in the U.S.**
 - a. Historical and Contemporary Events and their Impact
 - b. Policies, Legislation, and Practices and their Impact
 - c. Advocacy Efforts and their Benefits and Contributions in science, literature, government, politics, sports, culture, cuisine, visual and performing arts.

- VII. **Antisemitism and its Impact on Jewish Americans in the U.S.**
 - a. History of Immigration and the Holocaust
 - b. Compare and Contrast Historical and Current Oppression
 - c. Jewish People and Culture in the United States

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Acknowledgements

In September 2020, Marin County Superintendent of Schools, Mary Jane Burke, met with the high school superintendents to discuss AB 331 legislation regarding an Ethnic Studies graduation requirement for high school students. Simultaneously, Marin County was experiencing antisemitic events of concern and Mary Jane Burke, along with Kris Cosca, Superintendent Novato Unified School District, Jim Hogeboom, Superintendent of San Rafael City Schools, Bob Raines, Superintendent along with Principal Adam Jennings from Shoreline Unified School District, and Tara Taupier, Superintendent of Tamalpais Union High School District determined action was needed.

A team of Ethnic Studies teachers was convened from each high school with Samantha Brown, from the Anti-Defamation League along with community member Dena Selix. Teacher leaders included: Kevin Duffy, Sharon Kenney, and Mike Spinrad from Novato Unified School District, Stacey Farrell, Lisa Coyne, and Randy Baker from San Rafael High School District, Jennifer Bradbury from Shoreline Unified School District, and David Minhondo, David Gutfeld, and Jen Dolan from Tamalpais Union High School District. Additionally, local community groups provided input: Canal Alliance, American Indian History Museum, and the Asian American Alliance of Marin.

The teacher leaders began with developing an Antisemitic and Anti-Hate component. These were followed by: Introduction/Theoretical Framework, African American, Asian American, Latinx/Chicano, and Native American and the latter four components required by AB331 legislation. Each component is designed to review; historical and contemporary events impacting the designated group, policies and practices impacting the designated group, contributions, and advocacy efforts. There are sample lesson ideas, sample assessments, instructional materials, and resources for each component.

Throughout the input process, the superintendents and assistant superintendents were kept abreast of the progress, content, and additions through a formal review process. This document is meant to be a support for each district as they begin the process of developing district course outlines in alignment with AB 331 legislation. Additionally, the California Department of Education has developed a resource document: *Ethnic Studies Model Curriculum* www.cde.ca.gov/ci/cr/cf/ethnicguidelines.asp It contains resources, lesson plan ideas, and approved University of California course outline samples and will be an asset to districts in designing their own courses. The curriculum framework, developed county-wide, is intended to be a yearlong course. The Tamalpais Union High School District and Novato Unified School District currently have Ethnic Studies courses in place and all districts will update or create new course outlines based on the legislation.

We are grateful for the support provided by each of the groups: superintendents, assistant superintendents, Principals, teacher leaders, Anti-Defamation league, local non-profits, and community groups who provided input to the process. Their commitment and desire to address equity and provide an authentic, comprehensive approach to Ethnic Studies instruction will support students' ability to recognize bias and become allies, as equity and understanding of all groups and their intersectionality is established. Together we are stronger!

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Introduction and Theoretical Framework

Course Overview	<p>The multidisciplinary course investigates local and national struggles of communities of color throughout history. It introduces students to foundations concepts and methods for studying the impact of race and ethnicity which have had and continue to have on the people and systems in the United States. Students study history, literature, through a sociological lens for the purpose of having students develop their own framework for interpreting struggle and inequality. Students will cultivate a respect and empathy for individuals and a solidarity with groups, to promote community building and allies. Comparison of historical and contemporary events and taking action will be discussed to determine how advocacy can transform and improve inequity. Expansion of inclusion of cultures beyond those specified in this curriculum is encouraged. Curriculum should emphasize the inclusive of all groups that make up the population of the United States. Not only is inclusivity crucial for diversity efforts to succeed but creating an inclusive culture will prove beneficial for student engagement throughout this course. The appreciation of <i>all</i> groups e.g., Muslims American, Armenian Americans, Arab Americans, LGBTQ, Women, Middle Eastern and their experiences in the United States is an essential foundation of the ethnic studies curriculum.</p>
Student Goals	<ol style="list-style-type: none">1. Students will recall how race impacts one’s experiences through events, laws, and systems in the United States.2. Students will recall the intersectionality of the four main groups: Native American, African American, Asian Americans, and Latinx through tenets of Critical Race Theory and identify the tenets through historical events, laws, systems, and policies in the U.S.
Unit 1 My Own Story My Identity and its impact	<p>Identify and analyze my ethnicity and its impact:</p> <ul style="list-style-type: none">• Who am I and what is my background?• What factors create my identity?• What is my family history and how does it influence my identity? <p>Create an “Identity Map” to identify who we are and acknowledge each asset. (age, education religion, economic status, citizenship, ability, sexuality, ethnicity, language, gender, body type, skin color, race. Questions: How do you identify indicators influence how you experience privilege and/or oppression? How do your identity indicators impact your high school experience? How do they impact your life?</p> <ul style="list-style-type: none">• Build community agreements that protect and respect all participants, assume the best, and kindness

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	<ul style="list-style-type: none">• Create a classroom environment that shares images, promotes social justice, shares quotes, and allows for student comment box.• Create a support system to create allies and communicate it broadly <p><u>Essential Question</u></p> <ul style="list-style-type: none">• How does background impact oneself and one’s family in the U.S. historically and contemporarily?
<p>Unit 2 Intersectionality</p>	<p>Analyze the intersectionality of four groups:</p> <ol style="list-style-type: none">1. Native American Unit2. African American3. Asian4. Latinx <p>Intersectionality</p> <p>The complex cumulative way in which the effects of multiple forms of discrimination such as racism, sexism, and classism combine and overlap or intersect especially in the experiences of marginalized individuals or groups.</p> <p>CRT Definition</p> <p>“Critical Race Theory is the view that the law and legal institutions are inherently racist and that race itself, instead of being biologically grounded and natural, is a socially constructed concept that is used by the dominant culture to further their economic and political interests at the expense of people of color.”</p> <p>See Dr. Kimberle Crenshaw, Author and Creator of Intersectionality Theory and Law Professor at UCLA and Columbia University. See Ted Talk, definition, and references by Professor Kimberle Crenshaw)</p> <ol style="list-style-type: none">1. Counter Storytelling-Identify the danger of the “single story’ and how inaccurate perceptions impact the four identified groups.2. Permanence of Racism-Identify how inequity in laws, legislation, economy, education, or institutions have had an impact on each of the four identified groups.3. Whiteness as Property-Identify how redlining, Indian Appropriations Act, Japanese Internment, or Home Ownership: right of possession, use, disposition, and transfer and the impact on each of the four identified groups.

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	<p>4. Interest Convergence-Identify how Civil Rights Act of 1964 benefit the dominant group and the impact each of the four identified groups.</p> <p>5. Critique of Liberalism-Identify how deficit thinking and “patronizing” benefit the dominant group. Apply the impact for each of the four identified groups in the specific areas of high school graduation rates, 4-year college acceptance, AP Class Placement, and participation in Sports (WASC required data collection).</p> <p>Essential Question How do perceptions, laws, ownership, broad-based legislation, and deficit thinking impact each of the four groups? How can changes be made to promote equity or are divisions still evident in Marin City, SR Canal, and/or gentrification of Marin City?</p>
<p>Sample Lessons Ideas</p>	<ol style="list-style-type: none"> 1. Identify one’s own experiences and how they have an impact on accessing equal rights and social justice. 2. Select an historical and/or contemporary event and document the intersectionality among the four groups. 3. Analyze and identify the connections among us by reading “The Hill We Climb” by Amanda Gorman
<p>Sample Assessments</p>	<p>1a. Write a reflection on your own identity and what you learned about the sociological lens to first understand and then counter personal bias.</p> <p>2a. Write an essay describing one aspect of intersectionality and its impact among the four groups</p>
<p>Instructional Materials and Resources</p>	<ul style="list-style-type: none"> • Danger of the Single Story-Chimamanda Mgozi Adichie • Podcast How Educators are Talking to Students About Systemic Racism/The Take Away/WNYC Study https://www.wnycstudios.org/podcast/takeaway/segment/how-educators-are-talking-students-about-ststemic-racism Discussion with Matt Bockenfeld-HS Teacher Fishers Indiana and Gloria Ladson-Billings- Professor Emeritus University of Wisconsin, Madison • “The Hill We Climb” and “Roar” Grand Slam” You Tube by-Amanda Gorman • Great Books Foundation-Lesson Plans “The Hill We Climb” matt.lemen@greatbooks.org

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	<ul style="list-style-type: none">• Intersectionality-Professor Kimberle Crenshaw Ted Talk and the book, "Critical Race Theory: Key Domains That Shaped the Movement; Director Center of Intersectionality and Social Policy at Columbia University NY• Whose Culture has Capital-Tara Yosso• Subtractive Schooling-Angela Valenzuela• Pedagogy of the Oppressed-Paolo Friere• Culture, Difference, and Power-Christine Sleeter• Who's Afraid of Critical Race Theory-D. Bell 1995• Whistling Vivaldi: How Stereotypes affect us and what we can do. C.M. Steele 1998• A Different Mirror: A History of Multicultural America-R. Takaki 2008• Borderlands-Gloria Anzaldua• Between the World and Me-Ta-Nehisi Coates• My Story, Our Story-Takaki• Why a Different Mirror? -Takaki (Chapter 1)• Lies my Teachers Told Me-J.W. Loewen (Chapter 12)• Modern World History: Patterns of Action of Interaction-Beck p.109• Ted Talk: Why Ethnic Studies Matters-Ron Espiritu• Ted Talk: The Danger of the Single Story-Chimamanda Adichie• Precious Knowledge Documentary (Clips)• San Francisco Newsreel-1998 San Francisco State on Strike• Racial and Ethnic Groups-Schaefer 2012• Privilege, Power, and Difference-Johnson 2005• Video: Race: The Power of an Illusion California Newsreel• Video: On White Privilege-Tim White-Media of Education Foundation• You Tube: Are you Biased? Documentary• You Tube: Jane Elliott's Brown Eyes/Blue Eyes-Empowerment
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Anti-Hate

Historical and Contemporary Impacts on Groups in U.S.

Anti-Hate Course Overview	<p>Anti-Hate speech threats, actions, and crimes have increased exponentially with the advent of world-wide social media access and use. Lack of monitoring by the providers allows hate to expand and conspiracy theories to be internalized to promote hate.</p> <p>All Americans have rights as established in the Constitution. Everyone must be protected from bullying and hate through understanding, advocacy, and action. Anti-Hate will be addressed from a perspective of intersectionality and action as upstanders and becoming allies/confronters.</p> <p>Expansion of inclusion of cultures beyond those specified in this curriculum is encouraged. Curriculum should emphasize the inclusive of all groups that make up the population of the United States. Not only is inclusivity crucial for diversity efforts to succeed but creating an inclusive culture will prove beneficial for student engagement throughout this course. The appreciation of <i>all</i> groups and their experiences in the United States is an essential foundation of the ethnic studies curriculum.</p>
Student Goals	<ol style="list-style-type: none">1. Students will define hate vs bias and will identify the source to better understand the motivation.2. Students will learn strategies to disrupt racialized bullying and hate-speech through the strategies of moving from bystander, to upstander, to allies.3. Students will identify the relationship between racial/ethnic prejudice, power, and privilege.4. Students will understand the actions and consequences of hate groups and their negative effect on the U.S. and its people.5. Students will define hate vs bias and will identify the source to better understand the motivation.6. Students will learn strategies to disrupt racialized bullying and hate-speech through the strategies of moving from bystander, to upstander, to allies.7. Students will identify the relationship between racial/ethnic prejudice, power, and privilege.8. Students will understand the actions and consequences of hate groups and their negative effect on the U.S. and its people.

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<p>Unit 1 Hate/Bias and the Intersectionality among groups (e.g., race, religion, beliefs, ethnicity, language, customs, and practices)</p>	<p>Analyze the Anti-Defamation League Pyramid of Hate and Bias to better understand the motivation of hate and bias and the intersectionality among groups.</p> <ul style="list-style-type: none">• Genocide-The act or intent to deliberately and systematically annihilate an entire people. (UN definition intent to destroy a whole or part of a culture.)• Bias Behavior-Murder, rape, assault, arson, terrorism, vandalism, desecration• Systematic Discrimination-Economic, Political, Housing discrimination and segregation, and Criminal Justice• Acts of Bias-Bullying ridicule, name calling, slurs, epithets, social avoidance, humiliation, bias, belittling.• Bias-Attitudes-Biased attitude, stereotyping, incentive remarks, fear of differences, non-inclusion language, microaggressions, justifying bias, seeking out the like-minded people, accepting negative or misinformation, screening out positive information.• Own Bias and Complicity- based on influences of family, media, peers, society, politics, and entertainment. <p><u>Essential Questions</u> How does hate and bias effect individuals and groups? What are the similarities and intersectionality among groups? (e.g., Hate Crimes and Violence in Charlottesville, Capitol Insurrection)</p>
<p>Unit 2 Teasing, Bullying, and Disrupting Hate</p>	<p>Identify components of teasing and bullying.</p> <ul style="list-style-type: none">• Perceived power to hurt someone less powerful.• Intentional purpose to hurt.• Write out regular, daily, ongoing practice• Taking action <p>Practice disrupting hate through dialogue, conflict, and seeking resolution.</p> <p><u>Essential Questions</u> How can hate and bias be identified and interrupted? What actions are needed?</p>

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<p>Unit 3 Connections Between Power and Privilege</p>	<p>Analyze historical systems and factors of:</p> <ul style="list-style-type: none">• Social justice struggles, race/ethnic prejudice, inequality in education, high school graduation rates, employment, housing, incarceration, opportunity, and/or power in the US.• Dehumanization and Caste Systems <p><u>Essential Questions</u> How do systems impact people and how do people impact change in the system? What actions steps are needed to affect change?</p>
<p>Unit 4 Contemporary Hate Violence Affecting Americans Nationally</p>	<p>Analyze contemporary events and the impact of actions by Hate Groups in America</p> <ul style="list-style-type: none">• Unite the Right White Supremacist/Neo Nazi Rally-Charlottesville, Virginia August 11-12, 2019 (General Lee Statue Removal)• Storming of the US Capitol/Insurrection January 6, 2021
<p>Unit 5 Bystander, Upstanders, Allies, and Characteristics of Allies</p>	<p>Identify the characteristics of bystanders, upstanders, and allies. Implement Ally Strategies:</p> <ul style="list-style-type: none">• Stop-Take Action• Think-Give Opinion• Feel-Describe the Feeling• Act-Suggest an Alternative <p><u>Essential Questions</u> How may each of us, as allies, transform ourselves and our communities to promote equality? What are ally characteristics?</p>
<p>Sample Lessons Ideas</p>	<ol style="list-style-type: none">1. Use the ADL Pyramid of Hate to Identify Hate Motivation. Compare historic and current events, analyze, and identify causes.2. Identify strategies to practice disrupting Hate.3. Identify the relationship between power and dehumanization to justify bias.4. Analyze the ADL characteristics of upstander and allies. Identify characteristics you value and emulate.5. Analyze the motives of Hate Groups and Events and identify the impact on people of all groups.

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Sample Assessments	<p>1a. Identify one hate motivated current event and describe how to address hate by all stakeholders.</p> <p>2b. Develop an action plan to disrupt hate in your environment.</p> <p>3a. Identify dehumanization of a culture and its effects.</p> <p>4a. Design a plan in your environment to become an ally.</p> <p>5a. Develop strategies to address hate groups and their actions.</p>
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Anti-Hate Resources

Resources	
<p>The Danger of the Single Story Chimamanda Ngozi Adichie You Tube-Video</p>	
<p>1. Anti-Defamation League-ADL</p> <p style="padding-left: 20px;">Challenging Antisemitism: Debunking the Myths and Responding to Facts-Lesson Plans</p> <ul style="list-style-type: none"> • My Virtual Space • Electoral College • Women’s Suffrage <p>1. No Place for Hate Resource G</p> <p>3. Anti-Bias Curriculum Guide K-12</p> <p>4. Pyramid of Hate-From Bias to Genocide</p> <p>5. ADL Website-Extensive Resources</p> <ul style="list-style-type: none"> • Fight Anti-Semitism • Combat Hate and Protect Communities • Confront Discrimination and Secure Social Justice • Stand Up for Israel • Promote Respectful Communities <p>6. Books Matter Literature</p> <p>7. Lesson Plans</p> <p>8. Creating an Anti-Bias Learning Environment</p> <p>9. How do we talk about race in a mostly white classroom?</p> <p>10. Swastikas and Other Hate Symbols</p> <p>11. After Charlottesville: Teaching About Racism, Antisemitism, and White</p> <p>12. Propaganda, Extremism, and On-line Recruitment Tactics</p> <p>13. Corona Virus Surfaces Fear, Stereotypes & Scapegoating</p> <p>14. Privilege, Discrimination and Racial Disparities in the Criminal Justice System</p> <p>15. Race Talk: Engaging Young People in Conversation about Race and Racism</p> <p>16. Experiences with Race and Racism Kyle Korver, Privilege and Racism</p>	
<p>The Book Market Place (ADL website) Lists of grade level literature for students www.fbmarketplace.org/book-bank</p>	

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Washington Post Teaching Black Lives Matter-A Handbook to Fight America's Ferocious Racism in Classrooms www.washingtonpost.com/education/2020/06/01/
Education Week The Urgent Need for Anti-Racist Education www.edweek.org/articles/2019/9/08/14/
Learning for Justice (Former Teaching Tolerance) www.tolerance.org/stes/default/files/general
Cultural Pedagogy A Collection of Resources for Teaching Social Justice www.cultopedagogy.com/social-justice-resources
Facing History <ul style="list-style-type: none">• Hate Symbols and How to Respond Perpetrator, Victim Bystander• Contemporary Anti-Semitism www.facinghistory.org
Beyond Differences <ul style="list-style-type: none">• Know your classmates; social isolation www.beyonddifferences.org
Not in Our Town City of Novato Initiative-Community Conversations
Women and Girls Rights https://www.edutopia.org/blog/womens-history-month-lesson-plans-matt-davis https://mcc.gse.harvard.edu/resources-for-educators-/girls-equity-and-empowerment-resource-list
LGBTQ https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list http://www.lgbtghistory.org/

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Gender Bias

- Let's Get it right, Using the Correct Pronouns
- Before the Binary: Discussing Transgender and Gender Non-Conforming Issues in K-12
- How Do we Support and Protect Transgender Youth?
- Stonewall & LGBTQ Equity

Ableis

- A Brief History of the Disability Rights Movement
- Equal Treatment, Equal Access, Raising Awareness About People with Disabilities & Their Struggle for Equal Rights
- Understanding & Challenging Ableism

Anti-Immigrant & Religious Bias

- Huddled Mass or Second Class: Challenges Anti-Immigrant Bias in the US
- Corona Virus Surfaces Fear, Stereotypes & Scapegoating
- Islamophobia: Myths & Facts about Muslims and Islam

ADL adl.org

The Capitol Riot Explained

You Tube

Documenting Hate: Charlottesville

You Tube

Southern Poverty Law Center

<https://www.splcenter.org/issues/hate-and-extremism>

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Native American/Indigenous Groups in the U.S.

Course Overview	<p>This multidisciplinary course identifies, explores, and evaluates the contributions, struggles, and triumphs of Native American people through the examination and analysis of history and culture. The diversity among Indigenous tribes, is identified as Native American, when the tribe has its own way of life, with distinct food, homes, arts, language, and culture. Specifically, students investigate and evaluate the impact of policies that affect the relationship between Native American and United States government.</p> <p>Students will develop insight into the Indigenous experience in the United States which will translate into allyship, community building, and actions that improve inequity and ultimately promote democracy.</p>
Student Goals	<ol style="list-style-type: none">1. Students will understand and analyze racial bias, government policies, and the historical relationship between the United States government and various Native American Nations, and their vast diversity and distinction as an identified tribe in language, culture, arts, food, homes, and customs.2. Students will understand the impact of race-based policies and the government attempts to assimilate Native Americans to European ideologies and the effect they have on the indigenous people of the United States.3. Students will explore changes and destruction of their culture and impacts on American Indian people from their ancestors to present day. Understand terminology such as assimilation, appropriation, sovereignty, and genocide (UN definition) as related to the attempts being made to improve opportunities for Indigenous people.4. Students will develop an understanding of contributions, character, and culture including government, legislation changes, and food.
Unit 1 Policies and Legislation, and their Impacts Affecting Native Americans	<p>Analyze the steps the US government took in an attempt to remove and “erase” Indigenous people:</p> <ul style="list-style-type: none">• 1609-1924 “Indian Wars”• 1675-76 Bacon’s Rebellion-First Rebellion in the Colonies (Voting Rights, Taxes on Tabaco, and Racial Lines Drawn)• 1763 Pontiac’s Rebellion• 1801-1861 Westward expansion• 1819 Civilization Act-Assimilation• 1824 Establishment of the Bureau of Indian Affairs• 1830 Indian Removal Act• 1834 Reorganization Act• 1838 Trail of Tears• 1851 Indian Appropriations Act Reservation System

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	<ul style="list-style-type: none"> • 1860-1978 Indian Boarding Schools • 1866 Federal Government declares 5 Civilized Tribes: Cherokee, Choctaw, Chickasaw, Muscogee (Creek), Seminole-These were deemed by the federal government to be assimilating vs acculturating-Tribes were given Black slaves known as Freedmen and they were seen as tribal citizens. Cherokee had up to 5800 Freedman tribal citizens. Freedmen rights were spelled out in separate treaties in the US. The Cherokees are the only tribe that recognizes Freedmen as full citizens in a legal decision that occurred in 2017 • 1876 Battle of Little Big Horn • 1880-1975 Settler Colonialism • 1887 Allotment "Dawes Act" • 1890 Massacre at Wounded Knee • 1899 Ghost Dance • 1934 Indian Organization Act • 1924 Citizenship Act • 1940-1960 Termination Policy • 1950's-1960's Indian Relocation Act /American Indian Urban Relocation • 1953 Termination Act Abolish Tribes • 1975 Self-Determination Act • 1978 Religious Freedom Act <p><u>Essential Question</u> What steps did the US government take in an attempt to "erase" Indigenous people from North America? How did Indigenous people resist?</p>
<p>Unit 2 Local Native Americans</p>	<p>Analyze the current work of, and specific challenges faced by, local Native American nations:</p> <ul style="list-style-type: none"> • Pomo • Coast Miwok • Olompoli, Nicasio, Tomales Bay Events with Local Tribes. Graton Rancheria (FIGR-Federal Indian of Graton Rancheria) <p><u>Essential Question</u> How have local Native Americans resisted bias and genocide? What issues are most important to Indigenous people in the Bay Area today?</p>
<p>Unit 3 Advocacy Efforts and Contributions and Influences</p>	<p>Analyze the Results of Advocacy Attempts:</p> <ul style="list-style-type: none"> • 1942 Navajo Code Talkers • 1960's-2020 Native American Mascot Protests • 1968 American Indian Movement • 1969-1971 Occupation of Alcatraz and the Alcatraz Proclamation • 1970 Mount Rushmore Occupation • 1970 National Day of Mourning -Occupation Plymouth Rock • 1972 Trail of Broken Treaties Protest for Indian Rights (AIM)

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<p>through science, literature, government, politics, sports, culture, cuisine, visual and performing arts.</p>	<p>Wash D. C. Occupation of the Bureau of Indian Affairs</p> <ul style="list-style-type: none"> • 1973 Wounded Knee Occupation • 1975 Occupation Booneville Power Administration Portland Oregon • 1977 The case of Leonard Peltier • 1978 Longest Walk Alcatraz to Washington D.C. • 1981 Celebration of Orme Dam Victory Arizona • 1992 National Coalition of Racism in Sports and Media Forms • 2004 Coalition to Protect the San Francisco Peaks • 2011 Protest of the Keystone XL Pipeline • 2012 Idle No More Protest Movement for Indigenous Rights • 2013 Lawsuit to Stop the Operation of a Uranium Mine-Grand Canyon • 2016 Standing Rock-birthplace of Sitting Bull -Pipeline Project South Dakota-Sioux average income \$8,000 annually. <p>Contributions</p> <p>Science: John Herrington, Mary Ross, Dr. Jeni Ingram, Dr. David Burgess</p> <p>Literature: Sherman Alexie, Leslie Marmon Silko, Janet Campbell Hale, Paula Gunn Allen</p> <p>Politics: Car; Artman, Charles Curtis, Ada Deer, Deb Haaland, Charise Davids</p> <p>Sports: Jim Thorpe, Wilson Charles, Tyler Bray, Levi Horn, Sam Bradford, Wahoo McDaniel, Sonny Sixkiller, (football) Johnny Bench, Chief Bender, Lou Bruce Dylan Bundy, Jon Gray (baseball) Ron Baker, Ronaldi Becenti, Joe Burton, Sonny Dove, Angel Goodrich (basketball), Notah Begay III, Frank Dufina, (golf), George Armstrong, Aaron Asham, Ethan Bear, Jonathan Cheechoo, Michael Ferland (ice hockey)</p> <p>Visual and Performing Arts: Marcus Amerman, Greg Deal, James Luna, Charlie Hill, Nathan Lee Chasing, Miko Huges, Wes Studi, Russell Means, Victor Aaron, Steve Reevis, Adam Beach, Elvis Presely, Cher, Jimmy Hendrix, Chuck Norris, Will Rogers,</p> <p>Discuss contributions and influences through science, literature, government, and politics, sports, culture, cuisine, visual and performing arts.</p> <p><u>Essential Question</u></p> <p>Which advocacy efforts have most benefitted Native Americans and what is the evidence that additional change is needed?</p>
<p>Sample Lessons Ideas</p>	<p>1. Students create a timeline of major turning points in US-Native American relations and determine what justifications the US government used in their decision making regarding Native American people.</p>

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	<ol style="list-style-type: none"> 2. Students analyze the difference in historical depictions of Indigenous people in television and film and analyze the biases that may be perpetrated by such depictions. 3. Students understand colonization its meaning, and how it effects American Indian people now. 4. Students analyze the meaning of “Kill the Indian Save the Man” and its effect on American Indian people generations later. 5. Students analyze the use of American Indian mascots and compare to the use over other cultures. 6. Students understand why land acknowledgements are important and why they should be part of the country’s practice. Discuss how land is more valued than capitalism.
<p>Sample Assessment Ideas</p>	<ol style="list-style-type: none"> 1. Students work in groups to analyze US Policies, current issues through one of the CRT tenets and their effects on the Native Americans. 2. Students choose a major Native American-US historical /current events and document the impact on the Native Americans.
<p>Instructional Materials and Resources</p>	<ul style="list-style-type: none"> • IllumiNative-Created and led by Native Americans. • Kanyon Consulting-Land Acknowledgement General Assembly • How It Is- Vine DeLoria • Decolonizing Methodologies-Linda Tuhiwai Smith • Looks Like Daylight-Deborah Ellis • Native Science-Gregory Cajete • Comic: What is Colonialism? Warrior Publications wordpress.com • The 500 Years of Resistance-Gord Hill • The Artifact Piece-James Luna • Murals-Diego Rivera • A Different Mirror-Ronald Takaki • A Different Mirror for Young People-Takaki and Steffoff (student edition) • An Indigenous People’s History of the U.S-Dunbar-Ortiz • A People’s History of the U.S.- Howard Zinn • Many Winters- Nany Wood • Upstander Project: Canadian First Nations-Missy Lesser • Off the Reservation: Reflections on boundary-busting, border crossing and loose cannons-Allen J. Gunn • The Spirit of Crazy Horse: The Story of Leonard Peltier-FBI’s War on the Native American Movement P. Matthiessen 1992 • You Tube: BBC America is a Stolen Country

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Native American/Indigenous Peoples Resources

Resources
Federated Indian of Graton Rancheria info@gratonrancheria.com
Ohlone Land The Sogorea Te Land Trust sogorea-te-landtrust.org
Native American Stanford History Education Group/Carlisle Indian School sheg.stanford.edu
Invasion of America Ehistory.org Ehistory.org
Red Power Movement/Taking Over Alcatraz https://www.youtube.com/watch?v=NkRPZYV3DhU
Kill the Indians, Save the Man/assimilation through Education/Carlisle Indian School http://content.lib.washington.edu/aipnw/marr.html https://www.facinghistory.org
In Whose Honor Documentary https://www.facinghistory.org/for-educators/educator/resources/whose-honor
History of Native American People Documentary-Trail of Tears http://www.pbs.org/wgbh/aia/part4/4h1567.html
Obama signing Native American Apology Resolution https://Indianlaw.org/node/529
The School Days of an Indian Girl http://www.english.illinois.edu/maps/poets/a_f/erdrich/boarding/zitkala-sa.htm

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Took the Children Away by Archie Roach (Song by an Australian Aborigine) http://www.lyricsfreak.com/a/archie+roach/took+the+children+away_21000658/html
California Department of Education-Virtual Classroom Native American Studies July 28, 2020-You Tube July 28, 2020-You Tube www.youtube.com Ethnic Studies Virtual Classroom Webinar Series July 2020
California State University Sacramento: Native American Studies and Library https://csus.libguides.com/nativeamericans/select

The African American/Black American Experience in the U.S.

Course Overview	This multidisciplinary course aims to develop a deeper understanding of the long legacies of slavery and its consequences from the past to the present, including examining civil liberties, economic opportunities, the justice system, government representation, voting rights, housing, access to healthcare, and educational opportunities. Students examine the extent to which the “founding principles” of justice and equality have been applied to Black Americans and the role Black Americans have played in establishing the laws and economy of the United States. Exploring both historical and contemporary issues for Black Americans and their role in the growth and development of the United States. Our hope is for students to develop insight into the Black American experience in the United States which will translate into allyship, community building, and actions that improve inequity and ultimately promote democracy.
Unit 1 Enslavement, Civil War and Reconstruction	Analyze the economic, social, and ethical aspects of the slave trade: <ul style="list-style-type: none">• 1619-1808 Development of race-based slavery• 1676 Development of Race based slavery-Indentured servitude rebellion leads to slavery designation of white vs negro, establishment of black slavery in West Indies.• 1691-1865 Black resistance to enslavement/abolition efforts• Experiences of free Black Americans before the Revolutionary War (1775-1783)• 1808 Slave trade after 1808• 1801-1862 Use of slavery to build economy and wealth of both the Southern and Northern United States

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	<ul style="list-style-type: none"> • March 4, 1815 Thomas Jefferson’s pre-Eugenics mathematical analysis of white blood vs slave blood • 1831 Underground Railroad • 1850 Nate Turner’s Revolt • 1850 The Fugitive Slave Act and the role of slavery in leading to the Civil War (1861-1865) • 1857 Dred Scott vs Sandford Ancestors imported as slaves could not be American citizens nor sue in federal court. • 1865-1877 Reconstruction (13th, 14th & 15th Amendments) • 1865-1872 Freeman’s Bureau & the founding of HBCUs • 1865-present Rise and Actions of anti-Black terrorist groups • 1896 Plessy v Ferguson-Separate but Equal Supreme Court decision resulted in Jim Crow legislation • 1875 Jim Crow and share cropping established. <p><u>Essential Question</u> How did African Americans resist enslavement? What led to the development of race-based slavery, and what were its consequences? Why do many refer to Reconstruction as a second American revolution? What tools did white Americans use to continue to oppress Black Americans after the passage of the 13th, 14th, and 15th Amendments?</p>
<p>Unit 2 Policies, legislation, and practices</p>	<p>Analyze legislation, policies, and practices that affected change efforts:</p> <ul style="list-style-type: none"> • 1863 Emancipation Proclamation • 1868-1968 Jim Crow laws • 1876 Removal of Union troupes from the South leads to continuation of Jim Crow laws • 1865-1928 Convict Leasing System • 1933-1939 Exclusion of African Americans from New Deal programs/redlining • 1954 Brown vs Board of Education to address segregation. • 1961 Freedom Riders • 1965 Civil Rights Act Legislation • 1971 The War on Drugs & Mass Incarceration • 2020 Manipulation of Voter ID Law <p><u>Essential Question</u> Which tools/laws did dominant white culture use to continue to oppress Black Americans after the passage of the 13th, 14th, and 15th Amendments?</p>
<p>Unit 3</p>	<p>Analyze statistics which have affected African Americans throughout history:</p> <ul style="list-style-type: none"> • Access to education and higher-level education

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<p>The effect of African American Lives as a result of discriminatory practices and laws</p>	<ul style="list-style-type: none">• Home ownership/Redlining, and business ownership• Incarceration rates• Representation in government• Access to economic opportunities• Louisiana Literacy Test 1950's• Voter Discrimination• Representation in media, entertainment, Fortune 500, government• The continued existence of far-right terrorism <ul style="list-style-type: none">• Freedmen Rights as Tribal Citizens to receive services from Cherokee and Seminole Nations previously identified among the 5 Civilized Tribes in 1866. <p>During Trail of Tears the Tribal owned Black slaves were also removed from ancestral land. Their descendants are requesting services through the tribes that once owned their ancestors. The Cherokee Nation has 5800 Freedmen who they recognize as full citizen and receive services as such. Cherokee is the only tribe to recognize Freedmen ancestors as full citizens through a hard fought decision in 2017. Chickasaw never agreed to the recognition of Freedmen. Seminole's most recently denied Freedmen with legal documentation services for COVID support through the tribe. Indian Health Services (IHS) is reviewing the cases presented to access services such as health care, tribal license plates, and housing subsidies. Systemic racism throughout the Oklahoma-based tribes is in question for Freedmen.</p> <p><u>Essential Question</u> In which ways have African Americans been excluded from the same opportunities as the dominant white culture?</p>
<p>Unit 4 Resistance, Civil Rights & increasing Democracy through Advocacy and Contributions and Influences</p>	<p>Analyze the outcomes of advocacy attempts:</p> <ul style="list-style-type: none">• 1700's-1850 Underground Railroad 100,000 enslaved people escape.• 1787-Richard Allen First Black Church-Role of Black churches in community organizing.• 1859- John Brown Abolitionist Movement Harpers Ferry, Virginia• 1900's Debate Dubois vs Booker T Washington• 1909 NAACP Established by interracial group: W.E.B DuBois, Ida Bell Wells-Barnette, and Mary White Ovington• 1921 Tulsa• 1916-1970 The Great Migration

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<p>through science, literature, government, politics, sports, culture, cuisine, visual and performing arts</p>	<ul style="list-style-type: none"> • 1920-1935 Harlem Renaissance • 1940- Ella Baker Mother of the Civil Rights Movement • 1947 Meyers Family Levittown, Pennsylvania Equal Housing Rights • 1950's-1960's-Civil Rights Movement • 1960's-1980's Black Power Movement/Black Panthers • 1966 First Black Student Union at San Francisco State • 2013-present Black Lives Matter • 2020 Stacey Abrams/role of Black voters • 2021 Amanda Gorman-The Hill We Climb/Roar Grand Slam-Youth Poet Laureate <p>Contributions</p> <p>Science: Harold Amos, George Alcorn Jr., James Andrews, Archie Alexander, Leonard Bailey, Clarence Ellis, Sylvester Gates, Lee Stiff</p> <p>Literature: James Baldwin, Maya Angelou, Alex Haley, Langston Hughes, Toni Morrison, Alice Walker, Chimananda Ngozi Adichie, Nicki Giovanni</p> <p>Politics: Martin Luther King, Harriet Tubman, Rosa Parks, James Baldwin, Fred Hampton, Thurgood Marshall, Anita Hill, Van Jones, Megan Evers, Sojourner Truth, Barack Obama, Colin Powell, Shirley Chisholm</p> <p>Sports: Mike Tyson, Muhammad Ali, Tiger Woods, Jackie Robinson, Jesse Owens, Kobe Bryant, Michael Jordan, LeBron James, Steph Curry, Jerry Rice, Willie Mays, Serena Williams, Jackie Joyner-Kersey, Althea Gibson, Lisa Leslie, Seba Johnson, Simon Manuel</p> <p>Visual and Performing Arts: Ray Charles, Michael Jackson, Whitney Houston, Beyonce, Johnny Mathis, Luther Vandross, Stevie Wonder, Tina Turner, Aretha Franklin, Gladys Knight, Jordan Sparks, Diana Ross, Beyonce, John Legend, Lizzo</p> <p>Discuss contributions and influences through science, literature, government, politics, sports, culture, cuisine, visual and performing arts.</p> <p><u>Essential Question</u></p> <p>Which advocacy efforts have most benefitted African Americans and what is the evidence that additional change is needed?</p>
<p>Sample Lessons Ideas</p>	<ol style="list-style-type: none"> 1. Develop a graphic organizer/timeline to document dates and events that illustrate the development of race-based slavery. 2. Compare Black representation in state and national governments during Reconstruction and today.

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	<ol style="list-style-type: none"> 3. Describe an advocacy event or group who had the greatest benefit on opportunities for African Americans. 4. Analyze current events in states to increase/roll back voting rights for Black Americans
<p>Sample Assessments</p>	<ol style="list-style-type: none"> 1. Write about an inequitable policy/practice that adversely affected African Americans and the social emotional effects of the policy/practice. 2. Analyze a policy and provide a change in legislation that could have helped equalize human rights for African Americans. 3. Identify an effort by African Americans to change oppressive policies and/or systems that proved successful and resulted in greater freedoms and rights. 4. Discuss the positive effects of Black Lives Matter for all groups.
<p>Instructional Materials and Resources</p>	<ul style="list-style-type: none"> • The Danger of the Single Story-Chimamanda Ngozi Adichie • The Book of Lost Friends Lisa Wingate • Black Like Me-John Howard Griffin • Color of Law: A Forgotten History of How Our Government Segregated America-Richard Rothstein • Educating Esme-Esme Raji Codell • Enslaved -Samuel Jackson • From Slavery to Freedom-Franklin, Hope, Higgenbottom • Getting Real About Race-McClure, Harris • Scene on Radio Podcast-Session 4 • Stamped-Reynolds and Kendi • Unseen: Unpublished Black History from the New York Times-Canedy • Why are all the Black Kds Sitting at the Back of the Cafeteria-Tatum • 1619 New York Times Series Podcast • The Soul of Black Folks-W.E. B Dubois 1903 • Just Mercy: A Story of Justice and Redemption-B. Stevenson 2014 • Good Reads <p>https://www.goodreads.com/list/show/3346.African_American_Books_for_Teens</p> <ul style="list-style-type: none"> • California Department of Education African American Studies July 7, 2020 You Tube • Ted Talk-The Danger of the Single Story-Chimanda Adiche • Civil Rights: people, events, and speeches, MLK Leadership, African American Struggle Movement/Major Figures. African American Freedom, Struggle Eye on the Prize, Character Collage of MLK, I have a Dream Speech.

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	<p>https://kinginstitute.standord.edu</p> <ul style="list-style-type: none">• Black Men in Public Spaces by Brent Staples <p>https://facstaff.uww.edu/carberj/Journal3.htm</p> <ul style="list-style-type: none">• Obama’s Trayvon Martin Speech <p>https://www.whitehouse.gov/the-press-office/2013/07/19/remarks-president-trayvon-martin</p> <ul style="list-style-type: none">• Desegregation at Central High School 1957 Melba Beals <p>https://rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Beals5.pdf</p> <p>ADL- Anti-Bias Education-What are Reparations and How Should We Enact Them?</p> <p>Black History Month 2021</p> <p>https://blackhistoryintwominutes.com/feed/podcast</p> <p>Black History</p> <p>The Birth of Hip Hop</p> <p>The Mother of Civil Rights Movement-Ella Baker</p> <p>Who were the Black Panthers?</p> <p>Podcasts</p> <p>The Hidden History of Slavery in California</p> <p>On Growing Up in Marin and BLM</p> <p>Marin Roots</p> <p>It is More Than Racism-Isabell Wilkerson Explains America’s Caste System</p> <p>Voices for Change</p> <p>You Tube Videos</p> <p>10 Black History Little Known Facts</p> <p>15 Untold Black Inventors Wasn’t Taught in School</p> <p>CBS This Morning-Alicia Garza</p> <p>The Portrayal of Black Boys in Movies 1992</p> <p>Talking with Kids About Race about Race Amid 2020 Protestors- Lester Holt</p> <p>What does it mean to be Afro-Latino Poetry Slam-Elizabeth Acevido</p> <p>Finding Your Roots-PBS</p> <p>Story of MLK Kid President</p> <p>Kid President Meets Obama</p> <p>The Hill We Climb-Amanda Gorham</p> <p>UCLA Gymnast and Hip Hop</p> <p>Publications</p> <p>Early Black Settlers in Marin-Anne T. Kent Library of California</p>
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San Francisco: Early Civil Rights Epicenter-Mary Ellen Pleasant and Phillip Bell
Marinship to Marin City: How a Shipyard Built a City-Shaping SF Archives
James vs Marinship- Marin IJ Joseph James
July 19, 2018
The Purpose of Power: How We Come Together When We Fall Apart Alicia Garza
Profiles of NASA Black Astronauts-Yvonne Cagle of Novato-NY Times
July 19, 2019
Melba Beals of Marin-MarinMagazin.com/people/melba-pattillo-beals
April 17, 2009
George Duke-Marin City pianist The History Makers: The Nation's largest
African American Video of Oral History Collection
Multiracial in America: Proud, Diverse, and Growing Numbers-Kim Parker
June 11, 2015
8 Notable Black Immigrants Who Have Fought for Black Freedom In
America-Yatta Kiazolu July 15, 2019- Blavity Politico

Contemporary Political Influences
Kamala Harris-Vice President of the United States
London Breed-San Francisco Mayor
Rev. Raphael Warnock-Georgia Senator
Stacey Abrams-Fair Fight Action and former Congresswoman
Ilhan Omar-first Somali-American congresswoman
Barbara Lee-US Representative for California's 13th congressional district
Barack and Michelle Obama-President and First Lady.

Historical Leaders
Frederick Douglass
Harriet Tubman
Sojourner Truth
Dr. Martin Luther King

Artists
Jean Michel Basquiat-Graffiti Prodigy 1960-88
Laura Wheeler Waring Painter 1887-1948
Edmonia Lewis-Sculptor 1844-1907

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An Examination of Race in the United States

Asian American People and their Experiences in the U.S.

Chinese, Japanese, Southeast Asian, Korean, East Asia, Pacific Islanders, Filipino

Course Overview	<p>The multidisciplinary course explores the history, culture, and contributions of Asian Americans including: South Asian, Southeast Asian, Pacific Islanders, and Filipinos in the United States. Topics include immigration, demographic trends, sociocultural, economic, political issues, and interethnic relations.</p> <p>The course is designed to help students better understand the impact of the historical events, current day practices, policies, and events that have especially impacted the Asian American experience in the United States., including the concept of “model minority”.</p> <p>Our hope is for students to develop insight into the Asian American experience in the United States which will translate into allyship, community building, and actions that improve inequity and ultimately promote democracy.</p>
Student Goals	<ol style="list-style-type: none">1. Students will identify historical events in the U.S. that have especially impacted Asian American groups.2. Students will identify intentional practices and policies impacting Asian American groups and the lasting effect of those practices.3. Students will identify the various Asian American groups and their experiences combating injustice, power, and privilege.
Unit 1 Historical and Contemporary Events Impacting Asian Groups	<p>Analyze the historical events that had an impact on Asian Americans and their growth and development of the U.S.</p> <ul style="list-style-type: none">• 1815 First Wave of Asian Immigration-Chinese and Filipino• 1848 Chinatowns established to support the SF Gold Rush• 1863-1869-Building the Transcontinental Railroad• 1875 Page Act-First Restrictive Immigration Law in the US Prohibiting Chinese Women entrance into the US, this ended open borders• 1871-Chinese Massacre in LA as result of mass lynching of 17 ransacking in Chinatown.• 1882 Chinese Exclusion Act Banning Immigration of Chinese Men• 1885 Rock Springs Wy Massacre-Chinese Miners Murdered

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- 1885 Segregated “Oriental” schools created in SF.
- 1845-1946 Philippines is an American Commonwealth
- 1880-1900s Burning of Chinese communities in Truckee and Monterey
- 1900 Outbreak of the Plague blamed on SF Chinatown-Residents forcibly quarantined and involuntarily used as medical subjects.
- 1903 First wave of Korean Immigrants arrive in Hawaii to work on sugar and pineapple plantations
- Mass migration from Hawaii to Calif-Asian American farmers/labor build California’s agricultural power
- 1910-45 Korean refugees arrive in US to study and advocate for Korean independence from Japan
- 1912 Indian immigrants establish communities-Yuba City-largest Sikh community in the country.
- 1939-1945 WWII
- 1942-46 110,00 Japanese American Citizens Incarcerated
- 1942 Japanese Detention Centers established at Tanforan, the horse racing facility in San Bruno. The peak population was 7,824, 64% were U.S. citizens
- 1945 442nd/100th Segregated Japanese Army Units become the most decorated battalions in US military history.
- 1946 Filipino Independence
- 1950-53 Korean War
- 1950-1964 Second wave of Korean immigrants including war orphans, U.S. servicemen, students, and businessmen
- 1955-75 American War in Vietnam
- 1965 Filipino farm workers fight for better wages and coalition with Mexican farmworkers formed the United Farm Workers
- 1965-1990-Third wave of Korean immigration one of the largest group of immigrants to the U.S. next to Filipino and Mexican immigrants
- 1969-100 Year Anniversary of the Continental Railroad (Chinese Americans invited to speak then denied)
- 1975 Southeast Asians “boat people” arrive and create communities as a result of the war.
- 1981 Japanese Americans held Public Hearings on treatment during Japanese Internment which was 40 years after it occurred
- 1982 Anti-Asian violence escalates due to US Gov “Buy American” campaign-Vincent Chin murdered-murders no jail time.
- 1987 Time Magazine “Asian American Whiz Kids-Perpetuates model minority myth.
- 1988 Civil Liberties Act President Reagan initiated Reparation for Japanese Citizens
- 1990 President Bush creates May as Asian American Month
- 1992 Rodney King Riots destroy Los Angeles Koreatown.

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	<ul style="list-style-type: none"> • 1990’s Asian American fuel the Silicon Valley tech boom both in innovation and tech assembly lines • 2001 anti-Sikh violence as a result of 9/11-2012 Oak Creek Massacre • 2013 Asians become the largest group of new immigrants. • 2019-Anti-Asian hate crimes increase due as the President calls China an enemy and labels COVID-19 “China Virus” and “Kung Fu.” • 2020 Traditional Asian neighborhoods in crisis due to pandemic racism and opportunistic developers wanting to gentrify. • 2021 January 26-President Biden signs Executive Order Memorandum Combating Racism, Xenophobia, and Intolerance Against Asian American and Pacific Islanders in the United States • 2021-Eight people murdered in Atlanta, Georgia massage parlors massacre. <p>Native Hawaiian History</p> <ul style="list-style-type: none"> • 1770-1850 Native Hawaiians decimated by disease brought by the western world 90% of population of Native Hawaiians dies • 1795 King Kamehameha unites the Kingdom of Hawaii and becomes a sovereign nation. • 1880’s Hawaii agricultural power built on Asian American labor • 1887 Bayonet Constitution-US Militia forces King Kalakaua to sign overpowers and bans Hawaiian and Asians from voting • 1893 American Businessmen with the US military imprisons Queen Liliuokalani and takes Hawaii in an act of war. • 1896 Hawaii schools ban the Hawaiian language. • 1920 Hawaiian Homelands established • 1900-1950 American plantations take native lands and exploit Asian/Asian Pacific and Native Hawaiian labor • 1950-2019 Hawaii becomes a tourist destination-native culture is appropriated and Native Hawaiians now experience poverty. • 2020 COVID 19 ends tourism plunging the economy worsening Native poverty. <p><u>Essential Question</u></p> <p>How does the Asian American experience intersect with other communities of color? In what ways have immigration restrictions, racism, labor exploitation, pandemic response, and education access impacted Asian Americans? How has the myth of “the model minority” impacted the Asian American community?</p>
Unit 2	<p>Review policies and immigration laws and their impact on various Asian American groups:</p> <ul style="list-style-type: none"> • 1854 People vs Hall- Chinese Immigrants could not testify again white citizens.

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<p>Policies and Practices Impacting Asian Groups</p>	<ul style="list-style-type: none"> • 1859 Chinese American students excluded for SFUSD. • 1882 Chinese Exclusion Act • 1882 U.S. and Korea sign Treaty of Amity, Commerce, and Navigation • 1907 Gentlemen’s Agreement-Restriction of Japanese Immigration • 1923 US v Bhagat Singh Thind-South Asian denied citizenship • 1913-56 Alien Land Law prohibits Asians from owning land in Calif and western and southern US. • 1910-40 Angel Island Immigration Detention and Interrogation Center • 1942 Executive Order 9066 Japanese Internment Camps in U.S. 127,000 Japanese Americans removed from their homes and placed in camps. • 1940-60 “Whites Only covenants supported by racism and intimidation to keep Asian Americans from moving into suburban communities. (Marin requires permission from the town to allow Black Indigenous and People of Color (BIPOC) to buy homes) • 1944 Korematsu v United States-US Supreme Court upholds Japanese removal from west coast exclusion area. • 1952 McCarran Walter Act removed ban against Asian immigration • 1965 Immigration and Naturalization Act revokes Asian quota system and immigration rates increased for labor and family reunification • 1974 Lau vs Nichols rules bilingual education is a constitutional right (Case brought by Lucinda Yee Katz of Marin) • 1988 Civil Liberty Act is signed into law by President Reagan-Redress for Japanese American internment is granted (Tateishi/Minami leadership of the movement both Marin residents) <p>Native Hawaiian History</p> <ul style="list-style-type: none"> • 1933 Act 359 passes in Hawaii-Recognized Native Hawaiians and allows them to be governed as an indigenous sovereign nation. • 2015 Department of the Interior announces plans to recognize Native Hawaiian Nation at the Federal level <p><u>Essential Question</u> How do the established laws and racism restrict communities of color? How does the majority community benefit from laws and how do communities of color benefit from the same laws?</p>
<p>Unit 3 Advocacy Efforts and Contributions and Influences through science, literature,</p>	<p>Discuss advocacy group efforts and the impact of their advocacy.</p> <ul style="list-style-type: none"> • 1859 First Chinese American Merchant Association formed • 1898 Guam becomes a US Territory. (Highest number of US veterans living here. They do not have US representation nor do they have equal citizenship rights.) • 1900 America Samoa becomes a US Territory. • 1905 Pachappa Camp-First Korean Town in Riverside California

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<p>government, politics, sports, culture, cuisine, visual and performing arts</p>	<ul style="list-style-type: none"> • 1920 Manila town established in SF Kearny and Jackson • 1929 Japanese American Citizens League, oldest and largest national Asian American civil rights organization • 1966 Pilipino/Latinx labor align, strike, and create the United Farm Workers • 1968 Asian American Political Alliance-Emma Gee and Yuji Ichioka University of Berkeley • 1968 Students at SFSU strike and the First Ethnic Studies Department is established: The Third World Liberation Front • 1977 International Hotel Standoff in San Francisco Chinatown • 1960-80 Asian American Movement • 1984 Justice for Vincent Chin Movement Unites community • 1992 Asian American community mobilized with other communities of color for justice for Rodney King • 2020 Nationwide movement to save America’s Chinatowns, Asian Americans mobilize for Black Lives Matter and re-interrogate model minority myth. • 2021 Densho -Artists in Residence, Oral History, History, Blog, Newsletter, Curriculum, and Teacher Advocacy • 2020-21 Nationwide movement rises to stop violence against Asian Americans and to save Americans Asian ethnic neighborhoods. Asian Americans mobilize with other communities to end white supremacy. • 2021- Asians with Attitudes is formed to protect the residents of traditional Asian American neighborhoods from race-based violence, <p>Native Hawaiian Studies</p> <ul style="list-style-type: none"> • 2008 Native Hawaiians retake Iolani Palace for Hawaiian Nation • 2019 Mauna Kea Protests-Native Hawaiians occupy roads to stop the creation of a telescope on sacred lands. <p>Contributions</p> <p>Science: Amar Bose, Kalpana Chawla, Steven Chu, Lue Gim Gong, David Ho, Narinder Kapany, Yuan T. Lee, When Ho Lee, Har Golind Khorana, Dr.Sammy Lee, Dr. Flossie Wong-Staal, Dr. Steven Chu, Shahid Khan, Jane Luu, Satya Nadella, Ester Kim Park (first to earn medical degree 1900), Phillip Jaison(first Korean-American doctor)</p> <p>Literature: Alexander Chee, Paul Yoon, Amy Tan, Haya Yangihara, Viet Thank Nguyen, Min Jin Lee, Celeste Ng, Ronyoung Kim,</p> <p>Politics: Patsy Mink, Dalip Singh Saund, Huam Fong, George Ariyoshi, Elaine, Chao, Tammy Duckworth, Norman Mineta, Bob Matsui, Yuri Kochiyama, Daniel Inouye, Helen Zia, Dolly Gee, Kim Myeong-Gyun (first attorney)</p>
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	<p>Sports: Naomi Osaka, Tiger Woods, Apolo Ohno, Kristi Yamaguchi, Larry Kwong, Tiffany Chin, Victoira Manalo Draves, Walter Achiu, Wally Yonamine, Jeremy Lin, Chole Kim, Kyler Murray, Michelle Wie</p> <p>Visual and Performing Arts: Sesssue Hayakawa, James Shingeta Mako, Bruce Lee, George Takei, Anna May Wong, Pat Morita, Victor Wong, Nancy Kwan, Yo-Yo Ma, Tyrus Wong, Sono Osato, Lea Salonga, Dwayne “the rock” Johnson, David Chang, Mindy Kaling, Chrissy Tiegen, Awkwafina, Randall Park, John Cho, Michelle Cho, Daniel Dae Kim, BTS K-Pop</p> <p>Discuss contributions and influences through science, literature, government, politics, sports, culture, cuisine, visual and performing arts.</p> <p><u>Essential Question</u></p> <p>Which advocacy efforts have most benefitted Asian Americans and what is the evidence that additional change is needed?</p>
<p>Sample Lessons Ideas</p>	<ol style="list-style-type: none"> 1. How did American government and laws promote anti-Asian sentiment? 2. How do historical immigrant experiences compare to contemporary immigrant experiences? 3. How are historical and contemporary incarceration trends aligned in purpose, policy, and method?
<p>Sample Assessments</p>	<p>1a. Compare an historical event to current day even that adversely effects Asian Americans.</p> <p>2a. Select a policy that affected Asian Americans and describe how they overcame/did not overcome the impact.</p> <p>3a. Select an advocacy group and describe the results of their efforts.</p>
<p>Instructional Materials and Resources</p>	<p>Historical texts</p> <ul style="list-style-type: none"> • Strangers from a Different Shore: A History of Asian Americans-R. Takaki 1989 • The Making of Asian Americans - Lee, Erica 2014 • A Different Mirror for Young People - R. Takaki 2013 • Making of America - H. Zia 2001 • The Chinese in America - I. Chang 2004 • A People’s History of the United States (Zinn, 2014) • Relational Formations of Race - Molina, Natalia 2020 • *Nation Rising - Kaopua. Noelani 2014 • History of Asian America - Lee, Sanghee 2014 • *From a Native Daughter - Trask, Haunani 1999 • Serve the People - Ishizuka, Karen 2018 • Rethinking the Asian American Movement - Meada, Daryl Joji Meada • Teaching About Asian Pacific Americans - E.W. Chen & G. Omatsu 2006 • <u>Densho: Examining Racism and Discrimination Through Oral History</u> (interviews from Japanese American, Black, and American Muslim communities)

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	<ul style="list-style-type: none">• A Different Asian American Timeline from ChangeLab• Awesome Asian Americans by Oliver Chin <p>Primary Sources</p> <ul style="list-style-type: none">• Gold Mountain Big City - J Schein 2020• Executive Order 9066 Evacuation Order from SF Presidio• My Dear Little Boys (Primary source WWII letter)• Letters from the Japanese American Internment (Smithsonian Education)• Japanese Internment. US Office of War Department (c. 1943)• San Francisco Chinatown, Japan town - Images of America 2014• Japanese American Courier: 1937-1940• Seattle Civil Rights and Labor history Project-First Japanese American Newspaper• Collection of primary source documents related to anti-Chinese sentiment during the Gold Rush, from the University of California (cartoons, photographs, propaganda, song lyrics, etc.)• "Those Asian American Whiz Kids" story from TIME Magazine• Early Korean Immigrants and the Choi Family-Haesong Park, Korean Historical Society• Asian American Education: Projects and Challenges-Clara C. Park, Marilyn Mei-Ying-Chi <p>Literature</p> <ul style="list-style-type: none">• The Sympathizer - V.T. Nguyen• The Best That We Could Do - Nguyen• The Namesake - j. Lahiri• They Called Us Enemy-George Takei: A Graphic Memoir• America Is in the Heart - C. Bulosan• No-No Boy - J. Okada• Snow Falling on Cedars by David Guterson• When the Emperor was Divine- J. Otsuka 2003• Farewell to Manzanar- J.H. Wakatsuki and J. Houston• East Goes West-Young Hill Kang• Clay Walls-Ron Young Kim• Minor Feelings-Cathy Park Hong• All You Can Ever Know-Nicole Chung <p>Visual Media</p> <ul style="list-style-type: none">• PBS Film Series - Asian Americans 2019• FACEism: How COVID-19 is resurfacing US history of racism against Asian Americans https://abc7.com/hate-crimes-coronavirus-asians-faceism/7534823/• All We Could Carry - S. Okazaki 2011• Who Killed Vincent Chin - R. Tajima-Pena 1987• Gook - j. Chon 2017• Picture Bride - K Hata 1995• PBS Becoming American: The Chinese Experience-Bill Moyers 2003
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- PBS Chinese Exclusion Act 1882- Deliberate and Intentional Exclusion and Segregation 2018
- Relive to Remember Documentary-Japanese Americans by Hina and Kana Hogima (Redwood High School Students) Seek survivors of camps to interview
- Fear, Racism, and Disease by Nick Bartel- You Tube-Compare 1900 Plague-COVID

Articles

- The Long History of racism Against Asian Americans in the US - PBS News Hour
<https://www.pbs.org/newshour/nation/the-long-history-of-racism-against-asian-americans-in-the-u-s>
- From Pearl Harbor to an Apology an Internment Timeline - NYT
<https://www.nytimes.com/2015/11/27/us/from-pearl-harbor-to-an-apology-an-internment-timeline.html>
- A Brief History of Anti-Chinese Rhetoric in California - Culture Trip
<https://theculturetrip.com/north-america/usa/california/articles/a-brief-history-of-anti-chinese-propaganda-in-california/>
- California apologizes to Chinese Americans.
<http://content.time.com/time/nation/article/0,8599,1911981,00.html>
- Peeling Bananas by Wendy Lee
<http://connection.ebscohost.com/c/articles/21119547/peeling-bananas>
- Little Asia on the Hill by Timothy Egan - NYT
http://www.nytimes.com/2007/01/07/education/edlife/07asian.html?pagewanted=print&_r
<http://www.penguinreaders.com/pdf/downloads/pr/teachers-notes/9781405880497/pdf>
- Why we celebrate Filipino American History Month
http://www.huffingtonpost.com/entry/why-we-celebrate-filipino-american-history-month_us_57f64a734b087a29a54856a
- Pan-Ethnicity: Bridging Institutions and Identities - Yen Le Espiritu
- Empower Pacific Island Community-Advocacy, Access Culture, and Language 2012
- Asian American Hate Crimes-
<https://www.nbcnews.com/news/asian-american/anti-racism-resources-asian-american-pacific-islander-community-n1260467>

Resources / Advocacy Groups

- Museum of the Chinese in America
- Korean American Historical Society
- Japanese American National History Museum
- *The Bishop Museum
- South Asian American Digital Archive
- Fred Korematsu Institute of San Francisco
- Filipino American National Historical Society
- Chinese Historical Society of America
- Advocacy for Pacific Islanders on Gender Based Violence
- Korean American Coalition-Los Angeles 1983
- National Association of Korean Americans
- Manzanar National Historic Site

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	<ul style="list-style-type: none">• Korean Resource Center-Los Angeles• Asian Americans for Equality New York• Asian American Alliance of Marin• Deisis for Progress Washington D.C.• Conference on Asian Pacific Leadership Washington D.C,• Desis Rising up and Moving - New York.• South Asian Americans Leading Together Maryland• National Council for Asian Pacific Americans (APLAHI)• Tsuru for Solidarity• History of Angel Island Immigration Station-1882 Chinese Exclusion Act-Video of Angel Island Park historical resources• Caste-Isabel Wilkerson Chapter 24 which discusses the exposure of racism and the physical weakening that may occur• Center for Asian American Media• https://www.asianamericanbooks.com/• https://www.asianbookcenter.com/• https://www.eadwindbooks.com/• https://caamedia.org/
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Latinx/Chicano American People and their Experiences in the U.S.

Course Overview	<p>This multidisciplinary course is designed to help students better understand the impact of the historical events, intersectionality, current day practices, policies, and events that have especially impacted the Latinx experience in the United States. There is vast diversity among Latinx cultures and countries, and each is differentiated by its people, customs, cultures, and experiences in the United States. Some groups immigrated for an opportunity for a better life, while others fled due to gangs, poverty, political refugees, and leaving war torn countries for safety.</p> <p>Students will develop insight into the Latinx experience in the United States which will translate into allyship, community building, and actions that improve inequity and ultimately promote democracy.</p>
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<p>Student Goals</p>	<ol style="list-style-type: none"> 1. Students will identify historical and contemporary events that have impacted Latinx Americans. 2. Students will identify areas of advocacy to would increase opportunities for Latinx Americans and strengthen democracy.
<p>Unit 1 Historical and Contemporary Events and their Impact</p>	<p>Analyze the affects for Latinx Americans based on the following events:</p> <ul style="list-style-type: none"> • 1565 First Spanish settlement in Florida and enslavement of indigenous people. • 1627 First British settlement in the Caribbean Basin. 1740-1807 Jamaica received 33% of imported slaves for production. • 1769-1833 California Missions & the Encomienda System • 1812-1867 Manifest Destiny & Westward Expansion • 1846-1848 Mexican- American War • 1846 Bear Flag Revolt-Rebellion by American settlers in California’s Sacramento Valley against Mexican Authority • 1848 Treaty of Guadalupe-Hidalgo • 1850-present Immigration to seek safety (Mexico-1848-1930, Central American 1980-present-Destination location from Central America 2013-2017 Los Angeles/Long Beach 4% and SF, Oakland, Hayward 2.5%, and South American Immigration was 1960-1980 • 1899 Spanish American War- Treaty of Paris • 1930’s Mexican Repatriation • 1942 Sleepy Lagoon Murder Trial • 1942 Bracero Program • 1943 Zoot Suit Riots • 1943 Women in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory-Catherine S. Ramirez • 1954 Operation Wetbacks • 1990 Temporary Protective Status <p><u>Essential Questions</u> How do historical events affect current day Latinx communities? What are/were the forces behind these events? What evidence suggests change is occurring?</p>
<p>Unit 2 Policies, Legislation, and Practices and their Impact</p>	<p>Identify the historical context, actions, and outcomes of:</p> <ul style="list-style-type: none"> • 1965 Delano Grape Strike/Farm Workers Movement-Cesar Chavez • 1941-present Documentary Dolores Huerta (2017) • 1967-91 Impacts on migration by Latin Americas during the Cold War • 1993 Operation Hold the Line • 1994 Operation Gatekeeper (Border Patrol) • 1994 Proposition 187 • 1965 Immigration and Nationality Act

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	<ul style="list-style-type: none"> • 1980 Refugee Act • 1986 Immigration Reform and Control Act • 1996 Illegal Immigration Reform and Responsibility Act (IIRA) • 1998 Proposition 227 Repealed 2016 as Prop 58 • 2005 Border Protection, Anti-terrorism, and Illegal Immigration Control Act • 2006 Border Wall-Secure Fence Act • 2008 Minuteman Civil Defense Corps and Minutemen Project • 2008 Velez et al-Undocumented Workers • 2011 Patriot Act • 2011 Pereira-Anti-Latinx Sentiment • 2012 Differed Action for Childhood Arrivals-DACA • 2020 Current Incarceration Practices and use of Detention Centers. • 2020 COVID Disparity <p>Essential Questions</p> <p>Over time, to what extent has legislation affected Latinx Americans? Why did the US government suddenly start regulating immigration starting the 1970s and how has such regulation affected Latinx American citizens and migrants? How is the incarceration system and the detention center system operating, why is it operating as it is, and what evidence suggests changes are possible?</p>
<p>Unit 3 Advocacy Efforts Movements and their Benefits and Contributions and Influences through science, literature, government, politics, sports, culture, cuisine, visual and performing arts.</p>	<p>Discuss advocacy groups efforts and the impact of their advocacy specific to La Raza Movement and Latinx Identity</p> <ul style="list-style-type: none"> • 1941-1964 Farm Worker Rights • 1940-1950's Pachucos • 1942-present Braceros to Dreamers • 1960's Restoration of Land • 1967 Education Reform-Bilingual Education Act • 1968 East LA Walk-out Student Protest/Resistance • 1970's Chicano Movement • 2001 Dream Act • 2003 Dolores Huerta Foundation for Social Justice • 2020 First Representative California State Senate <p>Contributions</p> <p>Science: Franklin Chang-Diaz, Mario J. Molina, Cesar Milstein, Baruj Benacerraf, Juan M. Madacena, Helen Rodriguez Trias, Carlos Juan Fenley, Ellen Ochoa</p>

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	<p>Literature: Gabriel Garcia Marquez, Jorge Luis Borges, Sheila OrtizTaylor, Miguel Antonio Otero Americo Paredas, Jose Perez, Cecile Pineda, Isabel Allende</p> <p>Politics: Cesar Chavez, Rita Moreno, Alexandria Ocasio-Cortez, Jorge Ramos, Justice Sonia Sotomayor, Julian and Joaquin Castro, Luis Munoz Marin, Dr. Antonia C. Novello</p> <p>Sports: Roberto Clemente, Alex Rodriguez, Lionel Messi, Rafael Nadal, Pele, Carmelo Anthony, Gabriela Sabatini, Oscar de La Hoya, Jose Canseco, Sammy Sosa, Nancy Lopez, Lorena Ochoa</p> <p>Visual and Performing Arts: Michael Reyes, Carlos Almaraz, Chaz Bojorquez, Yreina Cervantez Magu, Ricardo Duardo, Selena, Don Juan De Marco, Sara Paxton, Edward James Olmos, Danny Trejo, Gloria Estefan, Carlos Santana, Freddie Fender, Jennifer Lopex, Mark Anthony, Eva Longoria, Lin Manuel Miranda</p> <p>Discuss contributions and influences through science, literature, government, politics, sports, culture, cuisine, visual and performing arts.</p> <p><u>Essential Questions</u></p> <p>How has advocacy benefited Latinx communities? What additional change is needed, and what evidence points to the necessity of this change?</p>
<p>Sample Lessons Ideas</p>	<ol style="list-style-type: none"> 1. Create posters/murals of historical events that adversely affected Latinx Americans. 2. Create a list of current and historical events that impacted the Latinx Americans and how policies were changed to create equity. 3. Describe an advocacy effort that continues to benefit education equity.
<p>Sample Assessment Ideas</p>	<ol style="list-style-type: none"> 1a. Present the historical events depicted in a poster/mural and how the Latinx Americans overcame adversity. 2a. Compare and contrast policy change to explain conditions prior to policy change. 3a. Describe the most effective advocacy efforts and their ongoing implementation to create equitable practices.
<p>Instructional Materials and Resources</p>	<ul style="list-style-type: none"> • Documentary Dolores Huerta (2017) • Women in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory-Catherine S. Ramirez • Luis Valdez Playwright-El Teatro Campesino: Zoot Suit 1981, Los Vendidos 1967, I am Joaquin 1969, Fighting for Our Lives 1975, Coco 2017, Dolores 2017 • The Far Away Brothers-Lauren Markham • Breaking Through-Francisco Jimenez • Harvest Empire-Juan Gonzalez

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	<ul style="list-style-type: none">• California Department of Education-Virtual Classroom Latinx Studies July 14, 2020 You Tube• Miwok Museum Novato• Harvest of the Empire (from 11:40-24:22 here: https://www.youtube.com/watch?v=5gW84cAN2Pw) Foreign Policy in Guatemala which resulted in migration to the U.S.• Bustle https://www.bustle.com/p/15-books-by-latinx-writers-that-every-high-schooler-should-read-16982445• Huffington Post https://www.huffpost.com/entry/23-books-by-latinos-that-might-just-change-your-life_n_564c11e0e4b045bf3df1b939• Zoot Suit Riots https://www.pbs.org/wgbh/amex/zoot/eng_peopleevenngts/e_riots.html• Bronze Screen Video https://www.youtube.com/watch?v=feg5bWinRIY• Viva La Causa-am award winning documentary. https://www.youtube.com/watch?v=uD7ACJLT3OY• Documentary “Chicano: The Struggle in the Fields” https://www.youtube.com/watch?v=NL4rQHKza9Y• Cesar Chavez-Si se puede https://www.ufw.org/board.php?mode=view&b_code=cc_his_research&b_no=5970• Chicano Movement Documentary Struggles in the Field https://www.youtube.com/watch?v=Flglal5AVpY Taking back the Schools https://www.youtube.com/watch?v=NL4rFQH_Kza9Y Part One https://www.youtube.com/watch?v=x16JPNiPeVY Part Two https://www.youtube.com/watch?v=aN1xQrV2-Yo Part Three https://www.youtube.com/watch?v=liQQ-ws3IVU Part Four https://www.youtube.com/watch?v=GeKenK6rha4• I am Joaquin by Corky-a Civil Rights Activist http://www.latinamericanstudies.org/latinos/joaquin.htm• Hunger of Memories-Richard Rodriguez http://www.npr.org/templates/story/story.php?storyId=97799225• Cesar Chavez Speech-New Yorker Article/Lessons of Dr. Martin Luther King Jr. Comparison http://www.newyorker.com/magazin/2014/04/14/hunger-artist-2• Video-Latino Americans, the 500 Year Legacy that Shaped the Nation PBS 2013 Video – PBS Prejudice and Pride (Civil Rights for Latinos 1960-1970s)
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Antisemitism and its Impact on Jewish Americans in the U.S.

Antisemitism Course Overview	<p>Anti-Defamation League has established a definition of antisemitism as: “The belief or hostile behavior toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress or otherwise injure them. It may include prejudiced or stereotyped views about Jews.”</p> <p>See also Definition Antisemitism-International Holocaust Remembrance Alliance (IHRA) www.holocaustremembrance.com</p> <p>“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and /or their property, toward Jewish community institutions and religious facilities.”</p> <p>Jewish Americans have experienced antisemitism both historically and in current day. They have been depicted as the “inferior race” and continue to experience discrimination and exclusion.</p> <p>Antisemitism is addressed from a historical and contemporary perspective. Understanding of immigration, systems of exclusion, and historical oppression.</p>
Student Goals	<ol style="list-style-type: none">1. Students will study how antisemitism led to the Holocaust, and the consequences of the Holocaust, including Jewish emigration to the United States.2. Students will analyze how dehumanizing tactics used by societies in the past are reflected in the U.S. today.3. Students will understand the connections between bias and systems of oppression.
Unit 1 History of Immigration and the Holocaust (Europe, Middle East, North Africa)	<p>Analyze the consequences on a society of tactics 1933-1946 such as:</p> <ul style="list-style-type: none">• Public Humiliation/Dehumanization• Legal Persecution• Systematic Exclusion• Propaganda (Including Blood Libel)• Registry• Genocide/Extermination• Resistance ((e.g., White Rose Resistance) <p><u>Essential Question</u> How has the historical and current day dehumanization impacted groups and society?</p>

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<p>Unit 2 Compare and Contrast Historical and Current Oppression</p>	<p>Analyze how antisemitic myths persist in today’s world. Utilize: ADL Antisemitism Uncovered: A Guide to Old Myths in a New Era and BINAH Antisemitism Course</p> <ul style="list-style-type: none"> • Power-Jews have too much power • Disloyalty-Jews are disloyal. • Greed-Jews are greedy. • Deicide-Jews killed Jesus. • Blood libel-Jews use Christian’s blood for religious ritual. • Denial-The Holocaust did not happen. • Anti-Zionism- Anti-Zionism-criticism of Israel <p><u>Essential Question</u> How does oppression of a group affect equality?</p>
<p>Unit 3 Jewish People and Culture in the United States</p>	<p>Analyze the intersection of antisemitism and racism.</p> <ul style="list-style-type: none"> • Acknowledge the existence of Jewish people of color. • Study examples of policies and systems that have oppressed specific groups (based on race, religion) such as redlining, housing, education, employment. • Draw connections between Jews and other oppressed groups to build allyship. • Discuss examples of Jewish American activism to promote equality (e.g., Civil Rights) <p><u>Essential Question</u> How does the Jewish American experience intersect with other groups?</p>
<p>Sample Lessons Ideas</p>	<ol style="list-style-type: none"> 1. Analyze the Holocaust, immigration, and the recovery of survivors. (Consider Guest Speakers and/or Oral Histories-JIMENA Project) 2. Identify specific historical and current day oppression and the groups its affects. 3. Compare the intersectionality of Anti-Semitism with broad groups of immigrants and oppressed groups.
<p>Sample Assessments</p>	<ol style="list-style-type: none"> 1a. Document the recovery of survivors economically, physically, and psychologically 2a. Identify one tenet of oppression and describe what led to it. and how it could have been handled differently. 3a. Identify the intersectionality of immigrants and specific. commonalities among groups.

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Antisemitism Resources

Resources	
1.	US Holocaust Memorial Museum
a.	Lesson plans
b.	History
c.	Nazi Symbols
d.	Racism
e.	Holocaust Denial
f.	Origins of Neo-Nazi
www.ushmm.org/teach/teaching-materials/antisemitism-racism	
2.	Anti-Defamation League-ADL
Challenging antisemitism: Debunking the Myths and Responding to Facts-Lesson Plans	
a.	My Virtual Space
b.	Electoral College
c.	Women's Suffrage
3.	No Place for Hate Resource Guide
4.	Anti-Semitism Uncovered: A Guide to Old Myths in a new Era.
5.	Anti-Bias Curriculum Guide K-12
6.	Pyramid of Hate-From Bias to Genocide
7.	Jewish Culture, Religion, Economics, History, Myths, Facts
8.	ADL Website-Extensive Resources
	<ul style="list-style-type: none">• Fight Anti-Semitism• Combat Hate and Protect Communities• Confront Discrimination and Secure Social Justice• Stand Up for Israel• Promote Respectful Communities
9.	Books Matter Literature
10.	Lesson Plans
11.	Creating an Anti-Bias Learning Environment
12.	How do we talk about race in a mostly white classroom?
13.	Swastikas and Other Hate Symbols
14.	After Charlottesville: Teaching About Racism, Antisemitism, and White Supremacy
15.	Propaganda, Extremism, and On-line Recruitment Tactics
16.	Corona Virus Surfaces Fear, Stereotypes & Scapegoating
17.	Privilege, Discrimination and Racial Disparities in the Criminal Justice System
18.	Race Talk: Engaging Young People in Conversation about Race and Racism
19.	Experiences with Race and Racism
20.	Kyle Korver, Privilege and Racism
21.	BINAH: Building Insights to Navigate Anti-Semitism & Hate
www.adl.org	
22.	Jewish Education Project
	Addressing Anti-Semitism

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www.jewishedproject.org	
23.	Museum of Jewish Heritage www.mihnyc.org/educational-resources
24.	The Pro-Nazi Rally at Madison Square Garden Feb. 20, 1939 www.jewishvirtuallibrary.org/the_pro_nazi_rally
25.	Tools for Teaching and Learning a. Concentration Camp b. British Response c. Ordinary Things d. Unlocking Anti-Semitism e. Being human f. Liberation/Survival www.holocausteducation.org.uk/teacher-resources/materials/
26.	The Book Market Place (ADL website) Lists of grade level literature for students www.fbmarketplace.org/book-bank
27.	Washington Post Teaching Black Lives Matter-A Handbook to Fight America’s Ferocious Racism in Classrooms www.washingtonpost.com/education/2020/06/01/
28.	Education Week The Urgent Need for Anti-Racist Education www.edweek.org/articles/2019/9/08/14
29.	Learning for Justice formerly Teaching Tolerance Critical Practices for Anti-Bias Education www.tolerance.org/stes/default/files/general
30.	Cultural Pedagogy A Collection of Resources for Teaching Social Justice www.cultopedagogy.com/social-justice-resources
31.	Facing History a. Hate Symbols and How to Respond b. Perpetrator, Victim Bystander c. Contemporary Anti-Semitism d. The Roots and Impact of Antisemitism e. Holocaust and Human Behavior www.facinghistory.org

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<p>32. Jewish Partisan Foundation</p> <p>www.jewishpartisans.org</p>
<p>33. Jewish Community Relations Council Tool Kit and Resources a. Anti-Semitism in the Bay Area School Study</p> <p>www.jcrc.org www.jfcs.org</p>
<p>34. JIMENA Project-Oral Histories</p> <p>https://www.jimena.oral/oral-history-program/</p>
<p>35. Beyond Differences-Know your classmates; social isolation</p> <p>www.beyonddifferences.org</p>
<p>36. Nazi's Studies Jim Crow/Eugenics: Third Reich/race-based initiatives in American Law</p> <p>The Atlantic www.theatlantic.com www.theatlantic.com/magazine/achive/2017/11/what-america-taught-the-Nazis/540630</p>
<p>37. Caste by Isabel Wilkerson</p> <p>Examines the laws and practices in America that is described as bipolar: A Black and White Caste System</p>
<p>38. Nightingale by Kristin Hannah</p> <p>Nazi Germany and Survival-Adult</p>
<p>39. The Alice Network by Kate Quinn</p> <p>Nazi Germany and Survival-Adult</p>
<p>40. Lilac Girls by Martha Hall Kelly</p> <p>Unsung Heroine WWII-Adult</p>
<p>41. The Huntress by Kate Quinn</p> <p>WWII Night Witches All Female Night Bombers-Adult</p>
<p>42. Prairie Sonata by Sandy Shefrin Rabin</p> <p>Student Literature</p> <p>Coming of Age and learning between student and teacher. The teacher was a holocaust survivor and violinist. He was saved but family perished.</p>
<p>43. Plays for Student Performance</p> <ol style="list-style-type: none">1. Anne Frank-Adaptation-Hiding in the Open2. I Never Saw A Butterfly3. The Terezin Promise <p>(Linda Kislingbury-Retired Drama Teacher SMHS/NUSD)</p>

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- 1a. Kira Obolensky (Author Sabina Zimering)
- 2a. Celeste Raspanti
- 3a. Celeste Raspanti