Item 2.A.

Attachment 10

History–Social Science Subject Matter Committee

August 13, 2020

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# Appendix C: Lesson Resources

This appendix provides information for educators and administrators on asset-based and culturally relevant pedagogies that focus on the strengths that students bring to the classroom. For more information, see the California Department of Education’s web page at <https://www.cde.ca.gov/pd/ee/assetbasedpedagogies.asp>.

## Sample Safe Spaces and Community Building Activities

The following activities allow students to share information about their identities, families, interests, and backgrounds. By incorporating these types of activities into lessons, students will gain a deeper understanding and appreciation of their peers and educator, better connect and identify with ethnic studies content, and work to build a safe classroom environment that is grounded in collaboration, compassion, empathy, and vulnerability.

### Who I Am/Where I’m From Poems

This writing activity is designed to help students share their backgrounds with their peers.

Have each student pull out a sheet of paper. Ask them to write a three-stanza poem that speaks to their identity, background, and where they are from. Let them know that each line of their poem should start with “I am From…” and should be followed by something specific to their life, upbringing, and identity. Providing examples is highly encouraged. Allow students 10–15 minutes to write their poem. After everyone has finished writing, have each student share their poem with the class.

### Human Barometer

This teaching strategy helps students share their opinions by asking them to line up along a continuum based on their position on an issue. For detailed instructions on how to conduct this activity, see <https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>.

### Gallery Walk

This activity has students move around the room to respond to multiple texts or images. For detailed instructions on how to conduct this activity, see <https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>.

### Café Conversations

This activity has students practice perspective-taking by having them represent a particular point of view in a small-group discussion. For detailed instructions on how to conduct this activity, see <https://www.facinghistory.org/resource-library/teaching-strategies/cafe-conversations>.

### Fishbowl

The fishbowl activity has students practice being both contributors and listeners in a group discussion. For detailed instructions on how to conduct this activity, see <https://www.facinghistory.org/resource-library/teaching-strategies/fishbowl>.

### Edutopia

Edutopia.org provides a number of community- and skill-building activities designed to improve the culture of a classroom. Their resources include the following:

* “Paper Tweets” (<https://www.edutopia.org/article/paper-tweets-build-sel-skills>). An offline version of Twitter helps with both social and emotional learning and formative assessment.
* “Group Salutes” (<https://www.edutopia.org/article/strengthening-bonds-between-students>). Prompting students to use physical gestures like high fives in the classroom helps build a sense of community.
* “Morning Meetings” (<https://www.edutopia.org/video/morning-meetings-building-community-classroom>). Starting the day with this 15-minute activity helps students regulate their emotions and focus on the day’s learning.
* “Appreciation, Apology, A-Ha” (<https://www.youtube.com/watch?v=qIel4r3uK9k>). A quick, low-key way to build community in the classroom on a daily basis.
* “Rose, Thorn, or Bud” (<https://www.edutopia.org/article/simple-powerful-class-opening-activity>). The rose and thorn check-in is a quick strategy for building community and developing student voice.
* “7 Ways to Maintain Relationships During Your School Closure” (<https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure>). Strategies for distance learning.

### Panorama Learning

This site includes five activities that build belonging and connectedness with students and families engaging in a virtual learning environment. See <https://go.panoramaed.com/thanks/5-virtual-learning-resources> for more information.

## Critical Conversations Resources

This section includes sample resources to assist educators in facilitating conversations about race, racism, and bigotry. The resources can be used to foster critical conversations and community within an ethnic studies classroom.

The Facing History and Ourselves web page has a variety of educator resources to support student learning through history and current events, critical thinking, and modeling the skills and dispositions that foster engaged democratic citizenship. To view available resources, see <https://www.facinghistory.org/>.

### Fostering Civil Discourse: A Guide for Classroom Conversations

This guide provides strategies to create a safe and reflective classroom where students learn to exchange ideas and listen respectfully to one another. For detailed information, see <https://www.facinghistory.org/books-borrowing/fostering-civil-discourse-guide-classroom-conversations>.

### Teaching with Current Events in Your Classroom

This Teaching Idea is a guide for teachers to begin conversations with their students about George Floyd’s death and the events that surround it. For detailed information and ideas on how to facilitate this conversation, see <https://www.facinghistory.org/educator-resources/current-events/reflecting-george-floyds-death-police-violence-towards-black-americans>.

### Preparing Students for Difficult Conversations

This is Lesson 1 of 11 from a unit entitled, “Facing Ferguson: News Literacy in a Digital Age.” This lesson provides information on how to establish a safe space for holding difficult conversations, acknowledge complicated feelings about race, and begin to develop a shared understanding of facts. This lesson can be modified to discuss other current events. For detailed information, see <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/preparing-students-difficult>.

### New Vision for Public Schools: Socratic Seminars

This resource, at <https://curriculum.newvisions.org/middle-school/course/discourse/socratic-seminar/>, involves a student-facilitated formal discussion that uses listening to peer coach, open-ended questioning, and collaborative responses.

### KQED Learn

KQED Learn is a free platform for middle and high school students to tackle big issues and build their media literacy and critical thinking skills in a supportive environment. See <https://learn.kqed.org/> for more information. A Teacher Resource page is at <https://youthmedia.kqed.org/resources>.

## Resources for Connecting Ethnic Studies to Local Demographics

This section contains resources that can help local educational agencies tailor their ethnic studies courses to meet the needs of their local student and community populations.

### PBS Learning Media

PBS Learning Media has a variety of lessons to assist educators explore topics such as implicit bias and understand current events. The site includes a number of lessons that address ethnic studies themes. The full set of interactive lessons is at <https://ca.pbslearningmedia.org/collection/ilcoll/>. An example is Implicit Bias: In this lesson, students explore the extent to which society may discriminate based on factors they are not even aware of. The lesson addresses what implicit bias is, how it influences thinking, and how its impact can be minimized. For more information, see <https://ca.pbslearningmedia.org/resource/ilpov18-soc-il-ilbias/who-me-biased-understanding-implicit-bias/>.

### Anti-Defamation League

The Anti-Defamation League provides a collection of K–12 classroom blended and online learning solutions for educators and students that promotes critical thinking and learning around historical and current events topics through the lens of diversity, bias and social justice. For information, see <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lessons>.

### Facing History and Ourselves

The Facing History and Ourselves web page also has resources to support educators and districts as they customize their curriculum to meet the needs of their local population. Their Topics page includes resources in areas such as “Race in US History,” “Global Immigration,” and “Antisemitism and Religious Intolerance.” To view available resources, see <https://www.facinghistory.org/>.

### Teaching Tolerance

Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators can use these materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants. Their Topics page includes resources in areas such as “Race & Ethnicity” and “Immigration,” and their “Classroom Resources” tab provides access to a variety of lessons, teaching strategies, and student texts. See <http://www.tolerance.org/> for more information.

## Other Model Curricula

### César E. Chávez Model Curriculum

This model curriculum includes lesson and biographies sorted by grade span, and an extensive depository of primary source resources related to the life of César Chávez and the farm labor movement. See <http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx> for more information.

### Human Rights and Genocide Model Curriculum

This model curriculum was originally created in 1987 and updated in 2000. It includes an overview of the topic of human rights and genocide, a list of curriculum resources, and appendices that discuss a number of specific historical cases of human rights violations and genocide. The document is posted at <https://www.cde.ca.gov/ci/hs/im/documents/modelcurrichrgenoc.pdf>.

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