ETHNIC STUDIES

MODEL CURRICULUM

Adopted by the California State Board of Education March 2021

Published by the California Department of Education
Sacramento, 2022

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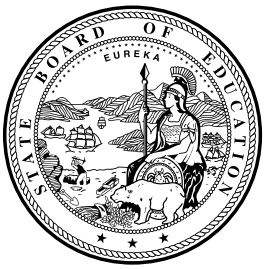

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PUBLISHING INFORMATION

The *Ethnic Studies Model Curriculum* was adopted by the State Board of Education on March 18, 2021. The members of the State Board were as follows: Linda Darling-Hammond, President; Ilene Straus, Vice President; Sue Burr, Cynthia Glover-Woods, James J. McQuillen, Matt Navo, Kim Pattillo Brownson, Haydee Rodriguez, Patricia A. Rucker, Ting L. Sun, and Zaid Fattah, Student Member. It was developed by the Curriculum Frameworks and Instructional Resources Division, California Department of Education (CDE). This publication was edited by the staff of CDE Press. It was designed and prepared for printing by the staff of CDE Press, with the cover designed by Aristotle Ramirez. It was published by the Department of Education, 1430 N Street, Sacramento, CA 95814. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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Additional Publications and Educational Resources

This document is posted on the CDE website at https://www.cde.ca.gov/ci/cr/cf/esmc.asp. For information about additional publications and educational resources available from the California Department of Education, please visit the CDE's Educational Resources Catalog page at https://www.cde.ca.gov/re/pn/rc/, or call the CDE Press sales office at 1-800-995-4099.

Notice

The guidance in the *Ethnic Studies Model Curriculum* is not binding on local educational agencies or other entities. Except for the statutes, regulations, and court decisions that are referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

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CHAPTER 6: UC-APPROVED COURSE OUTLINES

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Content Note: These course outlines are presented as they were received from the University of California Office of the President or the submitting district, to meet the requirement of *Education Code* Section 51226.7. They were not edited save for formatting, the removal of duplicative text, and correction of minor typographic errors. The hyperlinks in these documents have not been verified and their content has not been reviewed. For more information, contact the Curriculum Frameworks and Instructional Resources Division of the California Department of Education at 916-319-0881.

UC-Approved Course Outlines Overview

The statute that authorized the development of this model curriculum, *Education Code* Section 51226.7, requires the inclusion of "examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses." This section addresses these course outlines, including guidance for local educational agencies in their use.

The course outlines have been gathered into this chapter. They were all submitted for A–G approval by local educational agencies (LEAs) that administer high schools in California. They include general survey/introductory courses, African American studies courses, Chicana/o/x and Latina/o/x studies courses, Native American and Indigenous studies courses, Asian American/Pacific Islander studies courses, and comparative ethnic studies courses that combine any or all of the above. They are for a range of grade levels within the span of ninth through twelfth grade. The courses included are suitable examples for both semester and year-long elective course offerings in history–social science and literature/language arts, but there are also outlines that are alternative versions of core courses (such as the eleventh grade United States history and geography course) with an ethnic studies focus.

The A–G requirements are a sequence of high school courses that students must complete to be eligible for admission to the University of California (UC) and California State University (CSU). The current A–G requirements include 15 courses in a range of subject areas, all of which must be completed with a grade of C or higher. These courses represent the basic level of academic preparation that high school students should achieve to be ready to undertake university-level work.

Each year, the University of California Office of the President (UCOP) solicits lists of courses from LEAs to identify courses that can be used to meet the UC and CSU admission requirements. LEAs can submit their courses for A–G approval through an online portal (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link1). UC admissions staff and subject matter experts review submissions and approve the courses based on criteria that include rigor, required prerequisites, the level of student work required, course assignments and assessments, and the instructional materials used. Courses may be rejected if they lack

sufficient content aligned to those criteria. Once a course is approved, it is added to an LEA's course list and is available for schools throughout the state to use.

Working in collaboration with the UCOP, the California Department of Education (CDE) gathered examples of course outlines that fit within the discipline of ethnic studies. The course outlines gathered in this chapter are not an exhaustive list of every possible course that can be considered to be an ethnic studies course. They include a representative sample of available courses, a snapshot that was taken at a particular moment in time during the development of this model curriculum. LEAs are constantly developing new courses, and users of this model curriculum are encouraged to visit the UC A–G Course Management Portal at the link above to access the searchable database containing the latest course listings currently being offered by California high schools.

How to Use the Outlines

The course outlines provided with this model curriculum are intended to offer guidance to teachers and administrators interested in developing courses/units in ethnic studies. Every course is unique, and LEAs are encouraged to tailor their particular courses to the needs and interests of their student population. While the course outlines offer a wide range of potential courses, they are not intended to limit an LEA's options. The authorizing statute encourages LEAs to submit their own ethnic studies course outlines for approval as A–G courses, following their district course approval process.

The course outlines include a wide range of suggested courses. Some include considerable detail, including unit narratives, suggested resources, and descriptions of classroom activities and student assignments. Others have little more than a brief course overview. The format has been modified slightly in order to address CDE posting and accessibility requirements, but the content of the course outlines themselves has not been edited. These outlines are based on actual courses that LEAs have been offering in California schools. However, the inclusion of specific resources and/or activities within these course descriptions does not imply an endorsement of these items by the SBE or the CDE. The development of the model curriculum did not include a state-level review of the resources included in the UC A–G course outlines. LEAs should evaluate any resources suggested in the course outlines to ensure that the materials that they are using best address their local needs.

It is important to note that none of the course outlines included in this chapter represent a complete curriculum. LEAs will still need to develop lessons, train teachers, and select instructional materials that will enable them to implement courses based upon these outlines.

ETHNIC STUDIES COURSE OUTLINES

English: Ethnic Studies (Pajaro Valley Joint Unified)

Basic Course Information

Record ID: HJF9TW

Institution: Pajaro Valley Joint Unified School District (69799), Watsonville, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: English

Discipline: English

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

Students in English: Ethnic Studies course read and analyze a broad range of nonfiction and fiction selections, deepening their awareness of how language works in effectively communicating an idea. Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will develop respect and empathy for individuals and groups of people locally, nationally, and globally to build self-awareness and empathy and foster active social engagement.

Prerequisites

(None)

Corequisites

(None)

Course Content

Race, Ethnicity, and Identity in America

The first unit provides an introduction to the key terms of race, ethnicity, oppression, assimilation, acculturation, nativism, discrimination, and integration. With a focus on identity, students find ways to recognize what ethnic studies is and its role in current events. Through different readings and sources, students will be asked to discuss and respond to the following questions: How has society defined beauty, truth, and goodness? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? What are the origins of race and racism in the United States? What does it mean to be "color-blind"? How has race been socially constructed? How have people of color challenged racist laws in the United States? What is the difference between race and ethnicity? What is discrimination? What is prejudice? How do stereotypes affect our own identities and why do they negate our individuality? How can stereotypes affect our thinking of different social groups? How do media stereotypes of different social groups lead to the scapegoating and discrimination of marginalized communities in the United States? How do we define ourselves? How does social media impact how you identify yourself?

Unit Assignment(s)

1. At the end of the unit, using information from group discussions, research, and readings students will write a personal essay in which they reflect on their identities as well as past experiences with ethnic diversity, discrimination, privilege, and disadvantage.

2. Students will write an "I am" autobiographical poem in which they reflect on how race, ethnicity, nationality, and culture have shaped their identity.

Immigration

The second unit analyzes the expansion of the United States by force and immigration to study the relationship between America's past and the "New American." Through different readings and sources, students will be asked to discuss and respond to the following questions: How have immigrant communities contributed to the United States? How have assimilationist policies affected immigrant communities? How have such policies helped immigrants achieve the American Dream? Why have immigrants been scapegoats in certain points of US history? Who benefits from this scapegoating? What are the effects of this scapegoating? What is a political refugee in the twenty-first century? Why are they leaving their country? How have recent immigration policies affected immigrant communities? Why is it important to discuss LGBTQ community within immigrant population? How has our community been shaped by waves of different immigrants?

Unit Assignment(s)

1. Students will create a visual time line of anti-immigration legislation and how immigrant communities responded to the laws.

2. At the end of the unit, students will choose one of the following:

    a) Write a persuasive essay for or against an immigration policy.

    b) Write a research paper on the topic "How does the media portray the issue of immigration and crime."

    c) Create a newscast about an immigration issue in or around the community.

Gender/LGBTQ

The third unit examines power through different genders and the discrimination of the LGBTQ community. Through different readings and sources, students will be asked to discuss and respond to the following questions: How has women's inequality been enforced throughout history? How have women of color struggled for justice throughout history? How does heterosexism discriminate against the LGBTQ community and how have people fought it? How does patriarchy affect the lives of men?

Unit Assignment(s)

1. Students will write a biographical sketch of a famous person in history that has challenged sexism and/or heterosexism.

2. Students will write a short informational paper that reflects on key issues faced by LGBTQ persons.

African American

In the fourth unit, students will explore the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on the post-WWII Civil Rights Movement. Through different readings and sources, students will be asked to discuss and respond to the following questions: What role did African Americans play in the growth and development of the United States? What role did self-determination play in the trajectory of the African American community? How did political power develop within the African American community and how has this power evolved to work effectively with changing power structures in the United States? Was the Civil Rights Movement the work of one person? What role did youth play in the Civil Rights Movement? What role did church/organized religion play in the modern Civil Rights movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans?

Unit Assignment(s)

1. Students will create a poster, art piece, video, or children's book in order to educate community members or classmates about the Civil Rights Movement. Each student will choose a time period of before, during, or after the Civil Rights Movement as a focus for the project. Students will utilize texts, multimedia, and their own writing/analyses from the unit in order to inform their works of popular education.

2. After reading *March*, by John Lewis, students will look at how the author unfolds a series of ideas, including the order in which the points are made, how they are introduced and developed, and the connections between them.

3. Using "Incident" and "A Dream Deferred," students will compare the two poems to have a conversation regarding the Harlem Renaissance.

First Nations

In this unit, students will study and explore the experience of First Nations people both historically and in terms of contemporary issues. Through different readings and sources, students will be asked to discuss and respond to the following questions: How has cultural conflict affected the First Nations people? How have the experiences of different tribes within the United States varied and what impact have these differences had on the economic and political status of the tribes? What role has assimilation played in the experience of First Nations? What are the effects of boarding schools on First Nations people? How did political power develop within the First Nations community and how has this power evolved to work effectively with changing power structures in the United States? What role have gambling licenses played in the economic reality for tribes both with and without these licenses? What challenges continue to face First Nations? What opportunities do students have to enact positive change for First Nations?

Unit Assignment(s)

1. Students will write a persuasive essay on the question "Who was responsible for the physical and cultural genocide of California Indians?" using valid reasoning and sufficient evidence.

2. Students will compare and contrast two selected writings from Native American writers to determine the perspective and theme and how it is shaped and refined by specific details.

Asian American

In this unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and

the diverse ethnic groups living in the United States within the Asian minority. Through different readings and sources, students will be asked to discuss and respond to the following questions: What are the cultural and political differences between East Asians, Southeast Asians, and Southern Asians? What role did Asian Americans play in the growth and development of California? What role did Asian Americans play in the growth and development of our community? How has immigration affected the political, social, and economic realities of Asian Americans? What accounts for the cultural perception that Asian Americans are the "model minority"? What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?

Unit Assignment(s)

1. Working in groups, students will prepare for a debate on the question: Is the perception that Asians are the "model minority" accurate?

Arab/Muslim Americans

In this unit, students will study and explore the experience of Arab/Muslim Americans both historically and in terms of contemporary issues. Through different readings and sources, students will be asked to discuss and respond to the following questions: How does religion play a factor in their personal identity? How do Arab Americans fight negative stereotypes? What are the positive contributions of Arab/Muslim Americans? How has immigration affected the political, social and economic realities of Arab/Muslim Americans? How has the Patriot Act affected their rights to privacy? What is the difference between Sunni and Shi'a Muslims? How were Arabs/Muslims involved in labor strikes/ conflicts?

Unit Assignment(s)

1. Students will create a digital "mythbusters" handbook on common stereotypes of the Arab and/or Muslim population. The handbook will incorporate a "top five" list of some of the most prevalent stereotypes and misconceptions related to Islam with accompanying counterstereotypes or counternarratives for each. They should include specific examples of these stereotypes in action (as evidenced in advertising, popular film, cartoons, news media, etc.) as well as ways to counteract or deconstruct them. Handbooks should include a diverse range of topics and sources, for example, news media, print media, advertising, textbooks, and popular media (film, music, visual art, etc.).

Ethnic Studies (Golden Valley HS, Santa Clarita)

Basic Course Information

Record ID: P4XBTN

Institution: Golden Valley High School (053871), Santa Clarita, CA

Honors Type: (None)

Length of Course: Half Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Ethnic Studies, 4728

Public Notes: (None)

Overview

Ethnic Studies courses operate from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, American Indians, and other racialized peoples in the United States. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions (adapted from UC Berkeley, Department of Ethnic Studies). The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to history. Ethnic Studies focuses on themes of social justice, social responsibility, and social change. The course spans from past to present, including politics and social reform, allowing students to identify social patterns and universal qualities present in all ethnic/cultural aspects of society, including their own.

This one-semester course will focus on the experiences of African Americans, Asian Americans, Latinos, American Indians, and Muslim and Arab Americans. This course will also include an identity unit in which students will consider concepts related to their own personal, group, and/or national identity (e.g., race, ethnicity, gender, sexual orientation).

Prerequisites

(None)

Corequisites

(None)

Course Content

Identity Unit

In this three-week unit, students will explore the meaning of words such as race and ethnicity as they pertain to individuals and communities. How do we define our various identities: national, state, local, and community? How do we perceive ourselves and how do others perceive us? Who is the in-crowd and who is the other? What is the process of our identity formation? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? How has the perception of hyphenated Americans changed over time, both within and between ethnic groups? This Identity Unit contains a LGBTQ mini-unit in which students will go beyond the notion of individual, community, state, and national identity and develop an understanding of and respect for the LGBTQ community. Additionally, students will be able to understand gender stereotypes and will be able to clarify their own values and feelings by participating in class discussions and writing exercises. The overall objective of the Identity Unit is for students to explore themselves and how they fit into society.

Sample Assignment: Throughout the unit, students will gather resources and materials to be used in a presentation on their identity. Questions to be answered in the presentation: How do you define yourself? What has been the process of your identity formation? Is this formation complete or is it changing? To what extent have stereotypes impacted your identity formation? How do you fit into the larger society? Student presentations should be creative in nature (video, poem, skit, etc.) and must be accompanied by a written essay in which students critically reflect on their own identity formation and how this identity impacts their relationship with peers and the community at large.

Asian American Unit

In this three-week unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the United States within the Asian minority. What are the cultural and political similarities/differences between East Asians, Southeast Asians, and Southern Asians? What role did Asian Americans play in the growth and development of the United States? How did political power develop within the Asian

American community and how has this power evolved to work effectively with changing power structures in the United States? How has immigration impacted the political, social, and economic realities of Asian Americans? To what extent do Asian Americans conform to idea (real or imagined) of the "model minority"? What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?

Sample Assignment: Working in groups, students will prepare for a debate on the question: Is the perception that Asians are the "model minority" accurate? Groups should be prepared to present both sides of the issue and argue their position based on evidence. Groups must have multiple forms of evidence, including, but not limited to, levels of education, economic data, and voting data.

American Indian Unit

In this three-week unit, students will study and explore the experience of American Indians both historically and in terms of contemporary issues. How has cultural conflict affected American Indians? How have the experiences of different tribes within the United States varied and what impact have these differences had on the economic/political status of the tribes? What role has assimilation played in the experience of American Indians? How did political power develop within the American Indian community and how has this power evolved to work effectively with changing power structures in the United States? What role have gambling licenses played in the economic reality for the tribes both with and without these licenses? What challenges continue to face American Indians? What opportunities do students have to enact positive change for American Indians?

Sample Assignment: Working in small groups, students will select a Southern California tribe to study and investigate. Questions to research include: What was the experience of the tribe in relationship to the United States government? How was your tribe impacted politically and economically by its relationship with the United States government? (This should include both historical and current impacts.) What challenges continue to face your tribe? What opportunities exist for positive change for your tribe? Research will be presented in a multiparagraph report. Additionally, groups will prepare poster presentations that provide key findings. This research/poster project will culminate in a Town Hall Meeting. Groups will present their poster and the class will listen and take notes on the presentations. The class will then synthesize all the presentations into a policy paper that summarizes the historical findings and makes recommendations on actions for tribes moving forward.

Latino American Unit

In this three-week unit, students will study and explore the experience of Latino Americans both historically and in terms of contemporary issues. Students will explore

statistics and the diverse ethnic groups living in the United States within the Latino minority. What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans? What role did Latinos play in the growth and development of the United States? How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the United States? To what extent has immigration impacted the political, social, and economic realities of Latino Americans? How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States? What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans?

Sample Assignment: Working with a partner, students will create a digital presentation for their classmates. Presentations will (1) select one group within the Latino American minority (e.g., Mexicans, Panamanians, etc.), (2) explain the political, social, and economic reality of the group selected within the United States, (3) demonstrate an understanding of the impact of United States immigration policies on this group, and (4) be grounded in evidence.

African American Unit

In this three-week unit, students will study and explore the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on the post-WWII Civil Rights Movement. What role did African Americans play in the growth and development of the United States? What role did self-determination play in the trajectory of the African American community? How did political power develop within the African American community and how has this power evolved to work effectively with changing power structures in the United States? Was the Civil Rights Movement the work of one person? What role did youths play in the Civil Rights Movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans?

Sample Assignment: Students will respond in writing to the following prompt: Select an issue facing African Americans today. Using methods employed by post-WWII Civil Rights activists, suggest a course of action that would lead to the resolution of the issue you selected. All recommendations must be grounded in evidence from text.

Muslim and Arab American Unit

In this three-week unit, students will study and explore the experience of Muslim and Arab Americans both historically and in terms of contemporary issues, with an emphasis on the post-9/11 environment. What role did Muslim and Arab Americans play in the growth and development of the United States? How did political power develop within Muslim

and Arab American communities and how has this power evolved to work effectively with changing power structures in the United States? How has the racialization of Muslim and Arab Americans changed since 9/11? How have post-9/11 sentiments in America changed the way Muslim and Arab Americans and Arab-looking individuals see themselves? What have been some of the shifts in their understanding of race? What challenges continue to face Muslim and Arab Americans? What opportunities do students have to enact positive change for Muslim and Arab Americans?

Sample Assignment: Working with a partner, students will interview an individual who identifies as Muslim and/or Arab American and create an oral presentation for their classmates in which they tell their interviewee's story. Presentations will consider the interviewee's background, consider the impact of 9/11 on the interviewee and their family, and consider the impact of 9/11 on Muslim and/or Arab communities.

Ethnic Studies (Stockton Unified)

Basic Course Information

Record ID: GEFW2L

Institution: Stockton Unified School District (68676), Stockton, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

This Ethnic Studies course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. This course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. The focus is around the experiences of African Americans, Asian Americans, Latinos/as, and other racialized peoples in the United States. Students will be engaged in both intellectually and emotionally rigorous content constructed around issues of ethnicity, identity, service, and social justice. Students will research and examine how twentieth-century events reveal power, privilege, ethnocentricity, systemic oppression, and cultural hegemony that influence their individual experiences into the twenty-first century.

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit 1: Introduction to Ethnic Studies and Identity

In this introductory unit, students will explore the meaning of words such as "race" and "ethnicity" as they pertain to individuals and communities. How do we define our various identities: national, state, local, and community? How do we perceive ourselves and how do others perceive us? Who is the in-crowd and who is the other? What is the process of our identity formation? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? How has the perception of hyphenated Americans changed over time, both within and between ethnic groups? The overall objective of the Identity Unit is for students to explore themselves and how they fit into society.

Objectives:

- Learn the theoretical foundations and lens of Ethnic Studies
- Understand and apply ethnography research and methods
- Research the student's family history and roots
- Understand the dynamics of how race, ethnicity, and gender play a role in the construction of one's identity
- Define the term "narrative identity," and explain the cultural functions that narrative identity serves
- Create projects that illustrate the intersectionality of how race/ethnicity, gender, nationality, and culture structure the student's identity topics:
    - Geography/environment and how it influences identity
    - Race/ethnicity/culture and how it influences identity
    - Socioeconomic status and how it influences identity
    - Self-perception and how one is perceived

Assessments: Students will participate in a Socratic seminar using notes taken from research from a variety of sources about the concepts of social construction of race and social construction of identity. Students will analyze a teacher-selected documentary film, collect documents of their own history, and interview (oral history) family members to write a 500-word autobiographical essay in which they reflect on how race, ethnicity,

nationality, and culture have shaped their identity. Students will participate in a "Know Thy Selfie" project. The students will analyze selfie photos of themselves and write a reflection essay outlining their findings.

Unit 2: Immigration, Migration, and Movement

This is a survey unit to establish settlement patterns and understand the geographic composition of the United States communities. There will be primary focus on immigration patterns/waves and maps of the United States focusing on the following.

Asian Immigration (Chinese, Japanese, Southeast Asian, etc.): Topics will include WWII exclusionary policies and practices toward Asian Americans, WWII Asian American internment camps, Filipinos and Japanese in agricultural labor during the 1900s, and construction of the railroad in the US. What role did Asian Americans play in the growth and development of the United States? How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the United States? What challenges continue to face Asian Americans?

European Immigration (Italian, Jewish, Polish, Irish, Serbian, etc.): Topics will include history and waves of European immigration to the United States and the role World War I, World War II, the Cold War, the Iron Curtain, and communism played in immigration policies and their effects on populations of immigrants. Students will participate in the analysis and discussion of economic opportunities, escape from religious persecution, humanitarian crisis, famine, and labor trends for wealthy, skilled, and unskilled workers. What have been the United States government policies that have accelerated or slowed European migration to the United States?

Latin American Immigration (Mexico/Mexican Revolution, El Salvadoran Civil War, etc.): Topics will include historical experiences such as the Mexican–American War, Treaty of Guadalupe Hidalgo, *Mendez v. Westminster*, Zoot Suit Riots, Bracero Program, Delano Grape Strike, Chicano/a Movement, El Plan de Santa Barbara, Salad Bowl Strike, Lemon Grove case, and la Causa; influential leaders such as Fred Ross, Cesar Chavez, and Dolores Huerta; and major themes such as immigration, colonization, labor issues, civil rights, racism, race relations, and gender relations, including laws such as Prop 187, AB 540, and the Dream Act. To what extent has immigration impacted the political, social, and economic realities of Latino Americans? How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States? What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans?

Middle Eastern Immigration (Syria, Pakistan, Iraq, Afghanistan, etc.): Topics will include the impact of Middle Eastern wars, Syrian refugees, and humanitarian crisis, and US immigration policies regarding selected ethnic groups. What is the history of Middle Eastern migration? What effect has migration of Middle Easterners had on the United

States in terms of labor and economic trends? What are some of the issues that face Middle Eastern migration today?

African Diaspora and Slavery: Topics will include goals and strategies of famous leaders, e.g., Dr. Martin Luther King Jr. and Malcolm X; the Civil Rights Movement, Reconstruction and Post-Reconstruction eras; the creation of the Declaration of Independence and the creation of a first and second governmental Constitution; the Black experience in the Civil War; and the history of transatlantic slave trade. How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans? Students will consider the Constitution and how slavery played a role in its development. Has it changed? How has society benefited? What did the Founding Fathers mean by "all men are created equal" when writing the Declaration of Independence? Questions to consider in this unit: How did we get here? Should the US reduce the number of people that are allowed to enter the country and work toward citizenship?

Objectives:

- Students will identify push and pull factors of migration, including the role war, natural resources, and ideology play in movement.
- Students will be able to compare and contrast factors surrounding immigration and emigration.
- Students will compare, contrast, and analyze various immigrant experiences and synthesize how they contribute to ethnic identity.
- Students will examine and critique the processes of acculturation and assimilation, weighing their potential positive and negative effects.

Topics:

- African Diaspora and Eastern European movement
- Connections to a group or groups in the acculturation/assimilation processes
- Reasons for and influence of migration of major ethnic groups
- Marginalization of ethnic groups

Assessments:

Interview an Immigrant Project: The interview will address an issue specific to the ethnicity of the person being interviewed, for example, immigration experience or experiences as a member of their ethnicity in school. The interview should be recorded and transcribed. Students must get a signed consent form to conduct the interview. They will have the choice to create a slide presentation, short film, or visual presentation, design

an illustrated comic book, or write an essay as a final product. The final product can then be presented to the class and/or shared with the school.

Research Project: Students will research information from primary and secondary sources about a specific marginalized group covered in this unit and prepare a project to present, incorporating examples of how the group was marginalized in the United States. Each presentation must include historical information from outside sources as well as visuals (maps, pictures, graphs, etc.). Students may refer to unit 1 content as needed to strengthen their examples of marginalization of the group. Students will be assessed on their use of primary and secondary sources, the strength of their evidence of marginalization, and their presentation skills. Through this assignment, and ultimately the students' presentations, students will learn how major ethnic groups within the United States have been historically discriminated against.

Debate:

Essential Question: Should the US reduce the number of people that are allowed to enter the country and work toward citizenship? Students will form debate teams to argue a position on the question. They must present researched evidence and logical reasoning and will be assessed on the strength of evidence provided and speaking and listening skills.

Unit 3: Power and Oppression

In this unit students will explore how race, gender, class, and sexual orientation affect various groups. Students will be examining current/recent examples of oppression. They will examine why they happen and how they happen, as well as the responses to that oppression. Students will also be able to examine the current role of the media in perpetuating oppression. Students identify their own stereotypes, including those that arose in the family narratives they created in unit 1. Students investigate the history of stereotypes by learning about eugenics and the genetic issues relating to race and racism. Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression. What is the dominant narrative in the US regarding ethnicity, race, class, and gender? How are dominant narratives formed? How does the mass media shape our lives and our perceptions of others? How do communities and individuals challenge the dominant narrative?

Objectives:

- Analyze institutional, interpersonal, and internalized oppression
- Analyze media stereotypes

- Analyze rights of governed and oppressed

Assessments:

Public Service Announcement: Based on these investigations, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression.

Resisting Controlling Images Project: In collaborative teams, students will create a video project that demonstrate how communities are resisting controlling images. Each team should reference the unit materials and give a specific example of how controlling images are being resisted in school or in local society. In this assignment students will build on the knowledge and concepts in the unit to apply them to an issue/topic they see in society. In the presentation they will explore the key issue(s) and how communities are seeking to address the problem(s).

Research essay: Students will write a research essay (about 1000 to 1500 words) analyzing causes, trends, and policies in regard to one specific marginalized group. Students will be assessed on the quality of research sources and validity of information incorporated into their essay.

Unit 4: Social Movement and Advocacy

In this final unit, students will study and identify contemporary issues of oppression or threats to identity in order to become advocates for their community. Students will use previous learnings to develop their own empowerment plan to address their identified community concern.

Objective:

- Students acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum.

Topics:

- Racism, LGBTQ rights, immigration rights, access to quality health care, income inequality, War on Drugs, school-to-prison pipeline, poverty, religious persecution, access to equitable public education, and gangs and violence

This unit contains a LGBTQ mini-unit in which students will go beyond the notion of individual, community, state, and national identity and develop an understanding and respect for the LGBTQ community. Additionally, students will be able to understand gender stereotypes and will be able to clarify their own values and feelings by participating in class discussions and writing exercises.

Assessment:

Action Research Project: Students will create an action research project in which they identify a problem/issue/conflict either locally or globally and craft a project that addresses the problem, in relation to a unit of the course. Their project should analyze the main issues of the problem, highlight what, if anything, is currently being done to stop it, and propose their solutions. This will be in the form of a written essay of no less than 1500 words. Through this assignment students will learn how to take a problem and develop a project out of that problem. They will then develop a poster board display/mural on this movement to be displayed at school and in the community.

Civil Rights Movements: Students will research a particular social or civil rights movement and examine how it is connected to the San Joaquin Valley. Throughout the unit, students will research a particular topic and show the origins and issue that the movement is addressing while linking it to issues in their own community. By applying the broad lessons of community-based social movements to their own experiences, students will learn valuable civic engagement strategies and link theory to practice. They will be producing this community-based knowledge to engage a broader discussion of these issues at school and in their communities.

Ethnic Studies (San Francisco Unified)

Basic Course Information

Record ID: CFQABT

Institution: San Francisco Unified School District (68478), San Francisco, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all.

Through historical documents and historical interpretations (both print and film), students will be able to (1) discuss their identities, including race, ethnicity, culture, and nationality, (2) describe the ways in which these categories are socially constructed and how they affect students' lives and the lives of others, (3) participate in grassroots community organization, and (4) explain the dynamics among internalized, interpersonal, and institutional oppression and resistance. This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid

understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives. The course gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States as well as our city.

Prerequisites

Modern World History, English 9/10, including Ethnic Experience of Literature, 2 years of other ELA, including CELT and ELD

Corequisites

(None)

Course Content

Introduction: What is Ethnic Studies? (1 week)

Students review or learn the concepts of "historical perspective" and "historiography as power" ("Why is history taught like this?" by James W. Loewen; excerpts from four world history textbooks on Columbus's voyages to the Americas). Students learn the origins of Ethnic Studies as an academic discipline at San Francisco State University in 1969 ("San Francisco State: On Strike," "At 40: Asian American Studies @ San Francisco State"). Students learn about the current efforts to ban Ethnic Studies courses in Arizona schools ("Arizona Law Curbs Ethnic Studies Classes" by Robert Mackey).

Unit 1: My story: Student identity and narratives (3 weeks)

Students (1) analyze the documentary "Race: The Power of an Illusion, Part 2: The Story We Tell" to learn the concept of the social construction of race and (2) collect documents of their own history to (3) write a 500-word autobiographical essay in which they reflect on how race, ethnicity, nationality, and culture have shaped their identity.

Unit 2: Historical case study: California Indians and how institutional oppression shapes individual identity (4 weeks)

Students read the Universal Declaration of Human Rights to identify the rights that all humans have been accorded since the mid-twentieth century. Students examine three sets of excerpts from primary source documents to identify particular rights that were denied to American Indians and the roles that six institutions played in the denial of those rights (economics, education, family, government/law, media, religion). One set of primary source documents is from the Spanish colonial period (Bartolomé de las Casas, Juan Ginés de Sepúlveda, and Francisco Palóu), one set is from the westward expansion of the United

States in the first half of the nineteenth century (Elias Boudinot, John Melish, and John O'Sullivan), and one set is from post-Gold Rush California (newspapers articles reprinted in *The Destruction of California Indians*). Based on this investigation, students conduct a grand jury investigation to address the question "Who was responsible for the physical and cultural genocide of California Indians?" Following the trial, students view and analyze the film *In the White Man's Image* to understand efforts to Americanize the surviving Indian population in the late nineteenth and early twentieth centuries by enrolling them in Indian schools. To conclude the unit, students write a 900-word persuasive essay to provide their individual answers to the question investigated by the grand jury.

Unit 3: Stories that shape me: An oral history project (4 weeks)

Students learn the history of oral traditions in cultures around the world and as a research tool in the discipline of Ethnic Studies ("Geographies of Displacement" by Nancy Raquel Mirabal). Students study examples of recent oral histories (*Underground America: Narratives of Undocumented Lives*, edited by Peter Orner). Students receive direct instruction on oral history methodology ("Step-By-Step Guide to Oral History" by Judith Moyer). Students conduct an oral history interview with a member of their family or another adult important in their lives, focusing on the concepts of race, ethnicity, nationality, and culture. Students transcribe the interview, create a 1,500-word historical narrative from the interview, and present the narrative orally to their classmates.

Unit 4: My stereotypes: Where stereotypes come from and how they shape my world (4 weeks)

Students identify their own stereotypes, including those that arose in the family narratives they created in unit 3. Students investigate the history of stereotypes by learning about eugenics and the genetic issues relating to race and racism (textbook, chapter 3; "Race: The Power of an Illusion, Part 1") and by analyzing film portrayals of Latinos, African Americans, and Asian Americans (*Latino Images in Film*, film clips from the UCLA Chicano Studies Research Center, *Ethnic Notions*, and *The Asian Mystique*). Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce public service announcements for distribution in their school that challenge particular stereotypes in terms of institutional, interpersonal, and internalized oppression.

Semester 2: Acting in my world

Unit 5: Our communities (5 weeks)

Students expand beyond their study of self and family during the first semester to study community during the second semester. Following an introduction to the various types of communities, students learn about the origins of race- and ethnic-based communities in cities in the United States ("Race: The Power of an Illusion, Part 3: The House We Live In") and a model for classifying the various ways in which race- and ethnic-based communities have resisted oppression ("Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework" by Daniel G. Solorzano and Dolores Delgado Bernal). Students apply the concepts of community and resistance they have learned to two historical case studies, Chinatown in San Francisco ("Chinatown" by Felicia Lowe) and Latino barrios in California (*Latino USA* by Ilan Stavans and Lalo Alcaraz and "The Barrioization of Nineteenth-Century Mexican Californians" by Antonio Ríos-Bustamante). Both case studies include a focus on segregation in education ("Doors to Opportunity" from the textbook for the *Tape v. Hurley* case in Chinatown and the Lemon Grove Incident for Latino communities). Students evaluate accounts of resistance from the readings and films in relation to Solorzano and Bernal's model of four types of resistance, which include reactionary, self-defeating, conformist, and transformational resistance. Students conclude the unit with a study of José Clemente Orozco's mural *The Epic of American Civilization* at Dartmouth College and then create their own two-sided piece of art that expresses on one side ways in which oppression controls and constricts communities and on the other side ways in which transformational resistance creates power within communities.

Unit 6: Community organizing (4 weeks)

Building on their knowledge of race- and ethnic-based communities, oppression, and resistance, students are introduced to the concept of community organizing. Students study examples of labor organizing during the Great Depression and World War II among African Americans (*Wherever There's a Fight* by Elaine Elinson and Stan Yogi, the film *Golden Lands, Working Hands, and Double Victory* by Ronald Takaki) and Filipino Americans (the preceding sources plus the film *Little Manila* and *On Becoming Filipino: Selected Writings of Carlos Bulosan*). Students identify oppression in terms of the Universal Declaration of Human Rights and analyze resistance in terms of Solorzano and Bernal's model (see unit 5). Students perform the play *The Romance of Magno Rubio* (based on a short story by Bulosan) and then create and perform a five-minute script for a play of their own that expresses their knowledge and feelings about what they have learned about the intersection of community, labor, and race.

Unit 7: Community-based social movements in the 1950s and 1960s (5 weeks)

Students learn how the community organizing that they studied in unit 6 blossomed into a social movement after World War II. Students study how other racial and ethnic groups joined the Civil Rights Movement initiated by African Americans (excerpts from *Eyes on the Prize* documentary). They explore the ways in which the ideology of eugenics had influenced the educational system in the United States (textbook, chapter 5) and then analyze the demands of African Americans, Latinos, Asian Americans, and American Indians to reform the educational system ("Black Panther Party Platform and Program," Oakland Community School, "Plan de Atzlán," the film *Walkout*, "On Strike!" by Karen Umemoto, and "A Brief History of the American Indian Movement" by Laura Waterman Wittstock and Elaine J. Salinas). Students compare and contrast the demands made by the various groups. Students analyze the efforts of these movements in terms of Solorzano and Bernal's model of resistance (see unit 5). Students compare educational issues from the 1960s and 1970s with their contemporary educational conditions and produce a manifesto that lists and justifies their demands for reform of the current education system. Students work in groups to put their demands into practice by preparing a lesson for students in a neighboring middle school on one of the topics they have studied in this Ethnic Studies course. The lesson embodies the changes the students would like to see in the educational system. Students teach the lesson to middle school students.

Unit 8: Learning service project (5 weeks, interspersed during units 5, 6, and 7)

Students build on their knowledge of communities (unit 5) and community organizing (unit 6) to design and implement a learning service project with a community organization in their neighborhood. Following a model of investigation and collaboration, students first conduct research on a neighborhood of their choice (either the school neighborhood or the neighborhood where they live). They use census data to create a demographic profile of the neighborhood, consult the city planning department to identify any relevant community studies, and conduct research in the local public library on the history of the neighborhood. They identify community-based organizations within the neighborhood, and, based on the services the organization provides or the issues it addresses, students choose one community organization to work with. Students further develop the oral history skills they learned in unit 3 by conducting an oral history with an activist in the community organization, with a focus on how the activist became involved with the organization, the nature of the activist's work, and the effects of the activist's involvement on their life. Students participate in one event important to the community-based organization and write a report summarizing their experience. The report concludes with ideas on how the student could apply the lessons learned in the learning service project within the school community.

Ethnic Studies – Academic Language Development 2 (San Juan HS, Citrus Heights)

Basic Course Information

Record ID: NC6PF5

Institution: San Juan High School (050582), Citrus Heights, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Ethnic Studies-Academ Lang Dev 2, 355008Y-1

Public Notes: (None)

Overview

The purpose of the Ethnic Studies: Academic Language Development 2 course is for long-term English learners to learn and apply interdisciplinary academic and literacy skills through a meaningful and relevant use of language applicable to general content courses, career, and college readiness under the ELD and ELA Common Core Standards using an Ethnic Studies and project-based approach. In doing so the students will, through structured instruction, employ the three communicative modes outlined in the California Common Core Standards: collaboration, interpretation, and production of oral and written academic language. Through an Ethnic Studies curriculum framework, students will learn and apply grade-level academic language, knowledge, and skills in meaningful and relevant ways. By reading and analyzing comparative and expository literature students will examine the history, language, values, and voices of diverse groups within the United States. Students will also identify common issues across groups and critically analyze, reflect on, and participate in (written and orally) the study of those social and culturally relevant issues.

Through primary sources and historical interpretations (in print, film, and music), students will research and articulate their identity as both an individual and a member of an intersection of ethnic and cultural groups as they explore their Educational Journeys.

This will also evaluate their literacy skills in reading, writing, speaking, and listening (unit 1); analyze text structures, purpose, and audience by examining various stereotypes and their effect on identity; examine how underrepresented groups celebrate their cultural and ethnic heritage through novels, film, and other media (unit 2); compare and evaluate oral histories and primary documents as an alternative to mainstream media's representation of experiences relating to how laws and language has affected generational differences and practice the exchange of information and ideas to make an analysis (unit 3); evaluate academic language for sociolinguistic purposes of the movements using primary documents of social justice movements and multicultural coalitions to evaluate language, literacy, and home skills as tools to create change (unit 4); justify social movements' strategies to build political and social alliances; and apply literacy skills and cooperative learning strategies to develop a Youth Participatory Action Research project (units 5–6).

This course is designed to provide key academic language, historical lessons, and critical literacy skills that empower students to articulate and address the social injustices they see and experience. Students will study a wide variety of perspectives in order to foster cooperation and understanding across ethnic and cultural boundaries, celebrating the multitude of ways people of all backgrounds contribute to United States history. This course prepares students for concurrent and subsequent courses in social studies and literature by developing academic skills in reading, critical analysis, and writing and by establishing a firm historical understanding of the development of ethnic identity in the United States. This ultimately enables students to make informed and empathetic decisions and recommendations as participants in the democratic process for social justice.

Prerequisites

Must be an English Language Learner, CELDT Levels 3–5

Corequisites

(None)

Course Content

This course is designed to provide key academic language, historical lessons, and critical literacy skills that empower students to articulate and address the social injustices they see and experience. This course is linked to Common Core Social Studies and English Standards, and the California English Language Development State Standards. Students will be able to demonstrate literacy skills using an Ethnic Studies curriculum through the following:

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Aligned with ELD standards students will be analyzing how writers and speakers

use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. This will be assessed in their writing assignments (two 500-word essays) for their reading of the supplementary books and through Socratic seminars and group discussions (units 1–3).

Determine the central ideas or information of a primary or secondary source and provide an accurate summary that makes clear the relationships among the key details and ideas. Students will analyze how writers and speakers use language resources depending on modality, text type, purpose, audience, and topic. Offer and justify opinions using academic language through structured discussions and written assignments. This will be assessed through the Educational Journeys PowerPoint presentation in unit 1 and the jigsaw activities in units 2 and 4.

Evaluate various explanations for key concepts in each assigned unit and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. This will be assessed through classroom discussion (via productive discussions using foldables, gallery walks, large and small group discussions and exit slips, and one-page reflections in all units that accompany readings), writing assignments: 250-word critical analysis of their choice of song lyrics, making three connections to the analysis from class, and journals written from the perspective of different groups in social movements.

Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address an essential question within a unit. Analyze how writers and speakers use vocabulary and other language resources for specific purposes. This will be assessed through each writing assignment: 1,000-word autobiographical essay, 500-word stereotype analysis, Pop-Up History Project, two 1,500-word oral history research papers, 500-word reflections after each program implemented through their Youth Participatory Action Research project, 1,000-word research paper on a social justice movement, and 2,000-word cumulative reflection after the social studies lesson.

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of key concepts and events within a unit, noting discrepancies among sources. This will be assessed through the following writing assignments: 1,000-word autobiographical essay, 500-word stereotype analysis, Pop-Up History Project, two 1,500-word oral history research papers, 500-word reflections after each program implemented through their service-learning project, 1,000-word research paper on a social justice movement, and 2,000-word cumulative reflection after the social studies lesson.

Conduct research projects based on essential questions, demonstrating understanding of key learning outcomes. Identify text structures and features through the study of literary, critical, and historical texts that promote students' positive self-images and validate students' home cultures, stories, and identities. This will be assessed through the following

writing assignments: two 1,500-word oral history research papers and 1,000-word research paper on a social justice movement.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research. Students will write literacy and informational texts to present, describe, and explain ideas and information, using academic language and appropriate technology. This will be assessed through the following writing assignments: 1,000-word autobiographical essay, 500-word stereotype analysis, the design of a pamphlet, two 1,500-word oral history research papers, 500-word reflections after each program implemented through their service-learning project, 1,000-word research paper on a social justice movement, and 2,000-word cumulative reflection after the social studies lesson.

Practice writing, reading, speaking, and listening strategies through text genres that promote cultural, historical, and critical understanding of, and empathy for, a variety of cultures and experiences in America.

Each unit has multiple opportunities to evaluate student writing and course content understanding, including the Educational Journey presentation (unit 1), group presentation of information (unit 2), oral history interviews (units 3 and 5), public awareness campaigns (units 2 and 3), Youth Participatory Action Research (units 4 and 5), a middle school social studies lesson (unit 6), current event journals, community participation reflections, and short answer reading quizzes. Students will be informally assessed through student-led discussion, Socratic seminars, large and small group discussions, and exit slips.

Unit 1. Assessing Literacy Skills: Educational Journey – The Formation of Ethnic Identity

How has my educational journey and life experiences shaped who I am?

Students will learn about how Ethnic Studies is both "identity-based" and also a "critical theory of power" that interrogates multiple structures of hierarchy and inequality ("Transforming Ethnic Studies: Theorizing Multiculturalism, Diversity, and Power" by Manning Marable) in order to understand the links between racism, sexism, homophobia, and power. Students will then chart their own intersectionality as a basis for further inquiry in the study of how and why they are shaped by individual experience and group membership. Students will understand the link between place and identity in order to begin a case study on the impact hierarchies of power in Citrus Heights, California have on cultural and ethnic identity.

Students will then analyze the variety of ways identity is defined, created, and contested, linking the following topics back to hierarchies and power: Labels and Identity: Victor M. Rios's book *Street Life: Poverty, Gangs, and a Ph.D.*, Howard Zinn's *A People's History*

of the United States, chapters 1–3, and music videos and lyrics from songs about the Sacramento area to further deconstruct ethnic identity as tied to place (music videos and lyrics from local artists). Students will then write a 250-word critical analysis of their choice of song lyrics about Sacramento, making three connections to the analysis from class. Poetry about "claiming" Sacramento and how residency and belonging forge an ethnic and cultural identity (poems by local artists, such as José Montoya from the Royal Chicano Air Force and members of Zero Forbidden Goals, poems written by other youth from the Sacramento Area Youth Speaks). Students will emulate the style of the poets and develop their own style, writing a poem about life in the Citrus Heights/Sacramento area. Movies and the significance of neorealism as a form of authentic representation in contrast to the "Hollywood myth" (*Los Angeles Plays Itself*, directed by Thom Andersen, plays from local Sacramento theater, Teatro Espejo). Students will write a one-page reflection about the ways movies shape the way they see the city. Students will receive direct instruction on the history of the Sacramento area, from native communities to Spanish colonization, rancheros, development, redlining, and gentrification. Students will practice using Cornell-style notes. Geography: Students will first draw their own maps of the Citrus Heights and Sacramento area based on their perception of where they believe different ethnicities and socioeconomic classes live. They will then compare these maps with maps derived from 2010 census data. They will then write a one-page reflection on the similarities and differences between their perceptions of geography and the realities based in data, linking this back to how geography shapes ethnic and cultural identity. Students will create and present a 25–30 slide multimedia presentation in groups of four that explains the correlation between ethnic and cultural identity formation, power hierarchies, and one of the following topics (student choice): art, music, language, food, environment, politics, violence, jobs, technology, or literature. During presentations, students will take notes for subsequent use in their autobiographical essays. The presentation also helps students develop public speaking and listening skills in a safe environment. These skills will support students in their second semester service-learning project of teaching a social studies lesson at the middle school level. See the Key Assignments section for more detailed information on that assignment. The unit will culminate with a 1,000-word autobiographical essay on how their identity is shaped by any of the following aspects of Sacramento: history, art, movies, music, language, oral history, geography, food, economic and political opportunity, and literature. Students will draw key vocabulary and cultural context from their notes, poem, and one-page reflections from the unit to help them articulate the scope and complexity of factors that influence identity at both an individual level and as a member of an intersection of groups.

Unit 2. Text Structures, Purpose, and Audience: Inventing Images, Representing Otherness

How is identity created, contested, and altered?

Students will be introduced to the concept of critical race theory as they highlight and discuss the Morris reading in small groups (Wesley Morris, "Fast Forward: Why a Movie About Car Thieves is the Most Progressive Force in American Cinema"). This essay will serve as a model for each student's subsequent critical analysis of stereotypes in various mediums. Students will then learn how scholars and critics deconstruct Latino (*Latino Images in Film*), African American (*Ethnic Notions*, *Good Hair*, *Madea's Witness Protection* trailer), and Native American stereotypes (video clips: *The Savage*, *Arrowhead* trailer, *Avatar* trailer, *Dances with Wolves* trailer, *The Last Samurai* trailer, trailer) and evaluate the validity of these critiques (in regard to their autobiographical essays from the previous unit) in large and small group discussions. They will examine the intersection between the representation of gender and ethnicity (*Miss Representation*) and then compare these portrayals with examples of films directed and starring underrepresented groups (*Smoke Signals*) and understand strategies to disrupt the negative effects (such as internalized oppression and the justification of violence) caused by stereotypes (B*rainwashed: Challenging the Myth of Black Inferiority* by Tom Burrell, "The Negro Artist and the Racial Mountain" by Langston Hughes) through a foldable activity that compares and contrasts these strategies. Students will then use the readings and coursework as a model for critical analysis. Students will select an example from contemporary popular culture and then write a 500-word analysis of how it either perpetuates or subverts stereotypes.

Students will then trace the historical and economic roots of these stereotypes and their effects on identity and representation through reading *Caliban and Other Essays* and a group project. In groups of four, students will engage in a jigsaw activity from an assigned chapter in *A Different Mirror* (chapters 3–8). Students are responsible for summarizing their assigned section in three key points and will then design a physical activity or perform a skit to present the information to the class. The physical activity or skit along with the paraphrased delivery of key terms and concepts will engage students in the subject matter and allow students of different learning styles to access the information. Building off the presentation from unit 1, students will continue to develop their public speaking and listening skills, empowering students to find their voice and take initiative in their own education and the education of others (both in this unit and again in their service-learning projects). By the end of the series of presentations, students will have at least eight pages of notes that will be used in future activities.

Students will then work in groups of three or four to synthesize their knowledge of history (using their presentation notes) and their critical analysis of popular culture (500-word analysis) to create a pamphlet for distribution in their school (in the 9th grade Freshman Seminar class) that challenges ethnic and gender stereotypes and offers strategies for

disrupting and subverting the negative effects of stereotyping (including alternative forms of representation in the media and suggestions for further reading). This project begins the process of fulfilling the course purpose in that students will apply what they have learned toward direct action, implementing a systematized campaign for social justice at their school.

Unit 3. Exchanging Information and Ideas: Language and Law – Oral History Project (5 weeks)

How does law and language affect generational differences?

In this unit, students will compare and evaluate oral histories as an alternative to mainstream media's representation of ethnicity by conducting their own oral history research. Students will first understand the differences and similarities different groups experiences and build empathy and understanding of various experiences from World War II (*A Different Mirror*, chapter 14). Students will evaluate the language that was used in history for different laws and legal outcomes for various ethnic groups in the US. In this process, students will explore the relationships between previous generations and their modern generation by reading the chapter and writing a diary entry for each subsection in the chapter (six total: Japanese Americans, African Americans, Chinese Americans, Mexican Americans, Native Americans, Jewish Americans) from the perspective of a person of that group during that time period. Students will then learn how oral history can be used as a tool for research ("Colonize This!" and "Femme-Inism: Lessons of My Mother" in *Colonize This!*, edited by Daisy Hernandez and Bushra Rehman, "Fathers, Daughters, Citizens, and Strongwomen: El hambre y el orgullo" in *Translation Nation*, edited by Héctor Tobar) and compare the experiences from the readings to that of the stereotypical images from the previous unit in small and large group discussions. In small groups of four, students research recent examples of oral histories (*Yell-Oh Girls!*) that are in written form, and compare them with recorded oral histories (StoryCorps). Students will express their findings in a silent carousel activity to further illustrate and unpack the significance of the acoustic impact of oral history.

Students conduct an oral history interview with a member of their family or another adult important in their lives (using the "Great Questions List" or "Question Generator" from StoryCorps [https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link2] or by developing their own questions based on their autobiographical essay from unit 1), focusing on the concepts of ethnicity, nationality, language, and culture. Students will transcribe the interview and then write a 1,500-word historical narrative from that transcription. Students will then present the narrative to their classmates. This presentation may either be from memory or students may record and edit their interview using the open-source web software Audacity (http://audacity.sourceforge.net/) to incorporate music and sound effects. The presentation will focus not only on the storytelling aspect, but also on the method—how oral history can be used as a tool for research and how this research subverts and counteracts the destructive stereotypes discussed in the previous unit.

Unit 4. Practicing Academic Language for Sociolinguistic Purposes (e.g., disagreeing, agreeing, questioning, and adding ideas during discussions and in writing): Civil Rights Movements for Ethnic Minorities in the US

How do the civil rights movements use language and skills as a tool for their cause?

A major focus of the second semester is to take the lessons learned from the previous semester and put them into direct action. Students will engage in two projects that service their school community, while simultaneously learning about how social change was implemented in the past—so that they can better implement it in the present. During units 4 and 5 students will work in groups of six to eight to establish and implement a social justice program at their school. This program will last between four and six weeks and consist of activities and/or events founded around the principles and themes addressed within the course. For more information on these two projects, please see the Key Assignments section.

The focus of unit 4 will be to provide students with models of social justice movements to guide their own social justice initiatives. In this unit students will learn why these movements were formed and what they accomplished. Linking back to what students learned about intersectionality in the first unit, students will learn about the shared struggles of women, African Americans, and LGBTQ+ people (supplemental materials from Rethinking Schools [https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link3] and Zinn Education Project [https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link4]) as each group fought for social justice. To engage the material, students will participate in a jigsaw activity similar to the jigsaw activity in unit 2. However, this jigsaw activity will build upon the skills developed in the previous activity by doubling the groups up on each chapter. Students will take notes as they did in the previous jigsaw, and also fill out exit slips for each presentation. This will allow students to evaluate not only the content of the lesson, but also the effectiveness of their delivery. This will ultimately prepare them for their work in the service-learning projects in units 4 and 5.

Students will also study how to gain political power through activism, organization, and mobilization. Students will learn about the historical roots of the Chicano Movement and how Chicanas grappled with racial hostility and sexual politics as they empowered themselves to find their own voice and perspective on campuses and in the Chicano Movement ("Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Chicana Campus Organizing" in *¡Chicana Power!: Contested Histories of Feminism in the Chicano Movement*), examine the role people of mixed race play in anti-racist activism ("Organizing 101: A Mixed-Race Feminist in Movements for Social Justice" in *Colonize This!*), and compare and contrast various social justice party platforms ("The Black Panther Party Platform 1966," FightBack! News "The Brown Berets: Young Chicano Revolutionaries," Souls "Yellow Power: The Formation of Asian-American Nationalism in the Age of Black Power, 1966–1975," American Indian Movement Grand Governing Council

"A Brief History of the American Indian Movement"). This will be done through analyzing the reading in large and small group discussions. Using the information from the readings and their notes, students will design a how-to guide or comic that illustrates the process that one of the social justice groups went through to enact social change. The how-to guides will be distributed at their school site in order to motivate other students to get involved in working toward social justice.

The unit will culminate in a written assessment in which students will synthesize the information from their notes, the reading, and their how-to guide into a 1,000-word research paper that analyzes why a social justice movement formed, what contributions it made, and how it implemented successful strategies for social change. This written response will synthesize primary and secondary sources from class readings and will respond to one of the essential questions from the unit.

Unit 5. Cooperative Learning Strategies and Justifying: Common Goals

How do groups build political and social alliances?

Continuing their work in serving the school community, students will begin to implement their projects during this unit. Students will shift their focus from studying civil rights groups toward studying labor rights groups and anti-war protesters and be introduced to the concept of community organizing. Students will study examples of labor organizations during the Great Depression and World War II (videos: *Golden Lands, Working Hands,* Part 2: No Danger From Strikes Among Them, Part 3: Bombs and Ballot Boxes, and Part 9: Against the Tide) and during the 1970s (*Harlan County, USA*). Students will compare and contrast these examples and analyze how unions can be used to build communities across ethnic and cultural boundaries through large and small group discussion. Students will then compare and contrast labor organization to anti-war protests (readings: *A People's History of the United States* chapter 18, "The Impossible Victory: Vietnam," supplemental articles from Zinn Education Project [https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link5]) through a one-page reflection. Students will then discuss the way anti-war protests unite communities across ethnic boundaries through large and small group discussion.

Ultimately, students will research whether these methods of community organization are still relevant today by interviewing a union representative, a veteran, or an anti-war protestor. Students will transcribe the interview and write a 1,500-word reflection on the connections between the interview, their studies, and their own service-learning project.

Unit 6. Our Community: Using Literacy Strategies to Evaluate and Analyze

How does intersectionality affect political and social power in our community?

At this juncture, students will shift focus toward working on their second group project in which they will apply their knowledge from their previous social justice campaign and

from all of the units covered throughout both semesters to create a 20-minute interactive middle school social studies lesson that celebrates the diversity of the high school and encourages middle schoolers to participate in making their school (and eventually the high school) a safe space and place of equality. During this unit, students will revisit their work with intersectionality in order to guide their lesson planning—helping them strive toward a social studies lesson that is inclusive, rather than exclusive. Students will then create a lesson plan using backward design that is aligned to middle school social studies standards. To gather feedback in order to make adjustments to their lesson and to gauge the success of their lesson, students will create an exit slip to check for understanding in order to determine the success of their lesson.

Interspersed through this planning process, students will understand how intersectionality affects the social, economic, and political power of individuals within their own ethnic group and in relation to other ethnic groups by reading chapter 12, "The Convergence of Passing Zones: Multiracial Gays, Lesbians, and Bisexuals of Asian Descent," in *The Sum of Our Parts: Mixed-Heritage Asian Americans*; "Minotaur," "Gift Giving," "Wayward," and "The Anthropologists' Kids" in *Mixed: An Anthology of Short Fiction on the Multiracial Experience*; and chapter 13, "Sangu Du Sangu Meu: Growing Up Black and Italian in a Time of White Flight," in *Are Italians White?: How Race is Made in America*. As students read, they will keep a journal. After each assignment, students will write a one-page reflection that links the take-home message from each reading to the social justice curriculum they are developing as a group. Students will discuss these readings and their one-page reflections in their small groups. These reflections will help students tailor their lesson toward inclusion of all aspects of students' identities.

Before students present at the middle school, they will teach their lesson to their class to practice and gain feedback from exit slips to make adjustments to their lesson. After the lesson at the middle school, students will individually write a 2,000-word reflection about their experience planning, teaching, and analyzing the exit slips, connecting their lesson and rational for their implementation to key concepts learned throughout the year in ethnic studies.

Writing Assignments

Unit 1: Students will write a minimum 250-word critical analysis of their choice of song lyrics about Sacramento, making three connections to the analysis from class. Students will emulate local artists or develop their own style, writing a poem about life in Citrus Heights. Students will write a one-page reflection about the ways movies shape the way they see the city. Students will write a one-page reflection on the similarities and differences between their perceptions of geography and the realities based in data, linking this back to how geography shapes ethnic and cultural identity. The unit will culminate with a minimum 1,000-word autobiographical essay on how their identity is shaped by any of the following aspects of Sacramento: history, art, movies, music, language, oral history,

geography, food, economic and political opportunity, and literature. Students will draw key vocabulary and cultural context from their notes, poem, and one-page reflections from the unit to help them articulate the scope and complexity of factors that influence identity both on an individual level and as a member of an intersection of groups.

Unit 2: The first independent reading assignment is due midway through this unit. Students will write a minimum 500-word reflection in which they synthesize the themes and central issues from two discussions from previous blog posts and two readings or class discussions from the current unit. This assignment adds empathic perspective and therefore compliments the examples from history and popular culture. Students will select an example from contemporary popular culture and then write a minimum 500-word analysis of how it either perpetuates or subverts stereotypes.

Unit 3: Students will explore the relationships between previous generations and their modern generation by reading the chapter and writing a diary entry for each subsection in the chapter (six total: Japanese Americans, African Americans, Chinese Americans, Mexican Americans, Native Americans, Jewish Americans) from the perspective of a person of that group during that time period. Supplemental readings will include incorporating Russian Americans and Ukrainian Americans to include local student demographics. The second independent reading assignment is due midway through this unit. Students will write a minimum 500-word reflection in which they synthesize the themes and central issues from two discussions from previous blog posts and two readings or class discussions from the current unit. This assignment builds off the previous independent reading assignment in that the outside reading texts (to a certain degree) show the struggle of generational difference. The oral history project seeks to build bridges across generational difference and facilitate dialogue, so that students may learn from their family's (or a close adult's) rich cultural traditions and heritage. Students will transcribe the interview with a family member or other close adult figure in their life and then write a minimum 1,500-word historical narrative from that transcription. Students will then present the narrative to their classmates.

Units 1–3: Students will write a minimum 500-word essay that summarizes, responds to, makes connections with, and asks questions of a current event article. They will then lead the class in a short (five-minute) class discussion on the implications of the event and the connections to discussions, key terms, historical events, and readings from the current unit. Students will write a minimum 500-word reflection that summarizes their experience and explains what they liked and didn't like about the event, to be turned in by the end of the semester. This will inform their programming work during the second semester.

Unit 4: The unit will culminate in a written assessment in which students will synthesize the information from their notes, the reading, and their how-to guide into a minimum 1,000-word research paper that analyzes why a social justice movement formed, how language affected a law or laws, what contributions it made, and how it implemented

successful strategies for social change. This written response will synthesize primary and secondary sources from class readings and will respond to one of the essential questions from the unit.

Unit 5: After each activity and/or event in their participatory action project, students will write a minimum 500-word reflection that summarizes the successes and failures of their group and themselves. This will help shape the success of their next activity and/or event in relation to the group's specific and measurable goals and mission statement. The number of completed reflections will be dependent upon the number planned by the group, as actions and activities will depend upon their scale and goal. Students will compare and contrast these examples and analyze how unions can be used to build communities across ethnic and cultural boundaries through large and small group discussion. Students will then compare and contrast labor organization to anti-war protests through a one-page reflection. Students will transcribe the interview with a veteran, union member, or anti-war activist and write a minimum 1,500-word reflection on the connections between the interview, their studies, and their own service-learning project.

Unit 6: As students read, they will keep a journal. After each assignment, students will write a one-page reflection that links the take-home message from each reading to the social justice curriculum they are developing as a group. After the lesson at the middle school, students will individually write a 2,000-word reflection about their experience planning, teaching, and analyzing the exit slips, connecting their lesson and the rational for their implementation to key concepts learned throughout the year in ethnic studies.

Instruction Focus

One of the main focuses of ethnic studies is translating historical lessons and critical race theory into direct action for social justice. This section will address the instructional methods used to develop the content knowledge and skills necessary for student empowerment and social action on a school and community level. While direct instruction and modeling are used to introduce new concepts (such as defining intersectionality and tracing Native American history in Sacramento in unit 1 and defining critical race theory, stereotypes, and internalized and externalized oppression in unit 2), learning will also take place through small and large group discussion. Varying group size from pairs to quads to groups of six will allow for intimacy and participation in a variety of ways, thus giving students of different comfort levels the ability to participate and engage in the curriculum. This helps build the community, trust, and empathy necessary to have honest discussions about subjects that may be uncomfortable for students to otherwise discuss. This is especially true for students who are addressing their own privileges and disadvantages. Because building empathy and fostering alliances and solidarity are paramount to social justice work, inward refection through journaling (especially coupled with reading assignments) and dialogue that both systematically develops student voices and active listening skills are used widely throughout each unit.

In unit 1, students begin by charting their identities. This topic is already familiar to students in Freshman Seminar (a class mandatory for all freshman), which begins with a unit on identity and the "us versus them" dichotomy. This activity therefore acts as an "into" activity for students, allowing them to attach new information to what they already know. They will then enhance their understanding of their identity through the variety of one-page reflections, readings, discussions, and group work (multimedia presentation) within the unit. The progression of assignments and careful reflection throughout the unit will culminate with a writing assignment, which will serve as the beginning of students' ability to articulate their own identity and allow them to empathize with others, recognize their privilege, and work toward understanding the systems that cause inequality in their school and their city. Intersection will be revisited again through reflection and group discussion in units 2, 4, and 6. Revisiting this concept through discussion will act as a "spiral staircase," allowing students to further reflect and refine their understanding of how hierarchies of power can cause internal and external conflicts.

Developing group work skills and the content knowledge for why and how a group functions is key toward collective action for social justice. That is why students work in groups in a variety of ways: presenting a multimedia presentation (unit 1), jigsaw activities (units 2 and 4), public awareness campaigns (unit 2), oral history research projects (unit 3), and literature circles (throughout units 1–3). Many of these group projects focus on teaching and presentation skills, which ultimately help students develop public speaking and listening skills in a safe environment. These skills will support students in their second semester service-learning projects (the campaign in units 4 and 5), especially in terms of presenting the social studies lesson at the middle school level. Because Ethnic Studies is a multidisciplinary course, students will access and present content knowledge in a variety of ways. In jigsaw activities (units 2 and 4) students will present information to the class through a physical activity or skit. In units 3 and 5 students will research and present oral history projects, with the option either to present from memory or to mix and edit the interview into a sound file. In unit 2 students will design and distribute a pamphlet, and in unit 4 students will design and distribute a how-to guide or a comic book. These activities allow students of a variety of learning styles to access the material and then demonstrate their mastery.

In many ways, the instructional methods parallel the progression of topics from unit to unit, contributing toward student empowerment on an individual level in semester 1 and the activation of that empowerment toward social justice in semester 2. When students first learn about the factors that shape identity in unit 1, they are reflecting and working in groups to better understand themselves, to move toward self-actualization. They then build on that knowledge in unit 2 by tracing the historical and economic roots of stereotypes and how they impact identity through an increasing amount of collaboration. When students are writing essays in unit 1 in order to articulate their point of view, they are working collaboratively to disseminate the information they have learned about how to

counteract stereotypes in unit 2. In unit 3 students then explore how oral histories are used as a research tool to further counteract stereotypical forms of representation. This research empowers students to claim their own histories and curate more accurate forms of representation. Unit 4 begins with the translation of lessons from social justice movements toward the application of these concepts in a service-learning program at their school site—this work is made possible through the groundwork of the individual reflection and group work skills cultivated by their first semester's work. This work also builds upon the current event presentations and community participation activities. When students bridge the gap between their community, current events, and the curriculum, they can better understand how what they learn fits into the world around them. Unit 5 builds off of unit 4 in that students will be implementing their service-learning program. To assist in the refinement of their program, students will continue to read and write reflections connecting lessons learned in the classroom to their direct action in their school community. These systematized metacognitive exercises assist students in analyzing their group's process, to ultimately determine whether that process is helping them achieve their goal. The culminating activity in unit 5 is another oral history project, but this time the focus is not on how oral histories influence sense of self, but on analyzing effective methods for community organization (connecting the work of veterans, union members, or anti-war activists to the work students have done at school). Again, students are reflecting in groups, and connecting what they learn about effective forms of community organization to their own practice. Lastly, students will synthesize all of the content knowledge, experience, and skills gained throughout the class to present a social studies lesson at the middle school level. This culminating assignment is the marriage of theory and practice, allowing students not only to take charge of their own education, but to also take part in the education of others.

Reading Circles

Independent reading and literature circles are an integral part of the class, as Ethnic Studies emphasizes an interdisciplinary method as a means to unpack the intersections of race, gender, sexuality, and class. The independent reading will be interspersed throughout the first semester, with one book completed per nine weeks. Students will take part in weekly discussions in literature circles. Students will bring two discussion questions to the group (one level 2 question and one level 3 question). Students will record their discussions on the course website in the form of a blog post. Students will take turns as weekly recorders. These blog posts will form the basis for their written reflections once they have completed the text.

Desired Learning Outcomes: Students will make connections between cultural texts (literature, art, music), their studies, and their lives. Students will cultivate a positive self-image and have their stories, cultures, and identities validated and promoted through literary, critical, and historical texts. Students will bridge differences and gain a greater

cultural, historical, and critical understanding of, and empathy for, a variety of cultures and experiences in America.

Assessments: Students will take part in weekly discussions in literature circles. Students will bring two discussion questions to the group (one level 2 question and one level 3 question). Students will record their discussions on the course website in the form of a blog post. Students will take turns as weekly recorders. A pacing guide for each text insures that students know what chapters they need to read each week. At the end of each nine-week period, students will write a 500-word reflection in which they synthesize the themes and central issues from two discussions from previous blog posts and two readings or class discussions from their current unit.

Current Events Journal

In order for students to become engaged members of the community and effective and active participants in the democratic process, they must be engaged in discussions on the events that affect them at a local, state, national, and international level.

Desired Learning Outcomes: Students will become engaged members of the community. Students will be informed on current local, state, national, and international events so that they may be effective and active members of the democratic process.

Assessments: Students will present a brief (1¬–2 minute) overview of a current event of their choice to the class once per semester. Before their presentation, they will write a 500-word essay that summarizes, responds to, makes connections with, and asks questions of the article. They will then lead the class in a short (5-minute) class discussion on the implications of the event and the connections to discussions, key terms, historical events, and readings from the current unit.

Community Participation

In order to foster ties to the community, network, and support local and school programming, students must attend two community events per semester.

Desired Learning Outcomes: Students will foster ties to the community and network with community members, bridging the gap between the school and the community. Students will support local and school programming.

Assessments: Students will write a 500-word reflection that summarizes their experience and explains what they liked and didn't like about the event, to be turned in by the end of the semester. This will inform their programming work during the second semester.

Unit 1: Representing Sacramento: The Formation of Ethnic Identity

Students will chart their own intersectionality as a basis for further inquiry in the study of how and why they are shaped by individual experience and group membership. Students will write a 250-word critical analysis of their choice of song lyrics about Sacramento, making three connections to the analysis from class. Students will emulate local artists or develop their own style, writing a poem about life in Citrus Heights. Students will write a one-page reflection about the ways movies shape the way they see the city. Students will practice using Cornell-style notes. Students will first draw their own maps of Sacramento and Citrus Heights based on their perception of where they believe different ethnicities and socioeconomic classes live. They will then compare these maps with maps derived from 2010 census data. They will then write a one-page reflection on the similarities and differences between their perceptions of geography and the realities based in data, linking this back to how geography shapes ethnic and cultural identity. Students will create and present a 25–30 slide PowerPoint presentation in groups of four that explains the correlation between ethnic and cultural identity formation, power hierarchies, and one of the following topics (student choice): art, music, language, food, environment, politics, violence, jobs, technology, or literature. During presentations, students practice Cornell-style notes. The unit will culminate with a 1,000-word autobiographical essay on how their identity is shaped by any of the following aspects of Sacramento: history, art, movies, music, language, oral history, geography, food, economic and political opportunity, and literature. Students will draw key vocabulary and cultural context from their notes from the unit to help them articulate their identity as an individual and as a member of an intersection of groups.

Unit 2: Stereotypes and Representation

Students will select an example of contemporary popular culture and then write a 500-word analysis of how it either perpetuates or subverts stereotypes. Students will then trace the historical and economic roots of these stereotypes and their effects on identity and representation through reading *Caliban and Other Essays* and a group project. In groups of four, students will engage in a jigsaw activity from an assigned chapter in *A Different Mirror* (chapters 3–8). Students are responsible for summarizing their assigned section in three key points and then will design a physical activity or perform a skit to present the information to the class. The physical activity or skit, along with the paraphrased delivery of key terms and concepts, will engage students in the subject matter and allow students of different learning styles to access the information. Building off the presentation from unit 1, students will continue to develop their public speaking and listening skills, empowering students to find their voice and take initiative in their own education and the education of others (both in this unit and again in their service-learning projects). By the end of the series of presentations, students will have eight pages of notes. The first independent reading assignment is due midway through this unit. Students will write a 500-word

reflection in which they synthesize the themes and central issues from two discussions from previous blog posts and two readings or class discussions from the current unit. This assignment adds empathic perspective and therefore compliments the examples from history and popular culture. Students will then work in groups of three or four to synthesize their knowledge of history (using their presentation notes) and their critical analysis of popular culture (500-word analysis) to create a pamphlet for distribution in their school (in the grade nine Freshman Seminar class) that challenges ethnic and gender stereotypes and offers strategies for disrupting and subverting the negative effects of stereotyping (including alternative forms of representation in the media and suggestions for further reading). This project begins the process of fulfilling the course purpose in that students will apply what they have learned toward direct action, implementing a systematized campaign for social justice at their school.

Unit 3: Oral History Project

Students will explore the relationships between previous generations and their modern generation by reading the chapter and writing a diary entry for each subsection in the chapter (six total: Japanese Americans, African Americans, Chinese Americans, Mexican Americans, Native Americans, Jewish Americans) from the perspective of a person of that group during that time period. The second independent reading assignment is due midway through this unit. Students will write a 500-word reflection in which they synthesize the themes and central issues from two discussions from previous blog posts and two readings or class discussions from their current unit. This assignment builds off the previous independent reading assignment in that the outside reading texts (to a certain degree) show the struggle of generational difference. The oral history project seeks to build bridges across generational difference and facilitate dialogue, so that students may learn from their family's (or a close adult's) rich cultural traditions and heritage. In small groups of four, students research recent examples of oral histories (*Yell-Oh Girls!*) that are in written form and compare them with recorded oral histories (StoryCorps). Students will express their findings in a silent carousel activity to further illustrate and unpack the significance of the acoustic impact of oral history. Students conduct an oral history interview with a member of their family or another adult important in their lives (using the "Great Questions List" or "Question Generator" from StoryCorps [https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link6] or by developing their own questions based on their autobiographical essay from unit 1), focusing on the concepts of ethnicity, nationality, language, and culture. Students will transcribe the interview and then write a 1,500-word historical narrative from that transcription. Students will then present the narrative to their classmates. This presentation may either be from memory or students may record and edit their interview using the open source web software Audacity (http://audacity.sourceforge.net/) to incorporate music and sound effects. The presentation will focus not only on the storytelling aspect, but also on the method—how oral history can be used as a tool for research and how this research subverts and counteracts the destructive stereotypes discussed in the previous unit.

Unit 4: Social Justice and Civil Rights Movements – Semester 2 Group Project (interspersed through units 4 and 5, weeks 1–12)

Activism and action is a heavy focus of ethnic studies. It is not simply enough to learn about historical moments and agents of social justice, students must be empowered to be agents of social justice. The teacher will select groups of six to eight students. These groups will work cooperatively to establish and implement a social justice program. This program will last four to six weeks and consist of activities and/or events founded around the principles and themes addressed within the ethnic studies course.

Desired Learning Outcomes: Students will develop agency and become empowered to create social change. Students will apply their knowledge of strategies from both historical and current models of social change to develop and implement a social justice campaign, which may be any combination of the following: an activity, organized protest or action, guest speaker, panel of speakers, assembly, play, documentary, workshop, information leaflet, school board proposal, advertising campaign, community service project, or research study. Students are by no means limited to the previous list; it serves merely to provide examples of actions or events that might be implemented throughout the course of their campaign. Students will take ownership of their educational outcomes by designing the parameters of their success. (Goals must be specific and measurable.) Students will understand how to run a campus or social organization by maintaining a clear vision through creation of a mission statement, establishing clearly defined roles for each member of the team and creating procedures and a timeline to achieve their goals.

Assessments: Each group will create a mission statement. Each group will create a list of specific and measurable goals. Each group will create a specific list of clearly defined roles for each group member. Each group will create a timeline and set of procedures for completing each activity and/or event. After each activity and/or event, students will write a 500-word reflection that summarizes the successes and failures of their group and themselves. This will help shape the success of their next activity and/or event in relation to the group's specific and measurable goals and mission statement. The number of completed reflections will be dependent upon the number planned by the group, as actions and/or activities will depend upon their scale and goal. To engage the material, students will participate in a jigsaw activity similar to the jigsaw activity in unit 2. However, this jigsaw activity will build upon the skills developed in the previous activity by doubling the groups up on each chapter. Students will take notes as they did in the previous jigsaw, and also fill out exit slips for each presentation. This will allow students to evaluate not only the content of the lesson, but also the effectiveness of their delivery. This will ultimately prepare them for their work in the service-learning projects in units 4 and 5. Using the information from the readings, students will design a how-to guide or comic that illustrates the process that one of the social justice groups went through to enact social change. The how-to guides will be distributed at their school site in order to motivate other students to get involved in working toward social justice. Students will synthesize

the information from their notes, the reading, and their how-to guide into a 1,000-word research paper that analyzes why a social justice movement formed, what contributions it made, and how it implemented successful strategies for social change. This written response will synthesize primary and secondary sources from class readings and will respond to one of the essential questions from the unit.

Unit 5: In addition to the service-learning project, students will participate in the following assignments. Students will compare and contrast these examples and analyze how unions can be used to build communities across ethnic and cultural boundaries through large and small group discussion. Students will then compare and contrast labor organization to anti-war protests through a one-page reflection. Students will interview a union representative, a veteran, or an anti-war protestor. Students will transcribe the interview and write a 1,500-word reflection on the connections between the interview, their studies, and their own service-learning project.

Unit 6: All Mixed Up! Living on the Intersections of Identity Semester 2 Group Project – Middle School Social Studies Lesson (interspersed through unit 6, weeks 13–18)

Students will apply their knowledge from their previous social justice campaign and from all of the units covered throughout both semesters to create a 20-minute interactive middle school social studies lesson that celebrates the diversity of the high school and encourages middle schoolers to participate in making their school (and eventually the high school) a safe space and place of equality.

Teaching future generations of students and establishing a consistent message about what students care about, and what students are dedicated to, is paramount to the continued success of both ethnic studies and first year seminar. The goal is to educate middle school students and give them the skills necessary to make high school a safe space and a place of equality. This activity will also foster a bridge between high school students and middle school students, as well as instill a sense of community responsibility—they are not responsible for establishing social justice only for themselves, but for future generations of students. Students will be positive role models for incoming students.

Desired Learning Outcomes: Students will develop agency and become empowered to educate middle school students about social justice. Students will take ownership over their educational outcomes by designing the parameters of their success (goals must be specific and measurable). Students will understand how to create a lesson plan through backward design, establishing desired learning outcomes, and establishing assessment questions in the form of an exit slip.

Assessments: Students will create a lesson plan using backward design that is aligned to middle school social studies standards. Students will create an exit slip to check for understanding in order to determine the success of their lesson. Students will teach the lesson to their class to practice, and gain feedback from exit slips to make adjustments to their lesson before they present at the middle school. After the lesson, students will individually write a 2,000-word reflection about their experience planning, teaching, and analyzing the exit slips, connecting their lesson and the rational for their implementation to key concepts learned throughout the year in ethnic studies.

Introduction to Ethnic Studies (San Diego Unified)

Basic Course Information

Record ID: JT6M95

Institution: San Diego Unified School District (68338), San Diego, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

This course presents an interdisciplinary study of traditionally marginalized populations in the United States—specifically African American, Asian American, Chicana/o-Latina/o, and Native American—through a social justice pedagogy and perspective. In Introduction to Ethnic Studies, students will investigate, analyze, and evaluate how constructs of race, class, gender, and sexuality intersect with notions of power and privilege to impact the African American, Asian American, Chicana/o-Latina/o, and Native American communities' struggle toward self-determination and social justice in the United States. Traditionally, the experiences and contributions of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the American historical narrative have been noticeably absent, thus requiring the need for students to engage in an academically rigorous and more inclusive historical and contemporaneous analysis of these respective communities to more accurately reflect their contributions and experiences as central, and not marginal, to the American historical narrative.

Prerequisites

(None)

Corequisites

English 1, 2

Course Content

Unit 1 – Building a Classroom Community

Students will build a community of trust and accountability within the classroom. This atmosphere is required as students explore their own identities and appreciate the identities of others. Through numerous texts, including excerpts from *Freedom Writers*, *The Autobiography of Malcolm X*, *I Am Joaquín*, *The Joy Luck Club*, *Lakota Woman*, *I Know Why the Caged Bird Sings*, and *Juliet Takes a Breath*, students will analyze the concepts of responsibility, respect, empathy, honesty, loyalty, work ethic, study habits, character building, belief, self-Improvement, self-reflection, mindfulness, problem solving, resiliency, and social justice. The exposure to various narratives, points of view, and perspectives will develop the students' understandings of themselves and their classmates. Students will gain a strong sense of self. Students will build bridges and develop a strong communal classroom culture that enables critical discussions to take place that push them academically. Students will develop better oral and speaking skills by drawing from the concepts addressed to engage in dialogue, activities, experiences, and presentations, such as restorative community-building circles. Students will demonstrate the creation of a sustainable collective community classroom culture through poetry, reflective writing, artistic expressions, and oral presentations. The culminating project will be a written personal narrative and empathy walk wherein students will share their stories and be assigned a sibling in the class to create a collective narrative of common struggle.

Unit 2 – Maslow's Hierarchy of Needs

Students will be introduced to and demonstrate understanding of Maslow's Hierarchy of Needs. Starting with Maslow's 1943 article "A Theory of Human Motivation," students will address the following topics: physiological needs, safety and security needs, love and belonging needs, and esteem needs. Further exploration into Maslow's Hierarchy of Needs will include delving into trauma-informed care and stress-related issues as described by the scholarly work of Jeffrey M. Duncan-Andrade (2008) and Nadine Burke Harris (2014). Students will understand that every person is capable of having and desires to have their needs met so that they can reach the pinnacle of self-actualization—which is required for engaged students, actively engaged in their own learning. The culminating project will require students to use Maslow's Pyramid of Needs as a framework to read several case studies in order to identify and evaluate the root cause of the issues that plague all members of society. They will participate in numerous Socratic seminars to develop their own analysis and positions in order to write an argumentative editorial that will be submitted for public distribution.

Unit 3 – Elements of Identity

The topics that students will address through the Elements of Identity unit are as follows: an analysis of scholarly literature on the origins and historical and contemporary meanings of the identities/names of African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans that have been assigned/forced upon them by dominant society (external forces), as well as the identities/names that these respective communities have self-determined and embraced (internal forces). Students will investigate, analyze, and evaluate the scholarly literature (including titles included in unit 1) that describes processes of identity formation as a fluid, not static, process amongst these identified populations, who all have a diversity of identities. Students will investigate, analyze, and evaluate how the concepts/constructs of race, class, gender, im(migrant) status, language, and sexuality impact identity formation of African Americans, Asian Americans, Chicana/os-Latina/os, and Native Americans through an analysis and evaluation of scholarly literature. Students will compare and contrast how the social and historical processes of assimilation and acculturation have impacted African American, Asian American, Chicana/o-Latina/o, and Native American identity formation.

Drawing upon the scholarly literature to include African American, Asian American, Chicana/o-Latina/o, and Native American history, literature, and poetry, students will write an informative essay that identifies the historical origins and contemporary meanings of the identities/names of the aforesaid populations. Additionally, students will affirm their chosen ethnic/cultural identity or identities drawing from the scholarly literature, history, literature, and poetry of African Americans, Asian Americans, Chicana/os-Latina/os, and Native Americans—as well as drawing from their lived experiences. Through this informative essay, students will engage in the following: utilizing supporting evidence taken from the research, history, literature, and poetry in their writing to affirm a given position; writing a critical analysis of research, history, literature, and poetry accompanied by a critical self-reflection to synthesize and/or distinguish it from their lived experiences; and developing a critical consciousness on the significance of naming themselves and their worlds, which constitute processes of self-determination and self-actualization.

Unit 4 – Against Our Identities: Resistance, Survival, and Accommodation

The concepts of colonization, hegemony, forms of oppression (e.g., racism, classism, sexism, heterosexism, homophobia), prejudice, stereotypes, and discrimination will be identified, analyzed, and evaluated in historical and literary texts and through media relative to the experiences of and impact on African Americans, Asian Americans, Chicanas/os-Latinas/os, and Native Americans within the United States. Specifically using Howard Zinn's A *People's History of the United States* and Claude M. Steele's *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*, students will explore the engaging topics of stereotype threat and resilience. Additionally, students will identify, analyze, and evaluate historical and literary text and media on how African Americans, Asian

Americans, Chicanas/os-Latinas/os, and Native Americans have worked to resist, survive, and at times accommodate colonization and oppression within the context of American history. Furthermore, students will critically examine models of resistance to colonization and oppression of African American, Asian American, Chicana/o-Latina/o, and Native American communities within historical and contemporary contexts and determine the various resistance models' applicability to themselves and their respective communities, as well as to intergroup collaborations between these aforesaid communities.

The culminating assessment for this unit will be a performative piece which will demonstrate student mastery of the concepts and constructs of colonization, hegemony, forms of oppression (e.g., racism, classism, sexism, heterosexism, homophobia), prejudice, stereotypes, and discrimination. The performance piece can take the form of a debate, teatro (skit), poetry/spoken word, music/song, and/or dance. In addition to a formal teacher assessment, the students will also assess their peers on their performance piece.

Unit 5 – Introduction to Universal Declaration of Human Rights

Students will explore the 1948 Universal Declaration of Human Rights (UDHR) through writing prompts, readings, and discussions. These exercises will lay the foundation and enable students to master the spirit of the UDHR to help guide them in the subsequent units, which includes a juxtaposition of UDHR with the Bill of Rights included in the US Constitution. Students will also compose a reflective narrative essay using the Universal Declaration of Human Rights, The Cosmic Race, and The Great Civilizations of Central and South America to address the following prompts/essential questions: What do we have in common with others? With our neighbors? In my community? With our borders? Do all of us have a history? Is one history greater than others?

Students will conduct an ethnographic study wherein they will interview a community member, family member, or friend that immigrated to the US and share their story. The project will include an introduction to several aspects of empirical cultural research, including identifying a subject for study, collecting data, coding and analyzing data, and writing and presenting research findings.

Unit 6 – Social Movements and Historical Figures

Students will examine the historical contributions and significance of social movements and historical figures. Using the textbook (Zinn's *A People's History of the United States*) and other primary and secondary sources, students will critically analyze global independence movements and revolutions, abolition of enslavement, and rights movements (of all marginalized peoples, for example Asian, African American/Black, Chicano/a, Indigenous, Latino, Pacific Islander, and LGBTQ+ people, and Muslims and women). By shedding light on often untold histories, students will gain self-awareness and self-empowerment in order to become critical agents for change and active participants in their democracies.

The culminating project for this unit is to author a children's book that illustrates and tells a story of a historic figure or movement and the quest for human rights and justice. Students will review the elements of storytelling and bookmaking, including plot, conflict identification, and resolution. Students will be expected to share their books during an arranged visit to a neighboring elementary school or youth program.

Unit 7 – Contemporary Issues and Transformative Change

Using excerpts from Paulo Freire's *Pedagogy of the Oppressed*, students will study and identify contemporary issues of oppression or threats to identity in order to become advocates for their community. Some of the possible topics students will examine include: racism, LGBTQ rights, immigration rights, access to quality health care, income inequality, War on Drugs, school-to-prison pipeline, poverty, religious persecution, access to equitable public education, gangs, and violence. In this cumulative unit, students will use previous learnings to develop their own empowerment plan to address their identified community concern.

Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum by (1) creating a student organization or club by adhering to district policies on the creation of a club or organization (rationale, mission statement, goals, constitution, bylaws, application, etc.); (2) developing an action research project that includes context and rationale, literature review, methodology for data collection, collection of qualitative and quantitative data, analysis of data, findings, and recommendations; or (3) doing an alternative project with customized assessment that reflects the rigor of the provided projects (to be mutually agreed upon in a timely manner—for example, three weeks prior to the due date). All projects will be publicly exhibited at a scheduled Ethnic Studies Forum, wherein parents, faculty, and community members will have opportunities to provide feedback.

AFRICAN AMERICAN STUDIES COURSE OUTLINES

African American Literature (Crenshaw Arts–Technology HS, Los Angeles)

Basic Course Information

Record ID: LLR6FT

Institution: Crenshaw Arts–Technology High School (053910), Los Angeles, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: English

Discipline: English

Grade Levels: 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): African American Literature

Public Notes: (None)

Overview

In this course, students will be exposed to numerous African American writers from a variety of times and places. In looking at literature through the lens of the African American community, students will grapple with the cultural struggles and successes represented in the text, from past to present. At the same time, students will analyze the style, influences, motivations, and contributions each writer has made to literature as a form of communication and expression. Students will look closely at the connection between historical events and African American literature, as well as major themes and ideals that are still relevant today, including equality, freedom, race versus ethnicity, and many others.

Prerequisites

English 9, English 10

Corequisites

(None)

Course Content

In all units presented below, students will study the literature in conjunction with relevant historical content. The knowledge learned from past and current history classes will aid students in deepening their knowledge of the connections made in this course, thus including an element of interdisciplinary learning. Additionally, each unit contains elements of reading, writing, listening, speaking, and language; however, the standards noted below represent the focal point of the unit. Most selections come from the primary textbook, those marked with an asterisk (*) indicate that it is part of a supplementary text.

Unit 1: African American Vernacular

Beginning with this mini-unit, students look closely at the vernacular history of African Americans. Focusing on inspiration, message, and style, students will use/come back to this knowledge to see how written literature has taken from this tradition. Students will read and listen to oral literature, read and analyze information texts about vernacular, and create an oral text to depict major issues in current times.

Sample selections: African American folktales (e.g., "What the Rabbit Learned"), Spirituals (e.g., "Go Down Moses"), Blues (e.g., "Backwater Blues" by Bessie Smith)

Correlated CCSS: Reading Literature 1–7, Reading Information Text 1–7, Speaking and Listening 1–6

Sample Lesson/Activity: In order to introduce students to the inspiration and message of African American spirituals, students begin by recording what they remember about slavery (in mini-groups) on large pieces of paper. After briefly reviewing the events of slavery, a spiritual is given to students in written form and is either sung or played (via audio). Students are asked to annotate with purpose, using a guiding question regarding the purpose of the spiritual. Finally, students are led through a class discussion in which the spiritual is orally analyzed line by line; at the 50 percent mark, students are released to analyze the rest.

Unit 2: Slavery and Freedom (1746–1865)

Building on the established knowledge of slavery in America, students read and analyze literature that is founded and inspired by the lives of slaves and their subsequent fight for, and attainment of, freedom. At this point, students will analyze literature for various themes and will establish a solid understanding of the distinction between race and ethnicity and how that will shape not only the experience of African Americans, but the

literature as well. Focusing on narrative from this time period, students will write an analysis that looks closely at the characteristics of a slave/freedom narrative.

Sample readings/selections: Sojourner Truth: *Ain't I a Woman?*, Harriet Jacobs: *Incidents in the Life of a Slave Girl*, Frederick Douglass: *Narrative of the Life of Frederick Douglass* (selections)

Correlated CCSS: Reading Literature 1–7, Reading Informational Text 1¬–7, Writing 1–10, Language 1–6

Sample Lesson/Activity: One characteristic of slave narratives is centered on the way the narrative begins. In order to introduce this element, students are given the first couple of paragraphs of three slave narratives. Students are asked to annotate all three, highlighting any similarities found. Students are then asked to share their findings with their mini-groups. Sending two representatives for each group, students are asked to record (on the board), things noticed about how the narrative began and about the descriptions and recollections of parents. After a class discussion on the results, students are given a little information about two common characteristics (declaration of status as a slave and description of parentage). Finally, with the new information in mind, students are asked to add to their annotations of the narrative.

Unit 3: Reconstruction and the Black Renaissance (1865–1919)

During this unit, students will look at the change that the Reconstruction brought for the African American community and the rise of autobiographies during this period. Using skills to analyze nonfiction texts, students will look at the knowledge gained in the first two units and use inference, comparison, and analysis to determine how literature of the Reconstruction and Black Renaissance period fit with the vernacular and narratives of slavery and freedom. Building from the details of a slave/freedom narrative, students will analyze the shift to the autobiography, the similarities to previous narratives, and the messages contained within the text.

Sample Readings/Selections: Booker T. Washington: *Up from Slavery*, W. E. B. Du Bois: *The Souls of Black Folk*, Anna Julia Cooper, Alice Moore Dunbar-Nelson

Correlated CCSS: Reading Literature 1–7, Reading Informational Text 1–7, Writing 1–10, Language 1–6

Sample Lesson/Activity: After recalling knowledge of the Reconstruction period, students work to analyze Booker T. Washington's text *Up from Slavery*. Students begin by freewriting about what life must have been like for a slave and what their emotions would have been toward themselves, their masters, and the plight they were face with. After sharing those reflections with peers students read an excerpt from Washington's text, guided with the question: Based on what you have read and seen, does this accurately reflect the life and

emotions of slaves? Students discuss both sides of this question, going back to evidence within the text that supports their opinions. After the discussion, students are given information about common criticisms of Washington's text and are asked to discuss and brainstorm the following question in groups. If it is assumed that Washington wrote this text as a strategy, what could his reasons be for doing so? Use the information discussed, notes on common criticisms, and the text itself to brainstorm reasons and provide support.

Unit 4: The Harlem Renaissance (1919–1940)

Focusing on the events of the Harlem Renaissance and the migration that occurred during this time, students will read texts to analyze inferences the text holds and what those inferences say about the purpose of the text, its message, theme, and connection to the events happening during that time. During this unit, students will complete a creative assignment that will allow them to explore different perspectives and place themselves within the world they are reading about.

Sample Readings/Selections: Zora Neale Hurston: *Their Eyes Were Watching God*,* Isabel Wilkerson: *The Warmth of Other Suns*,* Nella Larsen: *Passing*, Langston Hughes: "Afro-American Fragment," "Dear Lovely Death," "Mulatto," "Song for Billie Holiday"

Correlated CCSS: Reading Literature 1–7, Reading Informational Text 1–7, Speaking and Listening 1–6

Sample Lesson/Activity: After learning about the migration that African Americans took during this period of time, students read Zora Neale Hurston's book *Their Eyes Were Watching God*, analyzing for common elements of the great migration and other common events and cultural and artistic experiences of the Harlem Renaissance. After reading about the first time Janie leaves, students are asked to reflect on the reasons why African Americans left their homes during the migration and compare that to the reason Janie leaves. The reflection is done both in written form and through oral discussions, then student findings are discussed in class and relevant information is added (by the teacher) when necessary.

Unit 5: Realism, Naturalism, and Modernism (1940–1960)

Students will learn about realism, naturalism, and modernism from the African American perspective. Looking at various texts, including poetry and drama, students will analyze and explore the connections between the ideals expressed, how they are present within the texts read, the historical events at the time, and the strategies used by the writers analyzed.

Sample Readings/Selections: Toni Morrison: *The Bluest Eye*,* Gwendolyn Brooks (poetry), James Baldwin (works such as "Everybody's Protest Novel" and "Princes and Powers"), Richard Wright (works such as "The Ethics of Living Jim Crow: An Autobiographical Sketch")

Correlated CCSS: Reading Literature 1–7, Reading Informational Text 1–7, Language 1¬–6

Sample Lesson/Activity: In poetry, word choice is very important, especially when trying to communicate experiences from the perspective of a culture. Here, students analyze poetry through the usage of pragmatics, purpose, and inference. Students are given a list of common words and are asked to define them, then they are given a list of sentences and are asked to define those same words within the context of the sentence. After discussing the idea of pragmatics and what role context plays in word meaning, the class reads through a poem by Gwendolyn Brooks. Students analyze the poem for complex words, their various meanings, and how those words can be used (and changed) to infer the poem's message.

Unit 6: Black Arts and the Contemporary Period (1960–present)

The final unit of the year will have students look at African American writers from the 1960s to the present. Students will look at well-known writers as well as the written text of musical lyrics to determine how literature has changed from the vernacular texts and slave narratives to modern works. The focus is on gaining a holistic perspective of the themes, messages, and tactics used by writers to communicate. Students will determine the many purposes of writing today, in addition to communication, and compare them with the purpose of writing in the past.

Final Assessment

The final assessment for this unit (and of the year) will have students look at their own family and/or nationality and trace the history. The aim is both to share experiences from different perspectives and to show how other cultures/backgrounds are similar to the African American perspectives that the class experienced throughout the year. In order for students to complete this unit, they will be required to demonstrate mastery of skills embedded in the following anchor standards.

Reading:

Key Ideas and Details 1–3, Craft and Structure 4, Integration of Knowledge and Ideas 7 & 9, Range of Reading 10

Writing: Text Types and Purposes 2 & 3, Production and Distribution of Writing 4–6, Research to Build and Present Knowledge 7–9

In addition to the anchor standards above, students will orally present their findings in front of an audience.

*Includes a Final Project: Students use reading, writing, speaking, and listening skills to complete a project.

Oral History Project: Students will construct a research paper and presentation from information read in nonfiction texts and collected from interviews with family members, including the oldest member(s) of their family or extended family. Students will also draw connections between their lives and the lives of any characters and/or themes covered in the primary or supplemental literature. The purpose is to give students the opportunity to research the history of other cultures and backgrounds by exploring, learning, and informing (for example, their classmates, families). The project has different options to ensure that students with various backgrounds can still complete all elements of it, such as researching.

Personal Ethnicity/Heritage Example: Research your personal ethnicity/heritage. What connections can you make between your ethnicity and African Americans? If you are researching African American heritage, integrate any experiences you have been exposed to that would relate to the information covered in class.

Family History Example: What is your family history? Interview family members and review any documents you have access to. Begin as far back as possible, thinking about where your family comes from in terms of geographical location as well as nationality. Also try to make connections between your own family history and some of the events and themes covered in class.

Race in America Example: Thinking about the difference between race and ethnicity, research the development of race in America and how that has influenced and shaped American culture. Finally, discuss the specific influence race has on African Americans as well as your own ethnicity.

History of a Certain Race/Nationality/Minority during a Specific Time Period Example: Research the history of Japanese individuals during the 1900s. Are there any connections to the history of African Americans during that time? Think about both historical events and hardships/achievements that both groups experienced.

Personal Identity Example: Think about your own identity and the "markers" that make you who you are; these markers, or identities, often are beyond the scope of race and ethnicity. Your task is to research the history of one particular identity that you hold or identify with.

This project will be presented using a multimedia platform such as PowerPoint, Google Presentation, or Prezi

Sample Readings/Selections: *The Autobiography of Malcolm X*, Martin Luther King ("Letter from Birmingham Jail"), Audre Lorde (works such as "Poetry Is Not a Luxury," "Walking Our Boundaries"), Amiri Baraka, Toni Morrison (*Sula*), Lucille Clifton (poetry), Alice Walker (works such as "Everyday Use," "Outcast," "Women"), Jamaica Kincaid (a selection from *Annie John*), Barack Obama ("A More Perfect Union")

Correlated CCSS: (Aspects from All CCSS Categories – Cumulative Unit/Project) Reading Literature 1–7, Reading Information Text 1–7, Writing 1–10, Language 1–6, Speaking & Listening 1–6

Sample Lesson/Activity: In order to gain a holistic perspective of African American literature and how it has developed, students need to recognize where the origins of this literature can be found and identify it in contemporary texts. Students are presented with the question: Where do you see evidence of African American vernacular and slave and freedom narratives in contemporary texts? Looking at T*he Autobiography of Malcolm X*, students begin by analyzing the beginning of the text to determine similarities to originating texts. Students are asked to answer the question using evidence in order to demonstrate their ability to recognize elements initially studied.

African American Literature (Castro Valley HS)

Basic Course Information

Record ID: L24B5W

Institution: Castro Valley High School (050500), Castro Valley, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: English

Discipline: English

Grade Levels: 11th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): AF American Lit, 0119

Public Notes: (None)

Overview

This junior level, yearlong course provides a comprehensive awareness and appreciation of African American texts, including novels, essays, and poetry from authors such as Toni Morrison, Langston Hughes, Zora Neale Hurston, and other selected writers. Students will study the accomplishments, history, and culture of African Americans through reading, writing, and discussion. This class is cored with a US History class that will focus on the role of African Americans within the American and global context. All students enrolled in the English course must also be enrolled in the US History class. In addition to covering the state and district requirements for US History and English, the courses are designed to provide enrolled students with an opportunity to explore personal identity and race, and to broaden their knowledge and understanding of the lives, culture, and contributions of African Americans in the United States. Students will read a myriad of American literature written primarily by African American authors. In each unit, students will focus on the historical importance of each piece, explore the literary techniques involved in the construction of the work, read supplemental articles, and discuss how the texts apply to academics and to the world today. Students will also write, and revise their writing, on the literature and the themes in the literature, and incorporate their writing in oral and multimedia presentations.

Prerequisites

Concurrent enrollment in AF Amer History

Corequisites

(None)

Course Content

Students will be initially assessed using STAR and CELDT scores to calibrate the initial rigor and instructional emphasis. Student's scores will determine the areas of weakness, both individually and as a group. Throughout the year, students will be formatively assessed daily, through teacher check-ins and checks for understanding. Also, student work will be reviewed and the students will be given feedback based on their work. Assessments will primarily be writing or presentation based and will be graded on the application of the skills, knowledge of the texts, and grammar. Formative assessments will be applied throughout the various units on a weekly basis for formal assessments and on a daily basis for informal assessments. Summative assessments will be administered at the conclusion of each unit and at the conclusion of each semester.

Students will be graded on the following scale for each quarter:

30% Class work and homework

30% Test and quizzes

40% Formal and informal writing

Students will be graded on the following scale for each semester:

40% First quarter

40% Second quarter

20% Final

Teachers will employ a scaffolded gradual release method for teaching skills and material. Students will go over material as a class through instructor-guided learning and activities. Students will then practice the skill in pairs or small groups. Finally, students will apply or practice the skill independently. This practice is designed to ensure that each student attains mastery within the construct of the gradual release scaffolding. In addition, students will go through a three-part learning process for each of the skills outlined in the California Common Core State Standards. First, students will be taught the definition of the specific skill through examples, direct instruction, and discovery learning. Second, students will learn to recognize the skill when it is applied by various authors in fiction and nonfiction texts. Finally, students will apply the skill in their own writing and/or oral

presentation. All lessons will build on prior knowledge and will be directed at completing a final project for assessment. Teacher will implement:

- One-on-one instruction
- Cooperative learning
- A scaffolded approach to instruction
- Direct instruction
- At-home learning
- Summative and formative assessments
- Checks for understanding
- SDAIE-friendly notes

Students will practice active listening while taking SDAIE-friendly notes. Students will practice active listening skills and speaking skills while engaging in academic discussions. Students will practice academic discussion techniques, such as maintaining eye contact, nonverbal affirmation, and the incorporation of previous dialogue in their responses to other students. Students will use texts and other resources to respond and comment during these discussions. These academic discussions will be highly scaffolded until students are able to master their discussion skills autonomously. Students will sharpen speaking skills through academic discussions, oral presentations, and cooperative learning activities. Students will deliver expository presentations from multiple texts as part of the curriculum. Students will also deliver narratives and learn how to use rhetoric to argue their positions as well as logically present their arguments to enhance the effect of their argument. Finally, students will learn how to adapt language to meet the occasion and audience.

Semester 1

Unit 1: The Mis-Education of the Negro

Explore the systems that control societies and cultures within societies in an effort to compare and contrast the ideas in the novel with the actions taken by Frederick Douglass in the *Narrative of the Life of Frederick Douglass*. Students will develop their comprehension, analytical, and critical thinking skills by applying the text to themselves, the world today, and other literary works. Students' work will culminate in an action plan to change a system of control that exists in the world today. In addition, students will work on their analytical/comparative skills by comparing and contrasting *Narrative of the Life of Frederick Douglass* with *The Mis-Education of the Negro*.

Unit 2: Beloved

Students will recognize and analyze narrative structure in the novel, selected poems, and stories. Students will also learn to apply the narrative structure to their own writing. In addition, students will learn stylistic and literary devices. Students will use the literary and stylistic devices employed by Toni Morrison in their own narrative. Students will also learn and apply argumentative skills in the form of an argumentative essay based on issues invoked by the literature.

Unit 3: The Ways of White Folks

Explore genre and specific literary devices used by Langston Hughes in an effort to understand his message and to gain the ability to apply those literary devices. Students will continue to study literary techniques as well as what makes them effective. Students will also work to create their own creative writing, in the genres of fiction and poetry. In addition, students will begin to work on literary analysis revolving around the themes in the work and how the author presents them stylistically.

Semester 2

Unit 4: Their Eyes Were Watching God

Students will be able to connect the events and ideas in the novel to other texts, historical events, and their own lives. Also, students will outline how the author's background has affected the telling of the story. Finally, students will define the messages that could still be applied to society today. Students will learn and utilize research skills in learning about the time period. Students will also continue analyzing the text and create an essay that assesses their analytical skill.

Unit 5: Invisible Man

Students will be able to read and discuss the novel, examine their own communities and identify "invisible" people, and connect personal experience to society as a whole. Students will work on analytical skills to identify these people in the novel. Students will use their critical thinking skills to identify these communities in their world today. Students will then create a research presentation that informs the class about a specific community that they have identified as invisible.

Unit 6: The Lit Circle Project

Students will read contemporary literature selected from a book list. Students will then analyze these books in small groups. Every day of the unit, the students will have specific tasks to perform, such as quote analysis, summary, word selecting, and question

generating. Students will work on analysis, oral communication, vocabulary and spelling, and comprehension skills.

Required Readings: *The Mis-Education of the Negro*, *Beloved*, *The Ways of White Folks*, *Invisible Man*, *Their Eyes Were Watching God*

Supplemental Readings: *A Raisin in the Sun*, *Vocabulary for the College-Bound Student*, *Black Boy*, *Pedagogy of the Oppressed*, *Kindred*, *The Bluest Eye*, *Native Son*, *Devil in a Blue Dress*, *If He Hollers Let Him Go*, *The Autobiography of Malcolm X*, *The Women of Brewster Place*, *Black Like Me*, *American Slavery, American Freedom*, *Uncle Tom's Cabin*, *The Strange Career of Jim Crow*, *Things Fall Apart*, *African People in World History*, *Cry, the Beloved Country*, *Beasts of No Nation*, *A Long Way Gone*

Also, various poems, articles, and short stories will be taught to supplement the curriculum.

Semester 1

Unit 1: The Mis-Education of the Negro

Process Grid for Systems of Control: This group project will be done collaboratively and individually. The process grid will outline the ways that society controls the larger segments of the population through a systematic approach to systems of control.

Action Plan: This group project will address one of the systems of control and make an action plan to change this practice in society. For example, if the system of control is an educational procedure which causes a disproportional number of African Americans to be excluded from higher level math and science classes, then the action plan would be directed at changing that system.

Individual Action Plan: This is an action plan done like the group action plan but on an individual basis and will tackle a different system.

Compare and Contrast Essay on Frederick Douglass and *The Mis-Education of the Negro*: This essay will compare the strategies that were implemented on Frederick Douglass that were outlined in *The Mis-Education of the Negro*, as well as what strategies he implemented to overcome these systems of control that were placed on him.

Unit 2: Beloved

Character Journal: Students will choose one of three main characters or an approved subordinate character and write a detailed account of their experiences at predetermined points in the novel

Vocabulary of the Narrative: Students will learn what specific writing conventions are endemic to the narrative structure. Students use this vocabulary when writing and discussing the novel or selected pieces.

Persuasive Essay: Students will write an argumentative essay on the legitimacy of the main character's infanticide. Students will be able to draw upon any articles read, research, interviews, and the text itself.

Narrative Writing: Students will create a narrative based on their own lives that uses techniques recognized in the text.

Summative Novel Test: A summative test will be administered containing questions about symbols, character, plot, and narrative structure.

Unit 3: The Ways of White Folks

Creative Writing Journal: Students will write creatively based on concepts and prompts generated from the work of Langston Hughes. In addition, students will be required to use rhetorical devices found in the works read in the unit.

Assertion Paragraph: Students will make assertions and analyze the literature based on their assertions on one piece or a group of pieces that share a thematic thread. This paragraph will cover all three levels of analysis and serve as a training ground for the literary analysis paper they will write as the assessment.

Publishable Creative Piece: Through editing and revision, one of the creative pieces will be made into a publishable piece. The class will create an anthology of their work.

Socratic Seminar: Students will generate questions individually. The class will then pick selected questions to address as a small group. In small groups, students will discuss the selected question in depth. Students will be assessed on the quality of answers, depth of knowledge, and insight.

Semester 1 Final

Students will write a compare and contrast piece detailing the similarities and differences in two of the three main texts read in the first semester. Students will also answer questions based on the key concepts discussed in each of the first three units.

Semester 2

Unit 4: Their Eyes Were Watching God

Close Read: Students will examine selections from the text. Students will gain full understanding through reading, answering questions, and discussing the selections. All questions will be constructed using the Common Core as a guideline.

Literary Analysis Exercises and Practice: Students will learn about analysis and how to construct effective analysis.

Assertion Paragraph: Students will make assertions and analyze the literature based on their assertions on the novel as a reinforcement of prior knowledge and preparation for an analytical essay to come.

Analytical Essay: Students will construct an analytical essay based on the themes present in the novel. Students will be expected to connect the text to their world, other texts, and their own lives.

Summative Assessment on the Novel: Students will demonstrate their knowledge of the novel and the themes present in the novel by completing a series of short answer questions.

Unit 5: Invisible Man

Close Read: Students will examine selections from the text. Students will gain full understanding through reading, answering questions, and discussing the selections. All questions will be constructed using the Common Core standards as a guideline.

Group project—The Powerlessness of Invisibility: In groups, students will identify how certain groups are excluded from society or parts of society and the effects of that exclusion. Groups will present their findings in an oral group multimedia presentation.

Individual Project—The Powerlessness of Invisibility: Students will identify how certain groups are excluded from society or parts of society and the effects of that exclusion. Students will present their findings in an oral presentation.

Cross-Curricular Project: Students will be involved in a cross-curricular project about how knowledge of the past informs the present and future. Students will construct a report about the causal relationship of knowledge and lack of knowledge in an expository essay.

Unit 6: The Lit Circle Project

Vocabulary Selection: Students will choose words throughout the text and study their meaning in an effort to add these words to their lexicons.

Daily Discussions: Students will break up into small groups where they will perform a team task and have a daily discussion based on the specific task that they were responsible for bringing to the discussion.

Fan Fiction: Students will use elements of fiction to construct an alternate ending to their selected novel. The ending will demonstrate their knowledge of the character, the story, and the author's style.

Unit Portfolio: Each student will create a portfolio that demonstrates the student's work and thinking during literature circle work. This portfolio will contain all individual work and writing from the unit.

Semester 2 Final

Oral History Project:

Students will construct a paper and presentation from interviews with the oldest member of their family or extended family. Students will tell the story of their subject through the lens of history and life in general. Students will also draw connections between their lives and the lives of any characters that they may have come across in the main or supplemental literature. This project will be presented using a multimedia platform such as PowerPoint.

- Persuasive essay (1000 words)
- Historical expository essay (1000 words)
- Response to literature (750 words)
- Reflective composition (750 words)
- Fictional narrative (500–1000 words)
- Vocational writing: job application and resume (1 page)
- Compare and contrast composition (1000 words)
- Multimedia presentation (10 slides)

Students will also write in-class essays to build writing skill or to assure mastery in a writing skill that has already been taught or retaught. Students will write a minimum of 10 papers throughout the year. In addition to the formal compositions, students will receive writing-based assessments at the conclusion of each unit of study. These written assessments will assess the student's knowledge of skills, texts, and writing conventions that they have studied throughout the course of each unit.

African American Studies (Burton Technology Academy HS, Los Angeles)

Basic Course Information

Record ID: EFZJR4

Institution: Alliance Judy Ivie Burton Technology Academy High School (054088), Los Angeles, CA

Honors Type: (None)

Length of Course: Half Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): African American Studies

Public Notes: (None)

Overview

African American Studies is a semester-long course that introduces cultural, geographical, historical, environmental, and political issues of the African American experience. Through research, the examination of works of art, historical documents, music, and film, students will study topics including (but not exclusive to) African civilizations, slavery and diaspora, the Black experience in the Americas (North, Central, and South), Civil War and emancipation, Reconstruction, migration, the Civil Rights Movement, and contemporary issues facing the Black community, as well as African American influence on US and world culture. In addition, students will be exposed to the African American experience through the study of customs, traditions, culture, economics, music, politics, and art. Through a variety of activities and modalities of instruction, students will gain greater understanding and appreciation of complex African American experiences and diversity. The study of African American culture, economics, politics, art, geography, history, and interaction within an international context will further develop student insight and identification as world citizens, while simultaneously developing critical thinking skills, research abilities, individual effort, and group collaboration.

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit 1: African American Studies: African Origins and Diaspora

Text: *Creating Black Americans*

Readings: "Africa and Black Americans," "Captives Transported," "A Diasporic People"

Unit 1 Goals: The goal of unit 1 is to introduce students to the origins of African American Studies by beginning at the source, Africa. Students will be exposed to the geography and ancient history of the African continent. This unit will also introduce students to the institution of slavery both in Africa and in the Americas. Students will attain an understanding of diaspora and the assimilation of African people in the Americas.

Themes: 1. Introduction to African American Studies – Students will receive an overview of the course and the various topics that will be covered during the semester. 2. The Negro Race: Ancient Egypt, Cush, and Ethiopia – Students will begin the course by identifying the geography of the African continent and making the connection to the studies of Afrocentrism and ancient civilizations of Egypt. 3. Africa: Ghana, Mali, and Songhay ¬– Students will study the ancient empires of Africa and, in particular, focus on the western region of Africa, which will prepare students for a greater understanding of the culture that was ultimately enslaved. 4. Slave Trade Narratives: Olaudah Equiano – Students will study the concepts of the Atlantic slave trade and the journey through reading Olaudah Equiano's account of the voyage. 5. The Atlantic Slave Trade and Forced Migration – Students will investigate the triangular process of the African slave trade and the participation of both Europeans and Africans in the capture and commerce of slaves. 6. The Middle Passage and Stages of the Journey – Students will learn the horrors of the sea journey that could take anywhere from a week to several months. Students will be exposed to materials that account for conditions, survival rates, and demographics of the passengers. 7. Dimensions of African American Religion ¬– Students will explore traditional African religions traditions and the conversion to Christianity as a group once arriving in the Americas. Students will study the fusion of these religions through Santeria and Candomblé. 8. Ethnicity and Race: Africans, Indians, Europeans, and Minority Status – Students will focus on the concept of race mixing of African slaves and the eventual adoption of cultural practices from Europeans and Native Americans, with a focus on the Black Seminoles of Florida.

Content

Phillis Wheatley On Being Brought to America, Fusion of Egypt, Ethiopia, Cush, Africa, and People of African Descent, Olaudah Equiano and His Interesting Narrative, Ethiopia Awakening, History of the Negro Race in America from 1619 to 1882, Ancient Ghana and Kumbi Saleh, Mali and Mansa Musa, Ethnic Ndongans and Jamestown (1619), Ten Million Slaves, Latin America and the Caribbean, Ayuba Suleiman Diallo and the Atlantic Slave Trade, Tom Feelings and The Middle Passage, End of Atlantic Slave Trade, Slavery in Brazil, Mortality Rates during the Middle Passage (15–20 percent), Indentured Africans, Tituba and Early Folk Religion, Harry Hosier – First Black American Methodist Preacher, Call and Response, Sometimes I Feel Like a Motherless Child, Benjamin Banneker – Math and Astronomy, Significance of Negro and One-Drop Rule

Major Assignments and Assessment

1. Journal Entry – From the Perspective of a Slave: Students will be introduced to the institution of slavery and the Middle Passage journey. They will take the perspective of a male/female/child/adult slave and compose a journal entry describing their personal struggle during their capture, voyage, and eventual life of servitude in the Americas.

2. Debate – One Drop Rule: Students will be separated into two groups. Each group will receive a primary source relating to the argument of what constitutes being Black. Students will use their primary sources to analyze opposing views and engage in an educational debate where they will be able to look at an important historical event through two different lenses. Source 1: Excerpt from Langston Hughes, *The Big Sea*. Source 2: Excerpt from the Racial Integrity Act. Purpose: The intent of the debate is to engage learners in a combination of activities that cause them to interact with the curriculum. Debate forces the participants to consider not only the facts of a situation but the implications as well. Participants think critically and strategically about both their own and their opponent's position. The competitive aspects encourage engagement and a commitment to a position. Debates require students to engage in research, encourage the development of listening and oratory skills, create an environment where students must think critically, and provide a method for teachers to assess the quality of learning of the students. Debates also provide an opportunity for peer involvement in evaluation.

3. Unit Vocabulary Jeopardy: Students will be responsible for knowing the key vocabulary terms of the unit and their definitions. They will provide relevant and specific examples related to the unit of study. They will complete vocabulary cards for each term in the unit.

4. Unit Quizzes and Tests: Each unit will include a formative and summative multiple-choice assessment that will cover the main concepts taught during the unit of study.

Unit 2: African American Studies: American Slavery and the Repercussions

Text: *Creating Black Americans*

Readings: "Those Who Were Free," "Those Who Were Enslaved," "Civil War and Emancipation"

Unit 2 Goals: The goal of unit 2 is for students to examine the lives of Africans and African-Americans once in the Americas. Students will study the impact of the American Revolution on slavery and early abolitionist movements. The unit will continue with the study of slavery in the United States with a comparison of northern and southern states. Students will learn the workings of the slave market and explore the variety of labor that slaves participated in. Students will ultimately explore the Civil War and the end of slavery in the United States.

Themes: 1. Black Soldiers in the American Revolution – Students will learn the tradition of battles that African Americans have engaged in since the inception of the United States. 2. Petitioning for Emancipation and Civil Rights – After the American Revolution, the concept of liberty applies to most, except African American slaves. Some initial abolitionist movements find limited success. 3. The Haitian Revolution of 1791 – Students study the successful slave revolts in Haiti and determine the factors (including a Black majority) that made Haiti an unlikely model for United States slaves to follow. 4. Free Black People: Work, Education, and Associations – Students begin to learn the difference between African Americans in the North and those in the South and the impact of peer groups in the Black community. 5. Black Abolitionists – With a focus on Frederick Douglass's *Narrative of the Life of Frederick Douglass*, students examine the efforts by Northern African Americans to bring an end to slavery. The relationship between white abolitionists and Black abolitionist will also be explored (with an emphasis on John Brown and the assault on Harper's Ferry). 6. The American Economy and Slave Labor – Students will understand the impact of and dependence on slave labor on the Southern economy. The effect of Eli Whitney's cotton gin on demand for increased slave labor will be a major component of the lesson. 7. The Institution of Slavery – Students learn the economic, political, and social aspects of slavery. Focus will be given to the slave market, one-drop rule, mulattoes, and separation of families. Excerpts from the *Narrative of the Life of Frederick Douglass* will be used. 8. Runaway Slaves and the Underground Railroad – Students focus on Harriet Tubman and the Underground Railroad movement (from Southern States to Canada). Students will also examine case studies of runaway slaves who head into Mexican territory. 9. Sectional Tensions Lead to War and the War against Slavery – Students learn the background of the American Civil War. The issue of state's rights and secession are examined with an emphasis on the inclusion of slavery as an issue. 10. Black Regiments in the Union Army – Students learn about the 54th Regiment and its role in the Civil War. Students focus on issues that include unequal pay, lack of officers, and discrimination in the military. 11. 1863 and Emancipation Proclamation – Students are exposed to the impact of the Emancipation

Proclamation and the fallacy that all slaves were emancipated through it. Students study the limited impact of the Proclamation on northern and border states.

Content

Quaker abolitionist Anthony Benezet, Massachusetts General Court and emancipation, Peter Salem and the Battle of Bunker Hill, Abolishment of slavery in Massachusetts (1783), The United States Constitution and the question of slavery, Census of 1790 (one-fifth African Americans), Fugitive Slave Act of 1793, David Walker's Appeal to the Coloured Citizens of the World (1829), Frederick Douglass, Southern cotton production, Exclusivity and white wealth in the South, Behind the Scenes: Or, Thirty Years a Slave and Four Years in the White House, The price of slave field hands, Slave lynching, Runaway slaves, the Underground Railroad, and Harriet Tubman, The Missouri Compromise and the Compromise of 1850, John Brown and sectional tension, Abraham Lincoln wins the election (1860), Emancipation Proclamation, United States Colored Troops and unequal pay

Major Assignments and Assessment

1. Persuasive Essay: Economics of Slavery—Agriculture or Manufacturing? Students will take a position and write an essay advocating for economic advantage of either the agricultural (Southern States) or manufacturing (Northern States) system. Both systems of economy were crucial in the survival of their respective regions: which system was more profitable/sustainable and why? Purpose: When writing a persuasive essay, students' purpose is to convince their audience to embrace their idea or point of view. Keeping this purpose in mind is the key to writing an effective persuasion. Identify your main idea or point of view. Your purpose will be to persuade your audience to accept this idea or point of view. Identify your audience. To write an effective persuasive essay, try to understand your audience. For example, are your readers undecided about your issue? Or are your readers hostile to your point of view? Considering your audience, identify the strongest supporting points for your persuasion. Identify the most significant opposing view. Explaining and then refuting the opposing view strengthens the credibility and scope of your essay.

2. Case Study: Toussaint Louverture. Students will be provided with "History Today: Toussaint Louverture" by Graham G. Norton and asked to analyze the following: What was the central problem that Louverture faced? Where there any secondary problems? What were the possible solutions to his dilemma? What would you have done? Why? Students will use a minimum of two sources to justify their solution to the Louverture case study. Their analysis should be presented in narrative form.

3. Unit Vocabulary Jeopardy: Students will be responsible for knowing the key vocabulary terms of the unit and their definitions. They will provide relevant and specific examples related to the unit of study. They will complete vocabulary cards for each term in the unit.

4. Unit Quizzes and Tests: Each unit will include a formative and summative multiple-choice assessment that will cover the main concepts taught during the unit of study.

Unit 3: African American Studies: Emancipation and Migration

Text: *Creating Black Americans*

Readings: "The Larger Reconstruction," "Hard-Working People in the Depths of Segregation," "The New Negro"

Unit 3 Goals: The goal of unit 3 is for students to trace the progress of African Americans after the end of slavery in the United States. Students will gain greater insight into the lives of newly freed African Americans and the efforts by the South to maintain the status quo through the use of laws (Black Codes). Students will compare post-slavery Southern life with that of the North (including African American self-perception through the study of the minstrel show and the Harlem Renaissance).

Themes: 1. Reconstruction and the reuniting of families – Students explore the effect of the Civil War on African American families, primarily in the South. Students examine cases of African Americans who flee to the North and those who stay behind. The Ku Klux Klan's impact on retention is evaluated. 2. Work and "Forty Acres and a Mule" – Students compare and contrast the availability of work for African Americans in the North vs. South. Students are introduced to the limited impact of the federal government's Freedmen's Bureau and failure of land distribution programs. 3. Education for freed people – Students continue with the compare/contrast method to evaluate the educational opportunities for free African Americans in the North vs. South. 4. Politics of the freed (voting and office) ¬– Students are exposed to various Black Codes adopted in the South after the Civil War, especially those relating to voting rights. Students explore the "literacy and understanding" tests adopted by several states in order to deny suffrage. 5. Sharecropping, debt, and prison – Students continue their study of Black Codes, this time focusing on efforts to subjugate African Americans through unfair labor practices. Tenant farming, sharecropping, vagrancy laws, and the "chain gang" are examined. 6. Lynching and anti-lynching campaigns – Students examine the growing role of vigilante groups in the South, including the KKK. Students are exposed to various reports of lynching campaigns for minimal transgressions and the unsympathetic judicial system. 7. Countering the Anti-Black Stereotypes – Students learn about the minstrel show and blackface performers popular in the beginning of the 1900s. Students also study the positive effects on African American entertainers. 8. The Harlem Renaissance: Music, literature, and art – Students examine the contrast of minstrel shows with the artistic movement in the North. Students focus on Louis Armstrong, Langston Hughes, and Aaron Douglas, as well as a growing middle class that drives the Harlem Renaissance.

Content

Confederate states and the Black Codes, General William T. Sherman, Freedmen's Bureau, Black farmers and ownership in 1900, The First Colored Senator and Representatives, Slaughterhouse Cases of 1873, African American tenant farmers, Booker T. Washington, George Washington Carver, and W. E. B. Du Bois, Black college graduates (1860–1901), Minstrel shows, Jack Johnson and "the Great White Hope," Baseball and the Negro Leagues, Poll taxes and voting, Segregation begins in the railroad, Numbers of Black lynching victims, Half a million migrate from the South to the North and Midwest, African American jazz and the Jazz Age, *The Souls of Black Folk*, Marcus Garvey and the Universal Negro Improvement Association, "Lift Every Voice and Sing"

Major Assignments and Assessment

Research Project: Character Analysis and Presentation – Students will receive one of 30 African American key figures and write a research paper that includes the following:

- Biographical information
- Description of their accomplishments
- How did their actions impact/affect the cause of African Americans at the time?
- The effect these actions have on present-day African Americans

Students will present their research in character. They will use a visual aid during their presentation (for example, a poster or artifact)

Harlem Renaissance Art Review: Students will research and present the work of a prominent African American artist. Their presentation should include:

- Artist background
- Artwork (visual)
- Artwork analysis
- Impact of the work

Artists students may choose from (amongst others): Aaron Douglas, William H. Johnson, Archibald Motley, Palmer Hayden, Paul Heath

Purpose of Presentation: Research presentations are very effective for developing and extending language arts skills as students learn in all subject areas. While doing research, students practice reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others. The purpose of the presentation is to increase students' ability to access information, organize ideas, and share information with others; provide opportunities for students to read a variety of reference materials and resources; and involve students in setting learning goals and in determining the scope of units of study.

Unit Vocabulary Jeopardy: Students will be responsible for knowing the key vocabulary terms of the unit and their definitions. They will provide relevant and specific examples related to the unit of study. They will complete vocabulary cards for each term in the unit.

Unit Quizzes and Tests: Each unit will include a formative and summative multiple-choice assessment that will cover the main concepts taught during the unit of study.

Unit 4: African American Studies: Civil Rights and Desegregation

Text: *Creating Black Americans*

Readings: "Radicals and Democrats," "The Second World War and the Promise of Internationalism," "Cold War Civil Rights"

Unit 4 Goals: The goal of unit 4 is for students to examine the role of African Americans in the early to mid-twentieth century. Students will examine major events of the twentieth century, including the Great Depression, WWI and WWII, and the "Red Scare" through an African American perspective. Students will then investigate the major emergence of civil rights movements and desegregation, while being exposed to major figures, including Martin Luther King Jr. and Malcolm X. Finally, students will investigate the origins of African American popular music.

Themes: 1. The Great Depression and Black unemployment ¬– Students will examine the Great Depression through African American eyes. Although the Great Depression was difficult for Americans in general, African Americans suffered even more, having a disproportionately high level of unemployment. Students will study the role of local community efforts to stave off poverty. 2. Scottsboro case and protests against lynching – Students will delve into the mostly Southern phenomenon of lynching African Americans. Students will study the Scottsboro Nine case which sparked accusations across the South of rape against white women and girls. Students will examine several cases of vigilante justice which lacked evidence and judicial involvement. 3. Black men and women in WWII – Students will learn about the 50,000 African American men who were permitted to participate in combat roles during WWII. Students will examine WWII era segregation in the military as well as the inception of the Tuskegee Airmen. 4. Anti-communism and African American intellectuals: Students will explore the anti-communist campaigns

waged against Paul Robeson, W. E. B. Du Bois, and Richard Wright and the appeal of communist ideals in the African American community as it relates to civil rights activism. 5. *Brown v. Board of Education* – Students will trace the steps leading to the Supreme Court case that declared inequalities in education for African Americans. Students will also follow the aftermath of the court's decision and the reluctance of Southern states to desegregate schools. 6. Montgomery bus boycott of 1955 – Students will study the antiviolence protests led by Martin Luther King Jr., Rosa Parks, and the NAACP. Students will gain an understanding in community involvement that led to successful boycotts of the transportation system, which include community organizing, ride sharing, and alternate means of transportation. 7. Desegregation of Central High School (Little Rock, Arkansas) – Students will follow the events that unfolded while trying to desegregate Central High School. Students study the roles played by Governor Orval Faubus, the National Guard, President Eisenhower, federal troops, and the students in the eventual desegregation of the high school. 8. Nation of Islam – Students will compare and contrast the Southern Christian Leadership Conference and the emerging Nation of Islam (led by Elijah Muhammad). Students will study the philosophy of the Nation of Islam and the role of Malcolm X in its expansion. Students will also explore the American mainstream view on Malcolm X's controversial statements through an examination of "The Hate That Hate Produced." 9. Popularity of African American music grows – Students examine a variety of music genres and their connection to African American innovation in the arts. Students learn how African American artists led the way for "mainstream" white artist who sampled their work, especially in rock n' roll. The music of Chuck Berry will be a primary focus of student learning.

Content

Stock market crash of 1929, Proportion of unemployed Black men (1930s), NAACP and the CPUSA, The New Deal and the "alphabet agencies," WPA and Black artists, Jesse Owens and Joe Louis, USMC and anti-Black policy, African American women and the Auxiliary Corps, Tuskegee Airmen and the 99th Pursuit Squadron, Music of John Birks "Dizzy" Gillespie and Charles Christopher "Bird" Parker, Anti-communism – Paul Robeson and W. E. B. Du Bois, *Brown v. Board of Education* – segregation declared unconstitutional, Emmett Till – kidnapped and murdered, Rosa Parks and the Women's Political Council movement, Martin Luther King Jr. and the Protestant church movement, Elijah Muhammad and the "white devil," Malcolm X, "The Hate That Hate Produced," *Native Son and Invisible Man*, Billboard magazine and rhythm and blues and doo-wop records, Chuck Berry and B.B. King

Major Assignments and Assessment

Newspaper Article: *Brown v. Board of Education* – Students will write a newspaper article describing the impact of the landmark 1954 Supreme Court decision (from either the perspective of segregationists or anti-segregationists). The article should address the

economic, social, political, and cultural effects that the decision would have. The article should also include:

- Headline illustration
- Who, what, when, where, why

During the Civil Rights Movement, Dr. Martin Luther King Jr. and other civil rights activist founded the Southern Christian Leadership Conference (SCLC) in an effort to promote nonviolent protests in support of reform. Students will use this time period and create a role play of the SCLC. They will be responsible for establishing rules and guidelines that are nonviolent in support of protest against racial discrimination and segregationist practices. These guidelines will be disseminated to supporters of the SCLC and must be strictly adhered to. Students will present their findings in small groups to the rest of the class in a role-play format.

Role Play: Southern Christian Leadership Conference

Purpose: Role playing allows students to take risk-free positions by acting out characters in hypothetical situations. It can help them understand the range of concerns, values, and positions held by other people. Role playing is an enlightening and interesting way to help students see a problem from another perspective.

Unit Vocabulary Jeopardy: Students will be responsible for knowing the key vocabulary terms of the unit and their definitions. They will provide relevant and specific examples related to the unit of study. They will complete vocabulary cards for each term in the unit.

Unit Quizzes and Tests: Each unit will include a formative and summative multiple-choice assessment that will cover the main concepts taught during the unit of study.

Unit 5: African American Studies: Black Power and Contemporary Issues of the Black Community

Text: *Creating Black Americans*

Readings: "Protest Makes a Civil Rights Revolution," "Black Power," "Authenticity and Diversity in the Era of Hip-Hop"

Unit 5 Goals: The goal of unit 5 is for students to review African American movements from the 1960s until the present. Students begin by studying the evolution of the Civil Rights Movement (from sit-ins to the Black Power movement). Students will examine the influence of Malcolm X on the Black Panther Party as well as the race riots that followed the assassination of Martin Luther King Jr. The unit ends with students learning about contemporary affairs of the African American community, including music, culture, poverty, HIV/AIDS, incarceration, and finally political involvement and the election of the first African American president.

Themes: 1. 1963 protests – Students explore the 1963 Birmingham campaign organized by the Southern Christian Leadership Conference. Students learn about Martin Luther King Jr.'s nonviolent strategies to end segregation and Jim Crow laws by strategies that included sit-ins, boycotts, and use of the media to bring national attention. 2. Malcolm X's evolution – Students follow the life of Malcolm Little: from Malcolm X to El-Hajj Malik El-Shabazz. Students chart Malcolm X's evolution, from quarrels with the Nation of Islam (and his eventual suspension from the organization) to his pilgrimage to Mecca. Students compare his philosophies before and after the hajj and learn of the circumstances surrounding his assassination. 3. The emergence of Black Power and the Black Panther Party – Students examine the emergence of the 1960s Black Power movement and the ideals presented by Stokely Carmichael and Willie Ricks. Students also discover the concept of "Black is Beautiful" and Afrocentrism. Students explore the 1968 Olympics as a sign of resistance. Finally, students survey the roles that Bobby Seale and Huey P. Newton played in the creation of the Black Panther Party and its impact on local communities. 4. Assassination of Martin Luther King Jr. and aftermath – Students will study the ironic violent death of the non-violence pioneer. Students understand the impact of the assassination through an examination of the nationwide 1968 riots. 5. Reparations movement – Students learn and debate about the issue of reparations. Should African Americans be compensated for their ancestor's role in the founding of the United States? If so, what form of compensation would be appropriate? 6. Hip-hop culture and the inner city – Students follow the chronology of hip-hop, from its Jamaican roots in New York City to the West Coast rappers of the "golden age" hip-hop. Students examine the progression of rap music to its present form, encountering local artists such as N.W.A. 7. African Americans at the extremes of wealth and poverty ¬– Students focus on the social and economic structure of African Americans, focusing on "requirements" of the middle class (including education and income) and underrepresentation of African Americans. Students focus on the impact of single mother homes, drop-out statistics, and employment opportunities in the African American community and make informed analysis on the current state of economics and social class in the African American community. 8. The War on Drugs and incarceration – Students analyze statistical data addressing the disproportionate ratio of African American men in the American prison system. Students learn about the crack "epidemic" and related laws passed that have been part of making African American men the largest represented group in prison. Students also learn the statistical data of recidivism among young African Americans as well as potential for rehabilitation and prospects of employment.

Content

Southern Christian Leadership Conference: ethics and leadership, A&T Four: four first-year students and the Woolworth lunch counter, We Shall Overcome workshops, Freedom Riders of 1961 and the campaign of violence against them, Violence aimed at Civil Rights workers (1961–1968), Martin Luther King Jr. and the 1963 March on Washington, From Malcolm X to El-Hajj Malik El-Shabazz, Civil Rights Act of 1964, Voting Rights Act and LBJ,

Philadelphia, Harlem, Rochester, and Watts riots, *The Autobiography of Malcolm X*, Black Power and the Black Panther Party for Self-Defense (Bobby Seale and Huey P. Newton), Angela Davis and the FBI's Most Wanted List, Black Power post-MLK assassination, Executive Order 10025 and affirmative action, Reverend Jesse Jackson and the presidential race, Reparations and *The Debt: What America Owes to Blacks*, Afrika Bambaataa and Grandmaster Flash, N.W.A. and the "hood," Middle class and median income of Black men and women, More Black men in prison than in college and the War on Drugs

Major Assignments and Assessment

1. Present Day Statistical Analysis: Students will compare and contrast the following statistical data for various races in the United States.

- Birth rates
- Life expectancy
- Literacy and education rates
- Unemployment and Income
- Incarceration rates

Students will discuss in groups the differences in the data and write an analysis that interprets the causes leading the variants. In their analysis, students will be responsible for using a minimum of two internet sources and one text/book.

Purpose: To increase students' ability to access information, organize ideas, and share information with others; to provide opportunities for students to read a variety of reference materials and resources; to involve students in setting learning goals and in determining the scope of units of study

2A. Students will read a piece of literature from an African American author. Authors may include Richard Wright, bell hooks, James Baldwin, and W. E. B. Du Bois. Other authors are acceptable, but must be approved by the instructor.

2B. PowerPoint Presentation: Students will create a PowerPoint presentation on their literature piece with information about the author and a synopsis of their work. It should also include the impact the piece had on African American culture.

2C. Book Review: Students will write a review of the novel/book used in their presentation. The review should give detailed information elaborating on the PowerPoint presentation they presented to the class.

3. Unit Vocabulary Jeopardy: Students will be responsible for knowing the key vocabulary terms of the unit and their definitions. They will provide relevant and specific examples related to the unit of study. They will complete vocabulary cards for each term in the unit.

4. Unit Quizzes and Tests: Each unit will include a formative and summative multiple choice assessment that will cover the main concepts taught during the unit of study.

Tests include multiple choice, matching, T/F, fill in the blank, short answer, and essay questions. Quizzes include multiple choice, matching, T/F, fill in the blank, and short answer questions. Oral assessments are based on role playing and small group presentation activities. Art projects are based on topics being covered. These are assessed by peers and/or the teacher. Writing assignments are graded based on criteria provided to students and a writing rubric.

Lecture, notetaking, outlining, summarizing, group work, peer teaching, library research, role playing, debates, documentaries, project-based learning.

Unit 1: Journal Entry and Debate Research

Unit 2: Persuasive Essay and Case Study Analysis

Unit 3: Research Report and Art Review

Unit 4: Newspaper Article and Role Play

Unit 5: Analytical Essay and Book Review

This course is organized thematically by unit. The key assignments include research essays, letters, debates, literature reviews, journals, vocabulary work, quizzes, and tests.

Black Gold, Black Soul: Oral Expressions in African American Culture (Berkeley HS)

Basic Course Information

Record ID: XCD83T

Institution: Berkeley High School (050290), Berkeley, CA

Honors Type: (None)

Length of Course: Half Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Black Gold and Black Soul, BB55F/BB55S

Public Notes: (None)

Overview

In this one-semester class, students engage in studying, writing, and performing different forms of oral expression from the African diaspora and African American speakers, including spoken word, narratives, and speeches, as well as learning how to interpret the written word. Students examine significant oral messages in African American history from Frederick Douglass to Barack Obama. They look at how individuals can convey beliefs and transmit values, including cultural values and traditions specifically from the African American experience and the Black church, to different audiences in different ways. Students will gain practical experience speaking aloud and performing spoken word and speeches to real audiences, as well as an appreciation of the role that oral expression has played in the African American experience. Modeled after Western High School's "Oral Expression and Interpretation Performance," the focus in this course is on the Black American experience. Students will gain knowledge about the rich heritage of Black American oral expressions. Students will not only become proficient at speaking in a variety of social settings, both formal and informal, but they will become confident in their message and have a variety of skills to express their message. This will result in students building self-confidence and skills in expressing their message. Students will build a substantive voice for expressing mood, feeling, and opinion. Students will collaborate

to effectively combine ideas and convey coherent messages as a group. Students will experience writing and speaking for self-healing, self-empowerment, community building, and the preservation and transmission of African American cultural traditions. Students will see themselves as poets, speakers, scholars, and teachers, and experience the power of speech for bringing about positive change.

Common Core State Standards include: CCSS.ELA-LITERACY SL.11–12.1 (Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively), CCSS.ELA-LITERACY SL.11–12.2 (Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data), CCSS.ELA-LITERACY SL.11–12.3 (Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used), CCSS.ELA-LITERACY SL.11–12.4 (Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks), CCSS.ELA-LITERACY SL.11–12.5 (Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest), and CCSS.ELA-LITERACY SL.11–12.6 (Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate)

Prerequisites

None

Corequisites

(None)

Course Content

Unit 5: Lectures & Lessons

Time Frame: 6 Weeks

Essential Question: What happens when everyday people are given a platform to speak? What makes "an idea worth spreading"? How does incorporating multimedia affect and enhance public speaking? What is effective speaking for the purpose of teaching a new idea or concept? What types of ideas, techniques, and speaking styles have resonated with African Americans throughout history?

Enduring Understanding: Anyone can become an expert on something, and public speaking can be an effective tool to transmit or teach about that topic. Forums for public speaking spark growth, innovation, and change within communities, in particular the African American community. The use of multimedia with public speaking can greatly enhance the messages and complement twenty-first century developments and ideas.

Focus Standards: CCSS.ELA-LITERACY.SL.11–12.2, CCSS.ELA-LITERACY.SL.11–12.5, CCSS.ELA-LITERACY.SL.11–12.6, CCSS.ELA-LITERACY.RI.11–12.4, CCSS.ELA-LITERACY.RI.11–12.5, CCSS.ELA-LITERACY.RI.11–12.6, CCSS.ELA-LITERACY.WHST.11–12.6

Tasks: Utilizing both speech and multimedia, students will be exposed to the lecture format of sharing information. Students will consider what makes an effective and captivating lecture.

Projects & Assessments: Students will create a 10-minute lecture based on a concept of their own choice. Students will prepare multimedia to enhance their lecture and deliver their lecture to the class.

Unit 4: Speech & Debate

Time Frame: 4 Weeks

Essential Question: How are speeches an effective medium to deliver a convincing message? What techniques make up effective speaking? What are the ethics of argument?

Enduring Understanding: Human audiences can respond strongly and immediately to messages conveyed through speech. Speech can appeal to a listener's sense of logic, emotion, and ethics to help shape and influence the listener's understanding and beliefs. Speech is a tool used to construct ideologies and movements within societies.

Focus Standards: CCSS.ELA-LITERACY.SL.11–12.1. A–D, CCSS.ELA-LITERACY.SL.11–12.3, CCSS.ELA-LITERACY.SL.11–12.4B, CCSS.ELA-LITERACY.SL.11–12.6, CCSS.ELA-LITERACY.RI.11–12.4, CCSS.ELA-LITERACY.RI.11–12.5, CCSS.ELA-LITERACY.RI.11–12.6, CCSS.ELA-LITERACY.WHST.11–12.4

Text & Materials: "Give Me Liberty or Give Me Death" by Patrick Henry; "The Ballot or the Bullet" by Malcolm X; "You've Got to Have Hope" by Harvey Milk; panel on the fiftieth anniversary of the March on Washington; "Race, Discrimination, and Poverty" https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link7; various contemporary speeches

Tasks: Students will read and analyze texts of pivotal speeches. Students will learn key rhetorical devices and be able to identify these devices in the texts. Students will watch or listen to the oral delivery of the speeches and analyze techniques for powerful speaking. Students will learn how to effectively craft an argument and utilize counter-argument and logic to debate current issues. Students will define and consider the role of ethics in public speaking.

Projects & Assessments: Write and deliver a persuasive speech about a current social issue. Prepare for and engage in an organized debate around a current social issue.

Supplemental Components: Current presidential election speeches and debates, Town Hall meetings

Unit 3: Forms of Oral Expression across Black American History

Time Frame: 5 weeks

Essential Questions: What unique forms of oral expression does the African American culture possess? What are the settings, values, and customs transmitted through these practices of oral expression? How have the oral traditions in your life helped to shape your own identity? How have these traditions influenced social justice movements throughout history?

Enduring Understanding: We are all influenced by a variety of forms of speaking throughout our lives. Being aware of the ideologies behind forms of oral expressions can help us understand our own identity and ways in which we perceive and interact with the world.

Focus Standards: CCSS.ELA-LITERACY.SL.11¬–12.4, CCSS.ELA-LITERACY.SL.11–12.6, CCSS.ELA-LITERACY.RL.11–12.3, CCSS.ELA-LITERACY.WHST.11–12.7

Text & Materials: *Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word* by Linda Christensen; guided research on the internet and in students' own families and communities for materials from the students' backgrounds and cultures; Victoria Burnett's speech at the 2009 Smithsonian Folklife Festival

Tasks: Students will define what culture means to them and practice articulating what cultures and backgrounds they personally identify with. Students will research forms of oral expression within African American culture, looking at what each form of oral tradition tells about that time period and how it has influenced progress throughout history.

Projects & Assessments: Students will create a PowerPoint presentation to inform the class about their research findings on how culture has shaped social justice movements. Students will select and memorize a classic piece from their culture's oral traditions (a story, song, poem, prayer, or oral ritual). Students will present their findings and perform their traditional piece for the class. Lastly, students will write a spoken word response piece to their experience while examining their culture's oral traditions; they will memorize and perform this piece for the class.

Supplemental Components: Students will be encouraged to go to various cultural museums and events, including the Museum of the African Diaspora in San Francisco, to explore their heritage.

Unit 2: Poetry & Spoken Word

Time Frame: This unit runs throughout the semester and overlaps with all subsequent units.

Essential Question: How do poems capture the essence and emotion of an experience? What makes a powerful poem?

Enduring Understanding: Poetry and spoken word offer an emotional, memorable exchange between the speaker and the audience and convey a message and experience with power, effect, and conciseness.

Focus Standards: CCSS.ELA-LITERACY.SL.11–12.3, CCSS.ELA-LITERACY.SL.11–12.6, CCSS.ELA-LITERACY.RL.11–12.4, CCSS.ELA-LITERACY.RL.11–12.5, CCSS.ELA-LITERACY.RL.11–12.6, CCSS.ELA-LITERACY.WHST.11–12.2.D, CCSS.ELA-LITERACY.WHST.11–12.5, CCSS.ELA-LITERACY.WHST.11–12.10

Text & Materials: *Brave New Voices: The YOUTH SPEAKS Guide to Teaching Spoken Word Poetry* by Jen Weiss and Scott Herndon; Button Poetry videos https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link8; Get Lit—Words Ignite curriculum by Diane Luby Lane; *Louder Than A Bomb* DVD; Poetry Out Loud curriculum https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link9; *Rhythm and Resistance: Teaching Poetry for Social Justice* by Linda Christensen; various poems

Tasks: Students will engage in daily writing exercises that will help them stretch their limits of transforming thought into written poetry. Students will read and be exposed to a variety of classic poems. Students will "claim" a classic poem and commit it to memory. Students will be exposed to a variety of poetry and spoken word performances and will analyze what makes an effective performance. Students will engage in speaking, recitation, and elocution exercises to increase their oral performance confidence. Students will participate in weekly classroom "open mics" to begin to take ownership of orally presenting their own writing to an audience.

Projects & Assessments: Students will memorize and orally interpret a classic poem. They should demonstrate a clear understanding of the meaning of the poem as well as mastery of oral performance skills in their recitation. Students will write and perform original pieces, both individual and group pieces. Students will memorize their original pieces and perform their pieces to an audience. Every member of the class is strongly encouraged to perform their original work in a poetry show for the school and community.

Unit 1: Storytelling, The Griot Tradition and Oral Histories

Time Frame: 3 Weeks

Essential Questions: Why tell stories? What parts of a culture or society's ideologies and values are transmitted through storytelling? How are other forms of communication reliant on storytelling? What makes a good storytelling?

Enduring Understanding: Oral histories have transmitted the ideologies of groups of people for all of history and helped shape social identities. Storytelling can be a powerful form of education.

Focus Standards: CCSS.ELA-LITERACY.SL.11–12.1.A–D, CCSS.ELA-LITERACY.SL.11–12.3, CCSS.ELA-LITERACY.SL.11–12.4a, CCSS.ELA-LITERACY.SL.11–12.6, CCSS.ELA-LITERACY.RL.11–12.3, CCSS.ELA-LITERACY.WHST.11–12.1.D

Text & Materials: Origin stories from African cultures, myths, and legends; personal narratives; "Storytelling: Oral Traditions" https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link10

Tasks: Students will read and listen to stories from African and African American cultures throughout various periods. Students will be asked to observe what messages and values are conveyed to the audience through the story. Students will learn and observe what makes a story: a good "beginning, middle, and end" (setting, climax, resolution). Students will analyze a story's effect on its audience and what techniques help to create that effect. Students will engage in various games and community-building activities to create a safe space for self-expression while they exercise their storytelling and oral communication skills.

Projects & Assessments: Write and Tell a Story: Students write a narrative told from the first-person perspective to an audience, demonstrating mastery of a good setting, climax, and resolution, and conveying a clear message. Students should also employ techniques to make their oral storytelling engaging and have an overall positive effect on their audience.

Chicano/African American Literature (Green Dot, Los Angeles)

Basic Course Information

Record ID: BJQC6A

Institution: Green Dot Public Schools, Los Angeles, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: English

Grade Levels: 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

In this literature course, students will take an exciting journey through Chican@ and African American literature. They will explore how this literature affects, documents, and creates Chican@ and African American histories, identities, politics, and the epistemologies/subjectivities of Chican@s and African Americans in America. Through the journey students will use novels, short stories, poetry, performance, screenplays, comedy, spoken word, theater, essays, music, and film to examine the diversity of themes, issues, and genres within the "Black and Brown Community" and the legacy and development of a growing “Chican@ and African American Cultural Renaissance.” Critical performance pedagogy will be used to engage particular problems in the literature and in the community. Through group/team work, community service, and interactive lectures and discussions students will delve into the analysis, accessibility, and application of Chican@ and African American literature. Questions will be asked around the issues of—and intersections between—gender, race, ethnicity, sexuality, class, language, religion, tradition, colonization, access, citizenship, migration, culture, ideology, epistemology, politics, and love. The main questions tackled in this course are the following: How does Chican@ and African American literature represent, challenge, or change traditional

notions of the Chican@ and African American experience? How can literature be used to activate the possibilities of decolonization, activism, and social justice?

This introductory course to Chicano and African American literature will examine a variety of literary genres—poetry, short fiction, essays, historical documents, and novels—to explore the historical development of Chicano and African American social and literary identity. Units will be divided by time period, beginning with the sixteenth century and concluding with contemporary works. Students will examine the historical, political, intellectual, and aesthetic motifs of each era. In each era, there will be a focus on how authors address important issues such as race, class, nationality, and appellation, and how authors represent the complexities of being caught between multiple cultures that may be defined by those concepts. In each unit of the course, students will read various genres of Chicano/African American literature, respond to the text in various modalities, and synthesize their own understanding of each time period with the ideas presented in the texts to derive a new understanding of the individual and collective identities as they evolved over time and space. The course will also consider key literary concepts that shape and define Chicano/African American literary production. By the end of the class, students will have a comprehensive understanding of the literary and historical formation of Chicano/African American identity and the complex, even contradictory, experiences that characterize Chicano/African American culture.

Prerequisites

(None)

Corequisites

(None)

Course Content

At the conclusion of every other unit, instructors will facilitate an instructional exercise, assignment, or activity that allows students to process the units' essential questions through speaking and listening skills. In each activity, students will be evaluated on their ability to synthesize ideas presented in different texts and present their positions on the essential questions, both by the instructor and by their peers.

Speech Writing/Public Speaking Essential Questions: How does the process of colonization impact the colonizer and the colonized? When political decision-making does take place with unequal power, how does the decision-making impact the outcome of the annexation? How did annexation reflect the mindset of the people in the period of colonization? What is the role of the storyteller in the pan-African Diaspora? How do narratives act as cultural artifacts? In the context of the American Revolution what does

it mean to be African in America? What is the African identity? How is it defined, and by who? Description: In this unit, students will compose and deliver a short speech on identity, how it's defined, and how storytelling can preserve it.

Units 3 and 4: Socratic Seminar Essential Questions: How does the literature from this time period reflect the tension between alienation, assimilation, and acculturation? How do we see this playing out in modern culture? How and why does the vocalization of grievances empower the minority? How does the literature and the Chicano labor movement reflect the unique needs of the Chicano population? "How does it feel to be a problem?" What is the double consciousness of the Black person in America in the era of Reconstruction? What historical and political constructs made this duality possible? What are the multiple identities that emerged within the race as a result of Reconstruction? What was the impact on the collective identity of Blacks in American society? Description: In this unit, students will participate in fishbowl-style Socratic seminars, where they will discuss with and evaluate their peers on questions generated and insight provided on the topic of double consciousness and the collective identity of African Americans in this era.

Unit 5: Literature Circles Essential Questions: What does it mean to be Chicano? How has the inclusion into the mainstream impacted the development of the Chicano culture? Who is the "New Negro"? What is the obligation of their work to the race and culture? What is the function of African American Literature in the social and political advancement of the race? Description: In the final units, students will participate in a series of literature circles. Instructors will select a short passage for close reading written by contemporary Chicano authors. The literature circles and group discussions will inform the students' final analysis essays for the unit.

Assessment activities will be based on the writing prompts and rubrics embedded in the five units. Student work will be assessed using a holistic scoring guide similar to the UC Analytical Writing Placement Examination and the CSU English Placement Test.

- Formative Assessment: 1–2 paragraph writing tasks: For each unit, students will respond to the prompt: How do these texts reflect the historical, political, intellectual, and aesthetic motifs of the era? Students must cite at least two different sources supporting the claim.
- Say, Mean, Matter Dialectical Journals
- Oral Discussion: Based upon essential questions
- Socratic Seminars
- Fishbowl Discussions
- Literature Circles
- Summative Writing Task: Both take-home and timed in-class argument-based essays will be used to assess students' writing ability as well as their

comprehension and analysis of Chicano/African American literature: précis of each key text, persuasive essays, letters to the editor, argument analysis, descriptive outlines of assigned readings, reflective essays, text-based academic essays, research projects

- Summative Unit Tests: 10–15 multiple choice questions on authors and historical, political, intellectual, and aesthetic motifs of each era and key texts, two short essays, matching: text, thematic
- Portfolio: Students will create a separate section in their portfolio for each unit. Each section will include a précis written after each key text and a summative writing assignment for each unit. Notes prepared for graded discussions as well as reflections from those discussions will also be included in the portfolio.

Anchor Texts: *The Norton Anthology of Latino Literature*, edited by Ilan Stavans; *Black Boy*, Richard Wright

Recommended Core Texts (3¬–4): "Our America," José Martí; *Bless Me, Ultima*, Rudolfo Anaya; *Zoot Suit*, Luis Valdez; *The Brief Wondrous Life* of Oscar Wao, Junot Díaz; *Always Running: La Vida Loca*, Luis J. Rodriguez; *Drink Cultura*, José Antonio Burciaga

Suggested Unit Texts

Unit 1: Colonization (1537–1810): Informational/Literary Nonfiction: Fray Bartolomé de las Casas *A Short Account of the Destruction of the Indies*; Fray Junipero, letters; Alvar Núñez Cabeza de Vaca *Chronicle of the Narváez Expedition* (relacion); *Gramática de la Lengua Castellana*

Unit 2: Annexations (1811–1898): Literary Texts: Poetry: "Our America" by José Martí; Informational Texts/Historical: Treaty of Guadalupe Hidalgo (1848); Treaty of Paris (1898)

Unit 3: Acculturation (1898–1945): Literary Texts: Arthur A. Schomburg "Juan Latino"; Jesús Colón *The Way It Was and Other Writings*; Piri Thomas, various; Informational Texts/ Literary Nonfiction: José Enrique Rodó, selections from "Ariel" (1900); José Vasconcelos, selections from *The Cosmic Race* (1925) (mestizaje)

Unit 4: Upheaval (1946–1979): Literary Texts: Julia de Burgos "Song to the Hispanic People of America and the World," "Canto to the Free Federation," "Farewell from Welfare Island"; Piri Thomas *Down These Mean Streets*; Novel: Rudolfo Anaya *Bless Me, Ultima*; Stories: Tomás Rivera "This Migrant Earth"; Drama: Luis Valdez *Zoot Suit*; Informational Texts/ Essays: Plan Espiritual de Aztlán (political manifesto); Carlos Castaneda *The Teachings of Don Juan* (1968); Octavio Paz, selections from *The Labyrinth of Solitude* (1950); Roberto Fernández Retamar, selections from *Caliban* (1971); Cesar Chavez "We Shall Overcome"

Unit 5: Into the Mainstream (1980–present): Literary Texts: Isabel Allende *Paula*; Julia Alvarez *How the García Girls Lost Their Accents*; Junot Díaz *The Brief Wondrous Life of Oscar* Wao

Unit 6: Sundiata *An Epic of Old Mali*

Unit 7: David Walker's *Appeal* and Harriet Jacobs *Incidents in the Life of a Slave Girl*

Unit 8: W. E. B. Du Bois The *Souls of Black Folk* and James Weldon Johnson, *The Autobiography of an Ex-Colored Man*

Unit 9: Nella Larsen *Passing and Other Short Stories*

Unit 10: Alain Locke "Enter the New Negro"

Unit 11: Ralph Ellison *Invisible Man*

Unit 12: James Baldwin "Everybody's Protest Novel" and Toni Morrison "The Site of Memory"; Informational Texts/Literary Nonfiction: José Antonio Burciaga: *Drink Cultura*; Luis J. Rodriguez: *Always Running: La Vida Loca*

Informational Texts/Historical: California Proposition 187; Suggested Supplementary Texts: Selections and excerpts from *The Norton Anthology of African American Literature*; Chimamanda Ngozi Adichie "The Danger of a Single Story" (TED Talk); Toni Morrison "Unspeakable Things Unspoken: The Afro-American Presence in American Literature"; Frederick Douglass "What to the Slave is the Fourth of July?"; Henry Highland Garnet "An Address to the Slaves of the United States of America"; Maria Stewart "Religion and the Pure Principles of Morality: The Sure Foundation on Which We Must Build"; Phillis Wheatley *Poems on Various Subjects, Religious and Moral*; John Locke "Second Treatise of Government"; Negro spiritual selections; Booker T. Washington "Atlanta Exposition Address"; Anna Julia Cooper "Womanhood: A Vital Element in the Regeneration and Progress of a Race"; Selected poems by Paul Laurence Dunbar; Langston Hughes "The Negro Artist and the Racial Mountain"; Selected poems by Langston Hughes; W. E. B. Du Bois "Criteria of Negro Art"; Countee Cullen "Heritage" and "Incident"; Helene Johnson "Sonnet to a Negro in Harlem"; Jazz selections from *The Norton Anthology of Jazz*; Marcus Garvey "Africa for the Africans" and "The Future as I See It"; Zora Neale Hurston "Characteristics of Negro Expression"; August Wilson *The Piano Lesson*; James Baldwin "Stranger in the Village" (or other essays from *Notes of a Native Son*); Richard Wright "The Ethics of Living Jim Crow: An Autobiographical Sketch"; Selected poems by Robert Hayden; Selected poems by Gwendolyn Brooks; Frantz Fanon *The Wretched of the Earth*; Martin Luther King Jr. "Letter from a Birmingham Jail"; Malcolm X "The Ballot or the Bullet"; Maulana Karenga "Black Art: Mute Matter Given Force and Function"; Alice Walker "Everyday Use"; "Secular Rhymes and Songs of Social Change and Hip Hop" from *Norton Anthology of African American Literature*; Supplementary texts for literature circles; Chinua Achebe "The Novelist as Teacher" (or other essays from *Hopes and Impediments*); Chimamanda Ngozi Adichie, "The Headstrong Historian" (or other short stories from *The Thing Around Your Neck*); Binyavanga Wainaina "How to Write About Africa," "The Gourd Full of Wisdom"; Tale from Togoland

Unit Structure (~3 weeks/unit) Weeks 1–2: Close Reading and Discussion: Students will read 2–3 substantial pieces of text for each unit in this course. Units will be overlaid with additional poetry, songs, and comics as students delve into the key texts; Week 3: Writing: Writing reflection and instruction will be guided by the writing reference text *They Say, I Say* by Graff and Birkenstein. For each unit, students will write an argumentative essay in reaction to a particular thesis or argument proposed by Ilan Stavans within *The Norton Anthology of Latino Literature*.

Unit 1: Colonization (1537–1810): Essential Question: How does the process of colonization impact the colonizer and the colonized? Description: Students will conduct close readings of texts from the period of colonization in the Americas with a particular emphasis on the records and diaries of early missionaries and explorers. Students will seek to understand the implications of these texts from the perspective of people living in the time period as well as from the contemporary perspective. Students will seek to define the implications of colonization on both the colonizer and the colonized.

Unit 2: Annexations (1811–1898): Essential Question: When political decision-making takes place with unequal power, how does the decision-making impact the outcome of the annexation? How did annexation reflect the mindset of the people in the period of colonization? Description: Students will analyze how the age of nationalism impacted Chicano literature and the Chicano identity, particularly focusing on the concept of mestizaje. Students will examine the role of Chicanos in the making of the modern United States and the theme of modernism.

Unit 3: Acculturation (1898–1945): Essential Question: How does the literature from this time period reflect the tension between alienation, assimilation, and acculturation? How do we see this playing out in modern culture? Description: Students will consider how texts from this era reflect the attitudes of nationalism. Readings will emphasize historical texts, in particular the Monroe Doctrine and the Treaty of Guadalupe Hidalgo. Students will examine the changes brought about for the Chicano identity as a result of the prevailing attitudes brought on by both world wars.

Unit 4: Upheaval (1946–1979): Essential Question: How and why does the vocalization of grievances empower the minority? How does literature and the Chicano labor movement reflect the unique needs of the Chicano population? Description: Students will critically analyze how the texts of this unit reflect the alienation between Latino subgroups as well as the "fearful relations" between Anglos and Latinos (*The Norton Anthology of Latino Literature*, p. 359). Students will examine how the Zoot Suit Riots became a watershed event in Latino history through analysis of the drama *Zoot Suit* as well as through historical documents.

Unit 5: Into the Mainstream (1980–present): Essential Question: What does it mean to be Chicano? How has the inclusion into the mainstream impacted the development of the Chicano culture? Description: In the final unit of the semester, students will focus on the

central essential question of the course: What does it mean to be Latino? Students will summarize how the four thematic emphases of Latino literature (appellation, class, race, and nationality) play out in the modern era.

Unit 6: The Tradition of Storytelling Anchor: Text: *Epic of Sundiata Keita*; Essential Questions: What is the role of the storyteller in the pan-African Diaspora? How do narratives act as cultural artifacts? Description: Students will conduct a close reading of the introductory speech of Sundiata and reflect on the role of the griot in the ancient Empire of Mali and its implications for the role of a narrative in preserving a culture. Instructors may choose from the supplementary texts to introduce a more contemporary stance on the essential question, and students will synthesize their own answers to the essential questions with the texts as a way of framing the remainder of the course. (Writing Focus: "Entering the Conversation")

Unit 7: Literature of Slavery and Freedom (1746–1865): Anchor Text: Excerpts from *David Walker's Appeal* and *Incidents in the Life of a Slave Girl* by Harriet Jacobs; Essential Questions: In the context of the American Revolution, what does it mean to be African in America? What is the African identity? How is it defined, and by whom? Description: Students will analyze the effectiveness of the varying rhetorical devices used to make appeals for the humanity of slaves in early colonial America. Students will investigate the relationships between the speaker, subject, and audience of the anchor texts through a series of close readings and writing assignments. Through discussion activities, students will consider the rhetoric of the American revolution and the areas in content and structure in which it is similar to and different from the anchor texts and other writings of the time period. (Writing Focus: "They Say: The Art of Summarizing"; Speaking and Listening Focus: Speech writing/public speaking)

Unit 8: Literature of the Reconstruction and the New Negro Renaissance (1865–1919): Anchor Text: Excerpt from W. E. B. Du Bois, *The Souls of Black Folk* and James Weldon Johnson's *The Autobiography of an Ex-Colored Man*; Essential Questions: "How does it feel to be a problem?" What is the double consciousness of the Black person in America in the era of Reconstruction? What historical and political constructs made this duality possible? Description: Anchored in W. E. B. Du Bois's notion of double consciousness, students will analyze the reconstruction of the African American identity and how it was shaped by the larger political context of the time period. During this unit, students will evaluate the political and cultural constructs that shaped the African American experience during reconstruction as outlined in the anchor texts. Students will also consider the diverging schools of thought that were beginning to surface within the race and evaluate potential solutions to the "problem" posed by Du Bois. (Writing Focus: "They Say: The Art of Quoting"; Speaking and Listening Focus: Socratic seminar)

Unit 9: Literature of the Harlem Renaissance (1919–1940): Anchor Text: Excerpt or short story from Nella Larsen, *Passing and Other Short Stories*; Essential Questions: What are the

multiple identities that emerged within the race as a result of Reconstruction? What was the impact on the collective identity of Blacks in American society? Description: In this unit, students will critically analyze the social, political, and cultural components of the Harlem Renaissance and the events leading up to it. Students will examine the various efforts made by African Americans to reclaim and redefine their identities through the arts and other aesthetic trends of the time. Students will also evaluate the way these identities vary along lines of class, gender, skin complexion, geography, and other areas presented in the texts. (Writing Focus: "I Say: Three Ways to Respond"; Speaking and Listening Focus: Socratic seminar)

Unit 10: Author Study: Alain Locke; Anchor Text: Alain Locke, "Enter the New Negro"; Essential Questions: Who is the "New Negro"? What is the obligation of their work to the race and culture? Description: In this midterm author study, students will focus primarily on composing a research paper, anchored in Alain Locke's essay, "Enter the New Negro." Students will evaluate Locke's argument of who the "New Negro" is, what their role in society is, and qualify their evaluation using other readings or authors from the course. (Writing Focus: "Analyze This: Writing in the Social Sciences"; Speaking and Listening Focus: Performance-based task)

Unit 11: Realism, Naturalism, Modernism (1940–1960): Anchor Text: Ralph Ellison, *Invisible Man* (prologue); Essential Questions: In what ways did African American literature offer a counternarrative to post-WWII American culture? Description: In this unit, students will examine aspects of more contemporary African American authors and the ways they challenge or defy the ideals of post-WWII America. Specifically, students will unpack the places in the texts where African American literature intersects, overlaps, contradicts, or resonates with traditionally American ideals, analyzing the literary elements and evaluating the author's intentions for including them. (Writing Focus: "I Say: Distinguishing What You Say from What They Say"; Speaking and Listening Focus: Literature circles)

Unit 12: The Black Arts Era and Literature Since 1975: Anchor Text: James Baldwin "Everybody's Protest Novel" and Toni Morrison "The Site of Memory"; Essential Question: What is the function of African American Literature in the social and political advancement of the race? Description: In this culminating unit, students will revisit the essential question of the opening unit and evaluate the role of the storyteller as protestor. Students will consider the social and political demands on Black authors for and from the race, how the genre has been informed by it, and the tensions created as a result. Students will evaluate different authors' intentions for writing and analyze aspects of texts that have been crafted for a specific audience, occasion, or overall purpose. (Writing Focus: "Analyze This: Writing in the Social Sciences"; Speaking and Listening Focus: Literature circles)

Instructional strategies are modeled on a district literacy strategy known as ATTACK and on the Reading and Writing Rhetorically model outlined in the CSU Expository Reading and Writing Course (ERWC). The ATTACK literacy strategy involves the following components:

- Assign complex texts to teach content. For this course, the content is the historical development of the Chicano social and literary identity. Teach key academic and domain-specific vocabulary.
- Teach and model reading and close reading strategies. These central reading strategies utilized in this course are those used in ERWC and noted below. Ask text-dependent questions during reading, discussion, and writing.
- Create conversation using accountable talk with text-based answers. Each unit will involve multiple structured discussions (both whole and small group) in which students will be required to demonstrate comprehension of the text as well as analyze its significance and pose questions that require cognitive challenge. Keep writing focused on evidence-based answers and multiple sources. Students will write in a variety of contexts and formats, but will be required to use text from multiple sources to support arguments and illustrate ideas.

As described above, reading and writing instructional strategies are modeled after the Reading and Writing Rhetorically model outlined in the CSU Expository Reading and Writing Course.

Reading Rhetorically: All texts will be introduced by a sequence of research-based prereading and vocabulary strategies. – Survey the text in reader: title, italics, bold, footnotes. – Create questions based upon the text. – Predict: for questions or something relevant to the learning. All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning. – Read and reread. – Annotation and marginalia – Say, Mean, Matter – Double entry journals – All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness. – Summarizing – Quick cheat sheet summary to be used in conjunction with any notes in order to write the formative essay – Capture main idea – Who/What/When/Where? – Time period/date of writing – Themes – Historical context – Author's perspective on essential question(s) – Students will work individually, in pairs and small groups, and as a whole class on analytical tasks. Students will present aspects of their critical reading and thinking orally as well as in writing. Connecting Reading to Writing: Students will write summaries, rhetorical précis, and responses to critical questions. Students will compare their summaries/rhetorical précis, outlines, and written responses in small groups in order to discuss the differences between general and specific ideas; main and subordinate points; and subjective versus objective summarizing techniques. Students will engage in notetaking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text's main points, and developing outlines for essays in response to writing prompts. Students will complete

compare/contrast and synthesis activities, increasing their capacity to make inferences and draw warranted conclusions such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material. Writing: Students will write 750 to 1,500-word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Students will complete timed in-class writings based on prompts related to an author's assertion(s), theme(s), or purpose(s), or a text's rhetorical features.

Writing Instruction: Text: *They Say/I Say: The Moves That Matter in Academic Writing* Description: During each writing workshop in each unit, students will read a chapter from *They Say/I Say* by Graff and Birkenstein as both a research tool for improving writing and a metacognitive tool for reflecting on their own writing practices. Students will use the *They Say/I Say* writing templates beginning with unit 1 of the course, but will focus in depth on various aspects of the argumentative writing process at different points in the course.

In conjunction with unit 1: "Entering the Conversation" (introduction): Students will begin by reading with what Graff and Birkenstein write in mind: "If there is any one point that we hope you will take from this book, it is the importance not only of expressing your ideas ('I say') but of presenting those ideas as a response to some other person or group ('they say')." This perspective on writing will be the principle guiding students' writing in response to Chicano literature throughout the course. The first unit of study in Chicano literature will require students to familiarize themselves with this model. In subsequent units, students will focus on the individual "moves that matter in academic writing."

In conjunction with unit 2: "They Say: Starting with What Others Are Saying" (chapter 1): Students will focus on the first element of the They Say/I Say model and develop their skills of "starting what others are saying."

In conjunction with unit 3: "Her Point Is: The Art of Summarizing" (chapter 2): Students will study the art of summarizing.

In conjunction with unit 4: "As He Himself Puts It: The Art of Quoting" (chapter 3): Students will continue the work of developing the ability to include the perspectives of others in their writing by reviewing and practicing "the art of quoting."

In conjunction with unit 5: "Yes/No/OK, But: Three Ways to Respond" (chapter 4): Once students have had ample practice in stating the opinions of others, they will study the three ways to respond to a person's perspective: agreement, disagreement, and qualification.

In conjunction with unit 6: "Entering the Conversation" (introduction): Essential Questions: What is the role of the storyteller in the pan-African Diaspora? How do narratives act as cultural artifacts? Description: Students will begin by reading with

what Graff and Birkenstein write in mind: "If there is any one point that we hope you will take from this book, it is the importance not only of expressing your ideas ('I say') but of presenting those ideas as a response to some other person or group ('they say')." This perspective on writing will be the principle guiding students' writing throughout the course. In this first unit, students will familiarize themselves with this model by informally responding to salient quotations from text through dialectic journaling. Students will then formulate an argument in response to the essential question in one or two paragraphs utilizing the They Say/I Say approach. In subsequent units, students will focus on the individual "moves that matter in academic writing."

In conjunction with unit 7: "Her Point Is: The Art of Summarizing" (chapter 2): Essential Questions: In the context of the American Revolution, what does it mean to be African in America? What is the African identity? How is it defined, and by who? Description: Students will compose a rhetorical précis for at least one of the anchor texts, summarizing its primary argument and describing how that argument is developed.

In conjunction with unit 8: "As He Himself Puts It: The Art of Quoting" (chapter 3): Essential Questions: "How does it feel to be a problem?" What is the double consciousness of the Black person in America in the era of Reconstruction? What historical and political constructs made this duality possible? Description: Throughout the unit, students will focus their writing on analyzing and elaborating on specific quotations from the reading. As an assessment, students will compose a literary analysis of a fictional piece from the unit, describing how it reflects the double consciousness outlined by Du Bois.

In conjunction with unit 9: "Yes/No/OK, But: Three Ways to Respond" (chapter 4): Essential Questions: What are the multiple identities that emerged within the race as a result of Reconstruction? What was the impact on the collective identity of Blacks in American society? Description: In this unit, students will work on formulating arguments in response to a text. Using the unit's essential questions as a guide, students will identify an author's primary argument (or central theme for fiction) and compose an in-class essay supporting, refuting, or qualifying the author's stance.

In conjunction with unit 10: "Analyze This: Writing in the Social Sciences" (chapter 17): Essential Questions: Who is the "New Negro"? What is the obligation of their work to the race and culture? Description: Building on their skills from the previous unit, students will critically analyze the concept of the "New Negro" and compose a short research paper that incorporates at least two other sources and presents a position on the essential question.

In conjunction with unit 11: "And Yet: Distinguishing What You Say from What They Say" (chapter 5): Essential Questions: In what ways did African American literature offer a counternarrative to post-WWII American culture? Description: In this unit, students will compose short literary analysis essays focusing specifically on including "voice markers" in their writing to better distinguish their ideas from those presented by authors or parts of text.

In conjunction with unit 12: "Analyze This: Writing in the Social Sciences" (chapter 17): Essential Questions: What is the function of African American literature in the social and political advancement of the race? Description: Synthesizing their skills from the course, students will compose a final analysis paper that incorporates at least three sources and presents a unique and informed position on the unit's essential question.

Formative Writing Tasks: For each text: 1–2 paragraph text analysis: How do these texts reflect the historical, political, intellectual, and aesthetic motifs of the era? Students must cite at least two different sources supporting the claim in a précis of each key text. Students write descriptive outlines of assigned readings. Summative Writing Tasks: Summative writing tasks will be argument-based essays that require students to summarize and respond to the arguments about the nature and characteristics of Chicano/African American literature. These writing assignments will require that students summarize the author's perspective on the texts in each unit and then offer an agreement, disagreement, or qualification of this argument. They will use the texts read within each unit to support, refute, or qualify the author's argument. These assignments mirror the requirements of the essays that are part of the California State University and the University of California English proficiency entrance exams, with the objective of preparing students for those exams. Timed in-class essays and major writing projects: Examples of specific assignment types include persuasive essays, letters to the editor, argument analysis, reflective essays, text-based academic essays, and research projects.

Key assignments for the units are modeled after the California State University Expository Reading and Writing Course assignment template to guide students through the following processes: reading rhetorically, connecting reading to writing, and writing. Examples of assignments include quick writes to access prior knowledge; surveys of textual features; predictions about content and context; vocabulary previews and self-assessments; reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying; responding orally and in writing to critical thinking questions; annotating and rereading texts; highlighting textual features; analyzing stylistic choices; mapping text structure; analyzing logical, emotional, and ethical appeals; and peer response activities.

CP African American History (Northern United, Humboldt)

Basic Course Information

Record ID: NFL7RX

Institution: Northern United - Humboldt Charter School (051624), Eureka, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: (None)

Transcript Code(s): (None)

Public Notes: (None)

Overview

This college preparatory course is designed to investigate and explore the history and formation of African Americans in the modern United States. Starting with ancient African culture and moving through such eras as colonization of the New World, the Civil War, and the civil rights movements, the course is meant to give students context as to what has shaped African American culture today. At the end of this course students will understand the impact of African Americans on US history and their place in the future.

Prerequisites

None

Corequisites

(None)

Course Content

Unit 1: The Origin and Journey (Prehistory–1750)

Description: This unit will address ancient African civilizations, the beginnings of the slave trade, and the arrival of slaves to the Americas. Students will investigate artifacts from ancient Africa and connect them to modern African American culture. Students will employ their speaking and listening skills to reenact an interview with a figure from ancient African history. Students will exercise reading and writing skills by keeping a journal of their readings from *My Bondage and My Freedom* by Frederick Douglass and by preparing for an analytical essay based on these readings that will be completed in the final unit of this class.

Summary: "Museum Exhibit" is a task in which students will create an exhibition of artifacts from the prehistory of the African American culture. Student will need to choose works of art that connect ancient Africa with modern society, explain their reasons for choosing each piece, and discuss the significance of the art to African American culture.

Unit 2: A New Home

Description: This unit will begin with colonial life in the Americas and progress through the American Revolution and its effects on Black culture. Students will make inferences from a historical document and make conclusions about the times. Additionally, students will research the changes in religion and education before and after the War of Independence and analyze how these changes impacted society during the establishment of the United States. Students will utilize their speaking and listening skills to perform an original poem about the antebellum period in front of their teacher. Students will exercise reading and writing skills by keeping a journal of their readings from *My Bondage and My Freedom* by Frederick Douglass and by preparing for an analytical essay based on these readings that will be completed in the final unit of this class.

Summary: "Poetry" is a task in which students will write a poem focusing on the antebellum period. The poem will either focus on the success of free Blacks or the hardships they faced. The student will then read the poem to their teacher. Students will also answer clarifying questions posed by the teacher.

Unit 3: Freedom's Fight (1790–1860)

Description: Over the course of this unit, students will learn about the establishment of slavery in the South, the abolitionist movement, and the rising tensions that led to the start of the Civil War. Students will engage in research skills to create an illustrated time line that documents the arrival of slaves to America. Students will utilize their speaking and listening skills to perform an original poem about the antebellum period in front of

their teacher. Students will exercise reading and writing skills by keeping a journal of their readings from *My Bondage and My Freedom* by Frederick Douglass and by preparing for an analytical essay based on these readings that will be completed in the final unit of this class.

Summary: "Pictorial Time Line" is a task in which students will create an illustrated time line of events of the arrival of African slaves in America. Students will caption and provide specific dates of events. Students will be asked to explain the meaning of symbols and sketches to their teacher.

Unit 4: The New Task (1865–1877)

Description: This unit will address the consequences of the end of the Civil War and the rise and fall of Reconstruction. Students will analyze the cause and effects of Reconstruction and present their analysis orally. Students will conduct research and read historical documents about the impact of the emancipation of slaves. Additionally, they will practice their speaking and listening skills to perform an original poem about the antebellum period in front of their teacher. Students will exercise reading and writing skills by keeping a journal of their readings from *My Bondage and My Freedom* by Frederick Douglass and by preparing for an analytical essay based on these readings that will be completed in the final unit of this class.

Unit 5: No Place (1877–1910)

Description: Students will learn about the enforcement of Jim Crow laws, the start of the Progressive movement, the movement of African Americans to the West, and the cultural achievements of African Americans. Students will write an editorial letter taking a stance on the Progressive movement and answer any questions presented by the teacher about their arguments. Students make use of their speaking and listening skills to perform an original poem about the antebellum period in front of their teacher. Students will exercise reading and writing skills by keeping a journal of their readings from *My Bondage and My Freedom* by Frederick Douglass and by preparing for an analytical essay based on these readings.

Summary: "Analytical Essay" is a task in which students will write an analytical essay analyzing the effect slavery had on Douglass's sense of manhood and how that was reflective of the experiences of Black men during the time. Students will cite textual details to support their claim.

Unit 6: Contribution

Description: The unit will cover the effect of World War I, the Harlem Renaissance, and the Great Depression. Students will evaluate how these events prompted movements for African American equality. Students will conduct research to create an advertisement about the figures of the Harlem Renaissance so that they can explain the impact of

the artists on African American culture. Students will keep a journal with notes and a summarization of the novel *The Color Purple* by Alice Walker. They will take steps to prepare an analytical essay about this novel, due in the final unit of this course.

Summary: "Advertising" is a task in which students will create an advertisement poster about Harlem Renaissance participants. Students will explain the impact the artist, musician, or writer had on the Renaissance and African American culture. Students will provide evidence to support their claim.

Unit 7: Courage (1948–1964)

Description: During this unit students will learn about the injustices of segregation. Additionally, they will see how this spurred the beginnings and eventual spreading of the Civil Rights Movement. Students will learn how to interpret and analyze political cartoons to identify common themes of the time. Students will keep a journal with notes and a summarization of the novel *The Color Purple* by Alice Walker. They will take steps to prepare an analytical essay about this novel, due in the final unit of this course.

Summary: "Political Cartoons" is a task in which students will learn how to interpret political cartoons. Students will identify the main idea and look for clues in any text addressing the main idea. Students will examine the images of the cartoon for exaggerated symbols and interpret their meaning. Students will compile all information gathered and present their analysis.

Unit 8: New Expectations (1964–1970)

Description: This unit will address the passing of Civil Rights legislation, including the Civil Rights Act of 1964. It will also address the growing number of Black Militants and the growing achievements of African American culture. Students will use research to identify the significant events of the Civil Rights Movement and chart out and evaluate the consequences of these events. They will also select a work of art from any era in this course and orally present their analysis of the artist's purpose. Students will keep a journal with notes and a summarization of the novel *The Color Purple* by Alice Walker. They will take steps to prepare an analytical essay about this novel, due in the final unit of this course.

Summary: "Arts Analysis" is a task in which students will analyze a work of art and the purpose the artist was conveying. Students will select a book, painting, song, poem, or sculpture from any era in this course. Students will conduct research to gather more information about the piece. Students will present their analysis orally.

Unit 9: Confidence (1965–1990)

Description: Students will evaluate the growing strength of African Americans in politics. They will also address more contemporary issues such as Black Nationalism, apartheid in South Africa, and poverty in US urban areas. Students will research the emerging African American political leaders in local government and their trajectories toward success. Students will keep a journal with notes and a summarization of the novel The Color Purple by Alice Walker. They will take steps to prepare an analytical essay about this novel, due in the final unit of this course.

"Reading Journal" is a task in which students will maintain a journal of the story *The Color Purple* by Alice Walker. Students will take close reading notes and summarize each reading assignments. Students will focus their attention on answering the prompt for the analytical essay.

Unit 10: Afrocentrism

Description: This unit will cover Afrocentrism in the United States, significant recent events in African American history, such as Hurricane Katrina and the election of Barack Obama, and the future of the African American legacy. Students will apply their research and knowledge to design a web page dedicated to the social and cultural life of African Americans. In an oral report, students will also critique activists and the impact of those activist's movements in modern African American society. Students will submit their final version of the analytical essay on *The Color Purple* and its reflection of African American culture in this unit.

Summary: "Analytical Essay" (final draft submission) is a task in which students will write an analytical essay considering the suppression women experienced during the twentieth century and compare that with the experiences of the women in the novel *The Color Purple*. Students will use their notes taken while completing the reading journal. Students will cite textual evidence in their analysis.

Honors African American History (Castro Valley HS)

Basic Course Information

Record ID: PRLWJY

Institution: Castro Valley High School (050500), Castro Valley, CA

Honors Type: Honors

Length of Course: Full Year

Subject Area: History / Social Science

Discipline: US History

Grade Levels: 11th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): AF US History H

Public Notes: (None)

Overview

This course is a comprehensive survey of the major political, economic, geographic, social, and cultural trends and events of the United States from precolonial times to the present. Though the course will have a general focus on the role of African Americans within that history, it is a comprehensive and detailed survey of all of American history that aligns with the content covered in Advanced Placement US History. Students will be exposed to the accomplishments, history, and culture of African Americans within the American and global context with an emphasis on the twentieth and twenty-first centuries, but also including a detailed review of the nineteenth century (and to a lesser extent the colonial period) as a foundation for the last 100 years.

The course content is built around a pair of college-level textbooks and includes rigorous supplemental readings (both books and other primary and secondary sources) as well as extensive writing and research. In addition to covering the state and district requirements for US History, the course is designed to provide enrolled students with an opportunity to explore personal identity and race and to broaden their knowledge and understanding of the lives, culture, and contributions of African Americans in the United States. Although the course is designed to be cored with the African American literature course, it could operate as a stand-alone class.

Prerequisites

Comparative Cultures and Geography, Modern World History

Corequisites

African American Literature Honors, African American Literature

Course Content

The Roots of the American Experience

The unit begins with an introduction to the sociological, anthropological, and historical construct of race and how those ideas have developed over time. This includes an exploration of the role of race in American society today. The unit then transitions into the historical time line with a study of major precolonial African civilizations, the early development of the slave trade and its impact on Africa, and the development of the American colonies (with a focus on the British colonies in North America). This will include an analysis of the way that geography and climate in Mesoamerica impacted the development of the Spanish colonies and why the models of colonization used by the Spanish were not fully replicated in the British colonies, but, instead, unique patterns of colonization developed due to the economic, religious, and ideological motives of the colonists. Within the British colonial context, this will include a detailed study of the major similarities and differences in the economic, social, religious, and political developments across the colonial regions. Particular attention will be paid to the development of a slave economy in the South due to its geography and climate being ideal for the production of tobacco on large plantations in contrast to the development of a mercantile and trade-based economy in the New England and middle colonies. In relation to those economic developments, students will study the way that differences in the people and their motives for the initial colonization of the regions resulted in disparate social and political organizations across the regions (such as the intense religiosity and social "equality" of the earlier New England colonies in contrast to the generally less religious, but politically hierarchical, South).

Unit Assignment(s)

African Empires Research Project: Students will read the selections in the course textbook, *From Slavery to Freedom*, that are relevant to major African empires to establish background knowledge. Subsequent to that, in small groups, they will then use the school library and the school's digital access to academic journals to focus their research on one major empire. They will produce a detailed, three or more page research report (with proper citation of a minimum of five sources) about their specific empire and an accompanying PowerPoint presentation or poster to present to the class. Students will, thus, become

experts on their specific empire and have a strong general understanding of the richness of preimperial African civilizations.

Two Views of Native Americans: Students will read and compare excerpts about Native American civilization from Charles A. and Mary R. Beard's *The Beards' New Basic History of the United States* (1960) and Howard Zinn's *A People's History of the United States* (1980). They will then analyze the factors that might have resulted in the quite different perspectives on precolonial Native Americans that are presented in the two texts. This will include an analysis of the sources (or lack thereof) referenced by the authors, the context in which the authors were writing, and the political and economic ideologies held by the authors (specifically, the fact that the Beards were writing as Progressive historians before the Civil Rights Movement in a period of intense nationalism and emphasized the "civilizing" element of European colonization for a group of Native Americans in constant conflict over land and power, while Zinn, of the New Left, wrote in the post-Civil Rights period and, as a socialist, wanted to emphasize the harmonious and egalitarian nature of Native American life) and how they impacted their approach to the subject. Finally, students will identify which source they find more reliable, explain why, and provide a counterargument as to why the alternate source might be more reliable.

Comparison of Hakluyt and *The American People*: Students will read excerpts from Richard Hakluyt's 1584 treatise "A Rationale for New World Colonization" and compare his arguments to Queen Elizabeth I with the analysis of the motives for colonization as presented by Gary B. Nash in *The American People*. In doing so, they will be required to identify and account for similarities and differences in the two pieces. This will include considering how Hakluyt, as a strong proponent of colonization, has a different audience, motive, and objective in his writing than does Nash in his textbook.

A New Nation

This unit focuses on the ideological origins of the American independence movement. This includes an analysis of the basic ideas about government, representation, the social contract, and natural rights that were popular in colonial America as developed by thinkers such as Thomas Hobbes, John Locke, Thomas Paine, and the American Founding Fathers. This will include a study of the key events (including the Seven Years' War, British Acts of Parliament, and the Boston Massacre) that preceded the American Revolution and an analysis of how those events shaped the ideas of American colonists about the necessity of the consent of the governed, for example. Later, as students explore the development of the Articles of Confederation and the Constitution they will revisit these ideas when considering the structure of and principles enshrined in those documents and how they are a direct response to the colonial experience under British rule. They will also explore the formalization of the "American hypocrisy" in key American documents such as the Declaration of Independence and the US Constitution, the role of American colonists and African Americans in the Revolutionary War, and the failure to apply the natural rights

doctrine to all Americans in the specific ways that slavery was and was not addressed in the Constitution. Finally, the unit will cover the changing legal status of African Americans in the Revolutionary War period and the further entrenchment of chattel slavery in the American political and economic system as an element of the larger political and economic transformations that were taking place as a group of once colonists attempted to establish a nation that had the economic and political power to sustain itself.

Unit Assignment(s)

American Slavery, American Freedom Analysis: In small groups, students will read and analyze excerpts from Edmund Morgan's *American Slavery, American Freedom* and think critically about the economic connections between chattel slavery and the ability of the United States to develop as a society and a nation. They will then compare their understanding from Morgan with the assertions made in *From Slavery to Freedom* and *The American People* and analyze which author or authors present a more convincing argument. Students will demonstrate their understanding through a series of brief guiding questions and participation in a class discussion. This assignment will help students to understand how deeply entrenched chattel slavery was in the American economic and political system as well as the official and unofficial institutions that developed to defend slavery. It will also emphasize the importance of the specific geographic and environmental factors that made plantation agriculture flourish in the South and how that plantation agriculture bolstered the developing American economy and played a critical role in funding both the Revolutionary movement and the early years of the new American republic.

Determining The Point of No Return: Students will write a brief analysis that identifies at what point, if any, it was no longer possible for the British to compel the loyalty of their American colonists. In essence, using historical information and arguments, students must identify whether the American Revolution was or was not inevitable. They must also take into account whether the Revolution was primarily motivated by economic, political, or ideological concerns held by the colonists and their leaders. If their thesis indicates that it was, they must prove with evidence at what point it became so. If their thesis indicates that compromise was still possible and the Revolution was not inevitable, they must prove with evidence why that is the case.

Contextual Comparative Analysis of the Declaration of Independence (1776), Prince Hall's Petition (1777), and the US Constitution (1789): Students will read and analyze the Declaration of Independence with a specific focus on the principles of self-determination, the asserted correlation between economic freedom and political freedom, and the natural rights doctrine. They will briefly summarize how those principles were outlined in the Declaration of Independence and then compare that to the text of Prince Hall's Petition (in which Hall basically outlines the same ideas and demands that they be applied to African Americans). In doing so, students will demonstrate a clear understanding of how the status of colonial leaders affected their perceptions of natural rights and how and why those

perceptions contrasted with the perspective of African Americans at the time. They will then extrapolate on those ideas to consider the perspectives that might have been held by women, men without property, and other marginalized groups. In doing so they will refer back to the earlier review of principles of self-governance as asserted by colonial leadership and what that might mean for American society writ large. As students progress through future units they will continue to consider those inequities as all of those groups continued to demand and fight for the equality outlined in the Declaration of Independence. Finally, students will analyze the sections of the US Constitution that relate to slavery and, in a written analysis, assess to what extent the principles of the Declaration of Independence and Prince Hall's Petition were codified in the Constitution by selecting and analyzing specific quotes from each document. In completing this exercise students will become well versed in the natural rights doctrine, the American hypocrisy of slavery in a nation built on the principle of freedom, the constitutional protections for slavery that will be consequential in the next 70 years of history, the fight for universal white male suffrage that was generally completed (with some exceptions) by the 1830s, and the fight for women's suffrage that lasted until the ratification of the Nineteenth Amendment in 1920. This comparative analytical work is also preparatory for a major essay to be completed in the next unit.

The Antebellum

This unit is composed of two major elements that are intermixed throughout: (1) a detailed study of slavery in the United States (though it also touches on the developing free Black populations in the North and South) and (2) an exploration of the developing sectional divide (political, economic, and social) in the nation over slavery.

The study of slavery as a social and political institution covers the full geographic range of the country (not just the South), explores the experiences of both rural and urban slaves, and looks critically at the abolition movement (including the racial and gender divides within that movement). Particular attention is also paid to efforts that were made to justify slavery in the face of the abolition movement and the methods by which slave owners attempted to exert control over slaves. The subsection of the unit concludes with a study of the connections between slavery, Jim Crow, and the modern day. This section is contextualized within the larger story of US history through a study of the methods by which the US expanded westward during the first half of the 1800s, the drive to acquire new territory to ensure the continued economic and resource-based growth of the growing nation, the political (mostly the American System) and technological (such as the cotton gin, steamboat, turnpike, and railroad) changes that took place to support the exploitation and transportation of those resources, and the increasing reliance on the cotton economy due to both domestic demand (because of early moves toward industrialization in the North) and the larger international marketplace (mainly in Britain).

The study of sectionalism begins at the time of the Constitution and ends with the election of 1860. Therein students will explore how the regional differences (geographic, economic, political, and social) at the time of colonization laid the foundation for the sectional divide in the country that continued to grow prior to 1860. Students will also consider how regional identity shaped the way the people living in different sections (primarily North and South, but to an increasing extent West) viewed the nation, its government, and their place within it. This includes a detailed review of the major attempts to create compromises and legislation to solve the increasingly divisive question of slavery (including, but not limited to, the Missouri Compromise, the Comprise of 1850, and the Kansas–Nebraska Act of 1854) and how those efforts both delayed the Civil War and intensified the sectional conflict that ultimately resulted in secession and the Civil War.

Unit Assignment(s)

Analyzing Slave Narratives: Students will read all of *Narrative of the Life of Frederick Douglass* and excerpts from the slave narratives written by Solomon Northup, Harriet Jacobs, and Charles Ball. As they do so they will analyze the content and the rhetorical technique in the texts. Through three different short (one-page minimum generally) written responses students will demonstrate their understanding of the various methods of control employed by slave owners (such as physical and mental punishment, the denial of education, and the use of Christianity and "benevolence" in an attempt to create complacency). In specific relation to Douglass, they will carefully make note of his use of rhetoric to advance his argument against slavery. This will both help them to fully understand the nuance of his argument and begin to prepare them for the more comprehensive essay that concludes the unit. Finally, students will consider the extent to which Douglass's narrative has value as a source from which to draw general understandings about the experience of slaves in the United States. In doing so they must address the exceptional nature of Douglass's life when compared to that of the vast majority of enslaved people in the United States but also identify the many ways in which his narrative, and the events therein, are reflective of the experiences of many enslaved people. They will do this, largely, by comparing his work with the excerpted slave narratives and the course textbooks. This will provide students with an understanding of the variety of experiences of enslaved people and reemphasize the importance of considering multiple sources as they attempt to ascertain the quality of the information within any given source and make reasoned arguments about historical events.

Culminating Analytical Essay: Throughout the unit students will be reading excerpts from Carter G. Woodson's landmark study *The Mis-education of the Negro* and from Michelle Alexander's The New Jim Crow and will view the documentary *13th*. As the culminating assessment for the unit, students will write a five-page (or longer) analytical essay that demonstrates a deep understanding of the material through a comparison of these sources and other outside evidence (either from the course or through their own research).

This paper must be typed in MLA format, be carefully proofread, and include a properly formatted works cited section with a minimum of five sources and in-text citations.

Students can choose from one of these two prompts: In the mental and physical power struggle between the oppressor and the oppressed, who had the upper hand? Make sure you discuss slavery, education, and political structures. Mass racialized systems of control have been used in the United States in many ways, especially in the sphere of education. Compare the use of education (or the denial thereof) as a means of controlling African Americans during slavery, in the 1930s, and in the present.

The Civil War and Reconstruction

This unit focuses on the secession crisis that led to the immediate outbreak of the Civil War, the question of whether or not the war was inevitable, the role of African Americans within the context of the broader war, and the failures and successes of Reconstruction. The most important element of this is Reconstruction as it lays the foundation politically, socially, and economically for the Jim Crow era and much of the continued regional divisions that exist in the United States today. While this unit covers a period of major societal change, and students will explore in detail the causes of that change, there are also continuities in economic, political, social, and cultural identity that exist between the periods before, during, and after the Civil War.

The first half of the unit covers secession, Lincoln's response, and the general course of the war, with specific attention paid to the debate over the changing purpose of the war. When contemplating secession, students must consider the ways regional identity, different interpretations of what the United States was intended to be, the text and intent of the Constitution, and the meaning of representation affected perspectives on secession and its legality. The study of the war is less one of battles and more one of the questions that arose about the changing purpose of a war that began, at least ostensibly, over maintaining national unity and the destruction of secession, but without question transformed into a war over the eradication of slavery. This will include a detailed look at the circumstances surrounding the Emancipation Proclamation and the short and long-term outcomes of the order, including the ways in which it was an attempt to address the varying demands of the public in the North (including the divide between the working class and the upper class, Lincoln's tenuous political situation at various points in the conflict, the fight over abolition and emancipation, and the long unfulfilled expectations of equality by African Americans).

The second half of the unit deals with the political struggles and mixed outcomes of Reconstruction. Students will have to think about the complicated problems that resulted from secession and the Civil War, including, but not limited to, how to address the restoration of citizenship rights to individuals and loyal governments in the South, whether or not it is appropriate to attempt to "rebuild" the South in a way that more closely replicates the North, and to what extent (if at all) four million formerly enslaved people

freed by the Civil War would be granted the rights of citizenship and how those rights would be protected when they were granted. This requires a thorough look at the internal political battles over Reconstruction between Congress and the presidents responsible for carrying it out (mostly Andrew Johnson) as well as the ways that Southerners attempted to resist Reconstruction.

Unit Assignment(s)

Nullification Primary Source Analysis: Students will read and compare the arguments for nullification presented in the Virginia and Kentucky Resolutions in response to the Alien and Sedition Acts, the resolutions from the Hartford Convention, and John C. Calhoun's South Carolina Exposition and Protest. They will complete a matrix that compares the arguments presented in favor of nullification and outline the extent to which each of the documents calls for nullification or interposition. They will then read the South Carolina Declaration of Secession and trace its philosophical origins to the previous three documents and the Declaration of Independence (which they have read previously) in a one-page written response. The students will, thus, learn and contemplate how South Carolina (and subsequent Southern states) based their arguments for secession on many previous American ideas, including the legitimacy of dissent, the belief that people should be represented by a government that reflects their interests, and the right to change that government if it fails to represent them. This principle of political power originating with the people is central to the argument for secession. Through reading these selections students will come to understand why many Southerners felt that a government dominated by the nonslaveholding North (due to population size) was not truly representative but was, instead, the tyranny of the majority over the minority (the irony of which will be noted in relation to slavery).

Two Views on Secession: Students will compare and contrast the South Carolina Declaration of Secession with Lincoln's first inaugural address to develop a deeper understanding of the two key views on secession. They will then reflect, in a short written analysis, on how the different perspectives evidenced in the documents are a direct result of the different geographical locations, economic and political circumstances, and perspectives of the authors. As part of this activity, students will identify how the long-established cultural and political norms of the North and South are reflected in these documents and how that has created, over time, the tension between these two broad groups, while also recognizing that within the two major sections of the nation there still exists a diversity of opinion about the issues that led to secession.

Was the Civil War Inevitable?: In an approximately one-page written analysis that draws on material from previous units and this unit, students will answer the question "Was the Civil War an inevitable result of events prior to the election of 1860?" They must consider the full scope of societal changes and developments that had taken place in the years preceding the Civil War, what caused those changes and the increasing polarization of

the nation, and whether those changes were an unalterable result of the earliest stages of national development or whether that path was alterable in some way. In order to do this effectively students must first address the question "What caused the war?" At a general level, this is a question of politics, economics, and society, but more specifically from their studies they have a number of more narrow options from which to choose, including, but not limited to, the establishment of a nation based on the principles of freedom yet built upon the enslavement and subjugation of a race of people, the transformational rise of the Republican Party, the political rhetoric and election of Abraham Lincoln, secession, sectionalism, and a perception of the failure of representation. After completing their writing, students will participate in a Socratic discussion about their various interpretations of the historical events so that they can explore the many different causal explanations for the outbreak of the war.

Contextualization and Analysis of the Emancipation Proclamation: In small groups students will read and analyze Lincoln's Emancipation Proclamation. As they do, they will answer a series of questions that will help them see both the limitations of the proclamation and the reasons Lincoln saw those limitations as necessary. They will then connect the proclamation back to Lincoln's previous stances on slavery and the possibility of true equality and citizenship for African Americans, beginning with the Lincoln–Douglas debates. This will be based on a number of short selections from Lincoln's speeches as well as selected readings from *The American People, From Slavery to Freedom*, and *The American Political Tradition* by Richard Hofstadter (who, in particular, addresses the complexity of Lincoln as a figure and the difficulty in ascertaining what he truly believed). Students will then write a brief response assessing the legitimacy of Lincoln's reputation as the "Great Emancipator," in which they will provide specific evidence from a minimum of three sources. In completing this exercise they must also address the reliability and quality of the information in the sources that they have accessed by identifying why they have chosen certain sources to support their argument and specifically addressing the potential problems with relying solely on the public statements of a politician with an agenda (in this case, Lincoln) when attempting to understand a particular moment in history. This will clearly demonstrate their understanding of the complex nature of the political climate in the Civil War period and of Lincoln as a man and as a president.

Planning Reconstruction Group Activity: In groups of three, students will be presented with seven specific issues that existed in the run-up to and early stages of Lincoln's wartime reconstruction (such as "What responsibility, if any, does the US government have to physically repair and rebuild the South after the devastation of the war?"). For each question students must come up with a response and a reasonable counterargument to their response as if they were debating the issue during the period. This will help them to think more critically about the complex nature of Reconstruction as they take into account the complex climate of the period. At the same time, they will learn about the major issues that developed during Reconstruction. To demonstrate their understanding, the student groups will produce written responses to each question and participate in a class debate.

The Gilded Age and the Progressive Era

This unit is an intense study of the development of America as an industrial superpower and the impacts of that transition on the American people. This begins with a study of the changing needs for resources during the transition toward industry, how the US met the need for those resources by expanding its exploitation of the natural environment (particularly for fossil fuels, but also for building materials, land to accommodate a rising population, and changes in the agricultural landscape to meet the needs of a rapidly growing population). From there, students will explore how the nature of work changed significantly to meet the demand for goods and how transportation networks (mostly nation-wide rail systems) expanded to make the effective and efficient distribution of those goods possible. The explosive increase in immigration and formation of white ethnic neighborhoods, the questions that created about the meaning of citizenship as a building block for American society and the expansion of ethnoreligious nativism in response to the changing face of America will also be addressed in detail. Students will compare and contrast those largely northern developments with the development of the "New South" in the Jim Crow Era and the redrawing of the Color Line and the impact of increasing migration of white Americans into the Great Plains on Native American populations and the environment. Finally, students will analyze the causes of, and efforts at, Progressive Reform to resolve the tensions and conflicts created by the economic, political, social and cultural changes taking place in America between the Civil War and WWI. All of this will give the students a complete picture of the many explanations for the causes of the massive transformation of the economic, political and social landscape of the country that took place in the late 1800s.

Unit Assignment(s)

Close Reading of the Thirteenth, Fourteenth, and Fifteenth Amendments: In small groups students will critically analyze the text of the Thirteenth, Fourteenth, and Fifteenth Amendments. They will specifically focus on the letter of the law and the spirit of the law, and the failures of the federal government to enforce the amendments in the Gilded Age and the Progressive Era. This activity will culminate with a written analysis of the way that the letter of the Fourteenth and Fifteenth Amendments could be used to undermine the spirit in which they were passed. Students will support their argument with specific evidence from the time period.

Essay Comparing Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey: Students will read and analyze significant selections from *Up from Slavery*, the "Atlanta Compromise," *The Souls of Black Folk*, and *Selected Writings and Speeches of Marcus Garvey*. In doing so they will deeply understand the different approaches to civil rights reform that laid the foundation for later movements and activism. To demonstrate that understanding students will produce a two-page minimum argumentative essay (with citations) in favor of one of the approaches presented by one of the three men; they must also identify

why the other approaches are less desirable. In doing so they will demonstrate an understanding of the varied perspectives on life in the late 1800s and, in particular, civil rights issues, for African Americans based on their background and origins. They will also explore the unifying elements of the African American experience in the United States in this time period and how the similarities of that experience across geographic, political, and economic realms resulted in similar interactions with the larger American population.

Analyzing Immigration Data: In small groups, students will read selections from three different sources related to the rise of nativism in the late 1800s: excerpts from P.S. Dorney's 1871 description of anti-Chinese violence in California, a selection from *The American People* by Nash, and selections from Howard Zinn's *A People's History of American Empire* that allude to, but do not explicitly discuss, issues of nativism. Each source presents a different interpretation for the causes of nativism: one identifies racism as the primary catalyst for nativism, one identifies cultural and religious factors as the primary cause of nativism, and indicates nativism was primarily a response to changing economic conditions. After reading the three sources, each group will analyze immigration data gathered by the US Census Bureau between 1820 and 1940 and excerpts from the "Gentleman's Agreement" to assess the accuracy of the information presented in the three original sources and produce a written argument in favor of one being "the most accurate." A class discussion will follow in which students will continue to deliberate about the quality of each source.

Exploring the Progressives: Students will read and respond to selections from Upton Sinclair's *The Jungle* to help develop their understanding of the causes and consequences of the transformation from a largely agrarian society to an industrial society reliant on large-scale, industrial agriculture to feed a growing population. They will then analyze Theodore Roosevelt's efforts to support Progressive reform as a response to the significant changes that had taken place in the US between the 1870s and early 1900s. Finally, they will attempt to determine to what extent the success of Progressive reforms was contingent upon the leadership of national political figures like Theodore Roosevelt, or whether the work of nonpoliticians, muckrakers, and similar, such as Ida Tarbell, Alice Paul, Walter Rauschenbusch, John Muir, and Jacob Riis, would have been sufficient to effect national change. This requires students to consider what ultimately caused society to change its ideas about the role of government in the daily life of citizens and the impact that had on the national culture, as well as how those societal changes catalyzed changes to the traditional political practices and institutions of the nation.

The US Becomes a World Power

This unit focus on the causes and consequences of the shift in American foreign policy from the end of the Civil War to the end of WWI. Prior to this period the US was generally restrained to expanding continentally, but with the growth of the US into an industrial power that changed and the nation transformed as it sought to expand its reach abroad.

Students will trace the origins of the economic, political, and cultural drive for expansion in the US and explore how preexisting ideas such as manifest destiny transformed as the nation developed the industrial and economic capacity to exert its influence abroad. Through the analysis of case studies (and building on content from sophomore year) that include the American Indian Wars, the Spanish–American War, the Philippine–American War, the Hawaiian annexation, the establishment of "Big Stick" and "Dollar Diplomacy" policies in Latin America, and the Caribbean and WWI, students will explore whether American imperialism was a foregone conclusion as the nation rose as an industrial power and yearned for new markets and resources to enrich the population (or some segment thereof), whether the nation had betrayed its founding principle in the actions it carried out abroad and how accusations of such at the time brought into question the normative national identity of a democratic society protecting people's rights, and how geography (particularly the need to guarantee access to China for trade) affected the imperial impulse. For the events preceding WWI, students will focus on analyzing the causes and consequences of American imperialism and the connections between race, economics, political power, and imperialism. The section on WWI will largely contrast Wilson's "War for Democracy" with the status of women and ethnic minorities at home and explore how that conflict transformed American society by leading to the Nineteenth Amendment granting women suffrage (much as with the Fifteenth Amendment and the Civil War, the continued extension of the democratic ideals of self-government to another group of citizens), increased political activism by African Americans, and the rise of socialist and communist ideologies that challenged the traditional laissez-faire identity of the nation (the roots of which were discussed in the previous unit on the Gilded Age). In relation to the significant transformation of American society in WWI, students will also consider how the various domestic wartime policies (such as Wilson's "war socialism" and the Espionage and Sedition Acts) challenged and changed the way the country operated. Many of these transformations from the WWI period were foundational to the rapid shift in the American experience during the Roaring Twenties. There will also be a review of the Fourteen Points and the Treaty of Versailles (which are covered extensively during sophomore year).

Unit Assignment(s)

Foreign Policy Analysis: Students will read and respond to guiding questions from Howard Zinn's graphic novel *A People's History of American Empire*. This will expose them to the complexity of American foreign policy decisions about the Spanish–American War and the Philippine–American War as well as provide detailed content on the specific experiences of African Americans during those wars. As students read and respond to questions they will be expected to formulate an analysis of Zinn's biases and the manner in which he crafts his narrative to present a storyline that supports his personal worldview. Students will then compare his work with the writings of prominent American isolationists (Twain and Cleveland), imperial subjects (Emilio Aguinaldo from the Philippines and Queen

Lili'uokalani of Hawaii) and prominent American expansionists (McKinley, Roosevelt, Taft, and Dole) in preparation for a debate about American foreign policy. As they synthesize all of this material they will identify how the various interpretations of the causes of the shift to an expansionist foreign policy reflect continuities and changes in ideas about what America is, and is supposed to be, as a culture and society.

Foreign Policy Debate: Students will be broken into teams and will debate specific elements of American foreign policy prior to WWI. Students will be expected to use information they have learned in class as well as information that they have researched on their own in support of their argument. This will help them further develop the research, writing, and argumentation skills that they have been working on throughout the year and ensure that they have acquired, and can demonstrate, a deep understanding of the content from the unit. During their preparation they must evaluate the quality of the information in the various sources that they have compiled and select the most relevant and reliable information available. This means that they will need to look for instances in which a similar narrative has been presented across multiple sources to verify the reliability of that evidence. They will also compare and contrast different perspectives on the various events that they will be debating and account for why the author holds that particular perspective based on who they are, where they came from, and the circumstances in which they found themselves at the time of their writing.

Multiple Perspectives on WWI: Students will read two essays written by W. E. B. Du Bois in *The Crisis* and compare their purpose, point of view, and tone. The first is generally supportive of African American men enlisting to fight in WWI, while the other is a scathing critique of the treatment of returning African American soldiers. They will then compare Du Bois's essays with highly nationalistic speeches and essays written by Calvin Coolidge, Warren G. Harding, and A. Mitchell Palmer. In reading and comparing these documents students will demonstrate important analytical skills and the ability to use historical context in their analysis and will learn more about the varying perspectives in the US about participation in WWI, and in particular how historical experience played a role in shaping those perspectives.

The Roaring Twenties

This unit is an overview of the sociopolitical climate of the 1920s. It begins with a review of the Progressive Era and progresses through the generally tense period of the early 1920s as the KKK rose to prominence, Prohibition went on the books, women began exploring their identities more publicly after the ratification of the Nineteenth Amendment, and tension rose between traditional American Protestant Christian values and conservatism and the rising modernism of the period. Particular attention is paid to how and why the United States (and the rest of the world) was undergoing such dramatic changes in the wake of industrialization, imperialism, and (most significantly) World War I and how those changes challenged and transformed cultural norms that had largely been in place in the

United States from the earliest days of its founding. From there, students undertake a study of the Harlem Renaissance as a sociopolitical movement largely expressed through art and literature, but also through the rising political activism of the NAACP, the National Urban League, and various communist organizations.

Unit Assignment(s)

Multiple Perspectives on Prohibition: Students will view selections from the documentary film *Prohibition* and compare the assertions made in the film to those presented in two primary accounts of Prohibition, one written by Felix von Luckner, a visiting German, and the other written by Frederick Lewis Allen, a historian and editor. Students will write an analysis accounting for the similarities and differences evidenced in the three sources.

Harlem Renaissance Research and Presentation Project: Student pairs will be assigned two key figures from the Harlem Renaissance. Using their textbooks (*From Slavery to Freedom* and *The American People*) as a starting point and branching out into independent web and library research, student pairs will research their two people extensively. As they research they will constantly evaluate the quality of information in the sources that they uncover and only utilize those that can be corroborated in multiple instances and are reliable and of academic merit. Based on this research and source analysis, they will then produce a presentation for their classmates that explains their two figures, their specific role in the Harlem Renaissance, and how their work and products fit more broadly into the Harlem Renaissance as a sociopolitical construct. This will demonstrate their specific expertise in their figures as well as an understanding of the Harlem Renaissance more broadly. Their presentations will also provide reinforcement to their fellow classmates.

Literature and the Harlem Renaissance Essay: Students will read and analyze at least two of the following books: *The Ways of White Folks*, *Passing*, and *Their Eyes Were Watching God*. They will also read other selected poems and short works. Following that, they will write a five-page minimum analytical essay focused on how the texts they read reflect the principles of the Harlem Renaissance, particularly as identified in Alain Locke's "The New Negro." They will, through this essay, demonstrate a deep understanding of the Harlem Renaissance as an expression of African American identity as it developed from slavery to the 1920s and as a model for African American self-help and advancement socially, politically, and economically. They must specifically explain why the face of African American resistance to racism changed during the 1920s and how those efforts led to responses and reactions that caused changes in the general American culture (some positive, some negative) and to what extent those reflect preexisting cultural norms and interactions between African Americans and American society writ large.

The Great Depression and the New Deal

This unit focuses on the causes, consequences, and responses to the Great Depression. Economics and market principles form the foundation of the causes section. This includes a detailed look at the economics of the 1920s and the boom that was certainly extant for almost all Americans, but disproportionately benefited the upper and middle class. The section on consequences explores the urban and rural experiences of Americans during the Depression. Within the rural Depression specific attention is paid to the ecological disaster of the Dust Bowl region and how that was a result of a combination of the physical geography and climate and human actions as a result of the rapid increase in demand for agricultural products, and the production thereof, during the post-Civil War period, largely as a result of the Homestead Act of 1862. Attention is also given to the "Okie" migration, and a correlation is drawn between the Great Migration during the period of 1910 to 1930. The most significant understanding that students must walk away with, however, is how the New Deal dramatically transformed the American political and economic system. The New Deal significantly increased federal power and reach. Students will be expected to grapple with how the changes to the US government as an institution and the practices it undertook (such as highly regulating the economy and providing direct aid to citizens) was a direct result of the historical developments of the preceding years and the societal changes that had taken place following the economic crash.

Unit Assignment(s)

Stock Market Simulation: Students will participate in a stock market simulation in which they buy and sell stocks (including on margin) over a period of simulated years and track their transactions. The market is rigged, of course, to simulate the boom of the 1920s and the decline that began in late 1928 and rapidly accelerated in mid-1929. At the conclusion of the simulation and following instruction about the economic causes of the Great Depression, students will produce a written reflection in which they analyze their decision-making during the simulation and the correlation between their experiences and the experiences of people in the 1930s. This will demonstrate their understanding of the causes of the Great Depression.

Black History Month Article Analysis: This is a one-page minimum typed personal reflection on Carter G. Woodson's establishment of Negro History Week (now Black History Month) and the appropriateness of it as a schema for focusing the American people on African American history. Students will be reading and reflecting on a scholarly article that has a fairly negative view of Black History Month. Though they will not necessarily be cognizant of it at the time, by thinking about (and writing about) whether or not Black History Month is a good idea, students will be dealing with many of the major issues covered in the second semester. The controversy that surrounds Black History Month is quite relevant to topics such as inclusion versus segregation, accommodation, self-help,

and Black Nationalism. Students will be reminded of, and asked to refer back to, the article throughout the semester. Students will also be asked to incorporate what they learned while reading Woodson's *The Mis-Education of the Negro* into their analysis.

What Caused the New Deal?: Students will begin this exercise by graphing economic data from the early 1920s through the late 1930s. This data will cover things such as bank failures, business closures, unemployment, and wages. By analyzing this economic material they will see the dramatic economic collapse that took place beginning in 1929. After doing so, they will then read several primary sources (Allen, Roosevelt, Wright, and Rosskam) that address the social and psychological consequences of the Great Depression and the impact it had on American society. Finally, they will view parts of the documentary *The Great Depression* that cover the political ideas and solutions presented by the left and the right during the Depression. After considering all of these sources students will produce a thesis responding to the prompt: "Was the New Deal primarily a result of economic, social, or political pressure?" They will then list and briefly explain significant evidence from those sources that they would use in defense of their thesis and those which could be used to present a counterargument.

World War II

In grade ten students participate in an in-depth study of WWII. This year, in grade eleven, students study in depth the American wartime domestic policy. This begins with pre-Pearl Harbor foreign policy decisions that FDR called "steps to maintain neutrality," such as the Four Freedoms Speech, the Neutrality Acts and the Lend-Lease Act, the Selective Service Act, the Atlantic Charter, and the economic sanctions and trade embargoes placed on Japan. The other major prewar focus is on civil rights issues (including FDR's effort to address inequality in hiring through Executive Order 8802). The unit then moves into the ways the US, after Pearl Harbor, transitioned into a wartime economy and a state of total war, as well as the civil rights issues that arose out of that (including the role of women in the war effort, Executive Order 9066 and *Korematsu v. US*, general divisions among African Americans about serving, and other issues of tension created by the Second Great Migration, the Zoot Suit Riots, antisemitism, and the limited response to the Holocaust). Specific attention is paid to comparing and contrasting the different domestic experiences of various segments of the American population within the global context of a war to preserve democracy and fight totalitarian repression.

Unit Assignment(s)

Responding to the "Date Which Will Live in Infamy": Students will read FDR's "Date Which Will Live in Infamy" speech and write a short analysis that makes an argument about the accuracy of his assertions about the attack on Pearl Harbor. In this writing students must address American and Japanese foreign policy prior to the attack and consider whether or

not the attack could be considered justifiable given those actions. In doing so, they must take into account the pressure the US was attempting to exert over Japan and the explicit and implicit threat of Japanese imperial expansion in the Pacific.

African Americans in the War Annotated Bibliography: Students will do online research to identify seven academically reputable websites that provide information about the African American experience in WWII (either in military service or at home). They will then provide a citation for each website and summarize the relevant content. In that summary they will analyze the value of those websites for understanding the African American experience. By completing this assignment, students will learn a wide variety of information about the African American experience during the war. They will also demonstrate critical research, citation, and synthesis skills as well as the ability to differentiate between reliable and unreliable primary and secondary sources.

The 1950s, 1960s, and the Cold War

Much like WWII, this content is covered heavily in grade ten. This year, in grade eleven, there is a focus on how the US led the development of a post-WWII liberal economic and political order evidenced in, for example, agreements about free trade, the Marshall Plan, and NATO as a way to counter the power of the Eastern Bloc and the USSR. Students will specifically look at how those institutions are a reflection of preexisting political and economic ideas and institutions in the United States but also a direct result of the devastation of two European wars in the first half of the twentieth century and the fear of a third in the post-WWII period. Another element of the unit is the domestic transformation taking place as a result of the booming post-WWII American economy. This includes the transition toward a more heavily mechanized, white-collar economy and the increasingly integrated global economy that became central to the ability of the United States to maintain itself but also distribute resources both internally and externally to allies. The other major aspects of the Cold War covered focus on American covert operations abroad, domestic policy (such as McCarthyism as an effort to protect and maintain perceived American cultural norms and values), and the nuclear arms race. This unit also serves as a transition between WWII and the Civil Rights Movement as many of the themes covered become relevant to the Civil Rights Movement—particularly the connections between anti-communism and opposition to the Civil Rights Movement as well as the philosophical conflict of being a nation focused on spreading "democracy and freedom" abroad while (at least to some extent) ignoring failures to provide those things at home for all Americans.

Unit Assignment(s)

Policy Debate: Students will debate American intervention in various Cold War events; each pair of students will be assigned a different topic to debate (one will be pro-intervention and the other will be anti-intervention). The foundation of their debate will come from in-class research done at the library, online, and in the main textbooks for

the course. They will include an annotated bibliography of their sources and assess the quality of the sources they are referencing in that bibliography. Building on their rhetorical abilities from earlier in the year, students must use historical evidence to persuade the class that American policy during the Cold War was either justifiable or not justifiable. Debate performance will be assessed on oratory skill and the legitimacy of their historical arguments. Other students in the class will be responsible for completing a chart that outlines the basic arguments presented by each side. This will help everyone review the various American interventions during the Cold War and develop a deep understanding of the conflicts over such decisions.

The Civil Rights Movement

This unit begins with a fairly comprehensive review of civil rights related events and figures and ideas that took place or existed before the late 1800s (all of which were covered earlier in the year). From there, students begin an in-depth exploration of the Civil Rights Movement beginning with *Plessy v. Ferguson* and moving up until the mid-1970s. They will focus on the most transformative events, organizations, and people while also exploring lesser-known figures. Of particular importance will be their work to develop an understanding of how the goals and objectives of the movement changed over time and what caused those changes—specifically, the transformation from a movement largely focused on changing the laws and Supreme Court decisions to one focused on meaningful economic, social, and political equality once those legislative changes took place. This includes an analysis of the growing radicalism of the movement beginning in the mid-1960s and accelerating rapidly after the assassination of MLK in 1968. They will specifically look at the way the Civil Rights Movement transformed American politics, economics, and society and ponder whether it would be more accurate to say that those transformations were an inevitable outcome of the continued expansion of democracy and rights to all Americans or a distinct result of the active work of thousands of people and could just as easily not have taken place. Finally, they will assess the successes and failures of the movement in preparation for material covered in future units of study. While the unit is largely focused on the African American Civil Rights Movement, significant time will also be devoted to other movements (primarily free speech, women, gay rights, Chicano/a, Asian American, Native American, and people with disabilities) and how those movements continued to further the expansion of rights to all Americans. This unit also revisits many of the questions raised earlier in the year about the political practices and ideologies established in the United States in relation to the right of all citizens to participate in their government, the general principle of natural rights, and the responsibilities of citizens within a democracy.

Unit Assignment(s)

The Autobiography of Malcolm X Analysis: Students will read *The Autobiography of Malcolm X* and write three brief papers analyzing the text at major turning points in

Malcolm X's life. These assignments will be given following his imprisonment, after he takes the hajj, and after completing the text (which includes his assassination in the epilogue). Students are expected to write a minimum of two pages for each assignment, utilize at least three quotes directly from the text in each, and provide supporting historical context and evidence. In doing so they will demonstrate an understanding of the depth and complexity of both Malcolm X and the Civil Rights Movement in which he rose to prominence. This will highlight their understanding of the causes of the changes in the methods and motives of the Civil Rights Movement over time and how those changes affected the general attitude of Americans toward civil rights while also engendering resistance to the Civil Rights Movement. The final written piece will also require an assessment of the reliability of the narrative presented in *The Autobiography of Malcolm X*, as the text has been criticized as essentially a mythologization of one man that fails to consider the many other elements of the Civil Rights Movement and often disregards the more negative aspects of his actions and ideas.

Civil Rights Movement Presentation: This assignment begins with a two to three-page MLA format research report on an important moment, figure, or similar topic in the Civil Rights Movement. Using the skills developed earlier in the course (including assessing the reliability and quality of primary and secondary sources, reading and analyzing primary and secondary sources for an understanding of multiple perspectives on certain events and people, and technical skills such as grammar and writing technique, providing proper citation, and writing clearly and coherently) students (or pairs) will research a specific topic from the Civil Rights Movement. Students will be able to choose from around 40 potential topics, including events like the founding of the Congress of Racial Equality (CORE), the March on Washington, the assassination of Medgar Evers, and *Loving v. Virginia*. Students will provide a thorough explanation of the event; that explanation must include any relevant historical background and the later impact of that event. The research paper will be submitted for review by the teacher, who will identify any necessary changes. This revised paper will be used as the foundation for the student-generated PowerPoint presentation to be given to the class.

Invisible Man Analytical Essay: Students will be reading Ralph Ellison's *Invisible Man* in English class with support coming from history. In a summative analytical essay, students will analyze Ellison's literary effort to allegorically analyze and comment on the historical experiences of African Americans from the end of Reconstruction to the end of WWII. Students will be required to incorporate a minimum of five additional sources beyond the text as part of their analysis; these sources must be carefully considered and analyzed for accuracy and relevance to the topic and the text to ensure that they have value. This assignment will demonstrate an understanding of the book and the complex historical allusions and references Ellison makes, as well as effective writing technique and integration and analysis of primary and secondary sources.

The Vietnam War

This unit is a comprehensive study of the Vietnam War (both abroad and at home). Within this unit the full effect of the tumultuous 1960s comes to a conclusion in the early 1970s with the Watergate Scandal, the resignation of Nixon, the end of the Vietnam War, and the virtual collapse of the Civil Rights Movement. It builds extensively on the unit on the Cold War and also incorporates and expands upon many key elements from the unit on the Civil Rights Movement, especially the rising discontent and violence at home in the late 1960s. This marks another transformative moment for American society as the pre-Vietnam perceptions of the government and leaders were shattered during this period and replaced with an entrenched distrust that is still prevalent in American life today. Students will consider the political, cultural, social, and economic conditions that catalyzed those watershed shifts in the American experience and question whether or not the violence and frustration that sparked those changes could have been resolved without such a dramatic transformation. For many Americans, these transformations effectively destroyed many of the extant building blocks of American society, such as the traditional nuclear family, church, and belief in the government and its agents. As a result, many Americans began to question whether the government could still be trusted to distribute political power to the citizens or whether those citizens had an obligation to take the power from the government (by revolutionary force if necessary).

Unit Assignment(s)

Vietnam Era Song: Students will write a song that deals with the Vietnam War or Civil Rights Movement. Students will be given a specific stance for their song to take (either in favor of or opposed to Vietnam or Civil Rights) and will have to demonstrate an understanding of the different perspectives on the Vietnam War or Civil Rights Movement through their lyrics. They will be allowed to modify a professional musician's song (though not one about Vietnam or Civil Rights) or write one of their own. In doing this students will demonstrate that they have a solid general understanding of the time period and the ability to synthesize and explain specific content. The activity will also demonstrate their ability to compare and contrast different historical perspectives on Vietnam or the Civil Rights Movement.

The Rise of Radicalism: Students will write a one to two-page analysis of the legitimacy or illegitimacy of the increasing radicalism of both the anti-war movement and the Civil Rights Movement in the late 1960s and early 1970s. Students will show that they understand the causes of the change toward more radical ideas and movements by citing specific historical evidence from quality primary and secondary sources. They will then make an argument either for or against that radicalism as part of the traditional American political culture and value set based on content from other units in the course.

From Détente to Today

This unit is a comprehensive review of foreign policy and general domestic trends from the end of the Vietnam War to the modern day. The foreign policy section focuses on the causes and effects (primarily economic and political) of the end of the Cold War, the increasing liberalization of the global economic system, immigration, and the rise of new threats such as terrorism in the late twentieth and early twenty-first century. Domestic policy centers on the rise of women in the workforce, the rise of the modern environmental movement, and the increased centralization of urban poverty and subsequent questions about, and policy changes related to, social welfare programs (particularly during the Reagan and Clinton administrations) in an effort to more effectively meet increasing pressure for resources and services in areas of increasing poverty. Within that context, the significance of the election of Barack Obama as president and the backlash against it will be central to the study of the twenty-first century. This final unit culminates with a number of reflective pieces for students to take part in both in the community and with each other.

Unit Assignment(s)

Discussing the Year: For this assignment students are charged with the task of interviewing two adults about 10 major contemporary domestic social issues. In doing so they are responsible for determining each adult's perspective on each issue, discussing each adult's perspective within the context of their own, and writing an analysis of how each interviewee's personal experiences, age, or similar have informed their perspective. In completing this assignment students will demonstrate their understanding of the historical forces with which they have been working over the course of the year and broaden their understanding of perspectives other than their own.

Assessing the Path Forward: This assignment requires students to interview two adults about methodologies for change. Students will bring their historical knowledge to these interviews to contextualize and frame questions such as, "Which is more important to continuing the process of African American uplift: self-help or government programs/intervention?" After completing the interviews students will write an analysis of which historical ideas, approaches, and people are most reflected in their interview subjects. This will demonstrate their comprehensive understanding of course material as well as further expose them to diverse approaches and ideas about how best to continue the struggle for true equality and justice in the United States. It will also highlight the idea that virtually all movements are built, to some extent, on those that came before.

Continuity and Change in the Twenty-First Century: In a one to two-page essay, using a variety of primary and secondary sources that they have evaluated for reliability, students will explore how the role of the United States as a global power changed and remained the same in the post-Cold War era. They will specifically examine how the collapse of the USSR shifted the global power balance and created a sense of security for the West.

They will consider to what extent that sense of security was or was not misplaced given the increasing tensions as former Soviet client states struggled with the transition out of Soviet control, Chinese global economic power increased, and tensions in the Middle East continued to escalate.

Honors African American Literature (Castro Valley HS)

Basic Course Information

Record ID: DQ5NTW

Institution: Castro Valley High School (050500), Castro Valley, CA

Honors Type: Honors

Length of Course: Full Year

Subject Area: English

Discipline: English

Grade Levels: 11th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): AF Lit H

Public Notes: (None)

Overview

The purpose of Honors African American Literature is to learn unit-specific vocabulary that will assist in composing of unit-specific essays, to work through grammar that will add sophistication to student writing, to offer reading strategies that will deepen understanding and access to literature, to build discussion strategies that will encourage more nuanced discussions of literature in class and in writing, and to master identifying and using rhetorical devices in persuasive writing. To reach these expectations, in Honors African American Literature students will read 10 to 12 books, both fiction and nonfiction, and engage in multiple Socratic seminars and debates throughout the year to access the literature. Students will also practice close reading and annotation techniques to assist in their reading. Throughout the year students will write 8 to 10 essays, of various genres, approximately 5 to 10 pages in length. The essays will cover a variety of genres: literary analysis, expository, persuasive, and argumentative.

Prerequisites

Freshman English, Sophomore English, or Advanced Sophomore English

Corequisites

African American History 1/2, Honors African American History 1/2

Course Content

Narrative of the Life of Frederick Douglass by Frederick Douglass, *The Mis-education of the Negro* by Carter G. Woodson, and *13th* by Ava DuVernay

Students will concurrently read *Narrative of the Life of Frederick Douglass* and *The Mis-education of the Negro*, and view the documentary *13th*, by Ava DuVernay. This unit introduces students to rhetorical devices such as antithesis, parallelism, apostrophe, sensory details, ethos, pathos, logos, main claim, subclaims, and evidence. Students will explain their understanding of Carter G. Woodson's arguments by identifying ethos, pathos, logos, and their influence on the reader. Likewise, students will identify rhetorical devices used by Douglass to further his purpose. Lastly, students will view *13th*, identifying DuVernay's claims and subclaims and the film's use of ethos, pathos, and logos. The texts and documentary will serve to begin the discussion of the African American identity in America and give students the historical foundation needed to understand the literature.

Unit Assignment(s)

Students will read all of *Narrative of the Life of Frederick Douglass* and excerpts from the slave narratives written by Solomon Northup, Harriet Jacobs, and Charles Ball. As they do so they will analyze the content and the rhetorical technique in the texts. Through three different short (one-page minimum generally) written responses students will demonstrate their understanding of the various methods of control employed by slave owners (such as physical and mental punishment, the denial of education, and the use of Christianity and "benevolence" in an attempt to create complacency). In specific relation to Douglass, they will also carefully make note of his use of rhetoric to advance his argument against slavery. This will both help them to fully understand the nuance of his argument and begin to prepare them for the more comprehensive essay that concludes the unit. Throughout the unit students will be reading excerpts from Carter G. Woodson's landmark study *The Mis-education of the Negro* and from Michelle Alexander's The New Jim Crow and will view the documentary *13th*.

As the culminating assessment for the unit students will write a five-page (or longer) analytical essay that demonstrates a deep understanding of the material through a comparison of these sources and other outside evidence (either from the course or through their own research). This paper must be typed in MLA format, be carefully proofread, and include a properly formatted works cited section with a minimum of five sources and in-text citations. Students can choose from one of these two prompts: In the mental and physical power struggle between the oppressor and the oppressed, who had the upper

hand? Make sure you discuss slavery, education, and political structures. Mass racialized systems of control have been used in the United States in many ways, especially in the sphere of education. Compare the use of education (or the denial thereof) as a means of controlling African Americans during slavery, in the 1930s, and in the present.

Beloved, by Toni Morrison

Students will read *Beloved*, by Toni Morrison. This unit will deepen students' knowledge of literary devices and techniques employed by authors to further theme and develop characters. Techniques used to further characterization will be the main focus when reviewing Beloved, Sethe, Paul D, Denver, and Baby Suggs. Students will also focus on the archetypal characters found in Beloved and how these archetypal characters represent different movements and figures in history. Students will maintain a character journal, complete reading quizzes, and participate in Socratic seminars throughout the unit. Students will also compare the *Narrative of the Life of Frederick Douglass* and the characters in *Beloved* to create a more complete understanding of the psychological and social effects of slavery in the United States.

Unit Assignment(s)

As the culminating assessment for the unit students will write a five-page (or longer) analytical essay that demonstrates a deep understanding of the characters found in *Beloved*. This paper must be typed in MLA format and carefully proofread. Students will complete the entire writing process of brainstorming, outlining, drafting, peer editing, and revising. Students can choose from five different prompts all designed around characterization.

Sample Prompts:

> "Freeing yourself was one thing; claiming ownership of that freed self was another" (pp. 111–112). Choose one character from *Beloved* and discuss the ways in which the character achieves the goal of "claiming ownership of that freed self."
>
> Morrison's work portrays many hardships and cruel atrocities that were inflicted upon Black people during early American times. Is this story designed to parallel a post-Civil War America? If so, what do the characters represent?

Passing, by Nella Larsen

Students will read *Passing* by Nella Larsen. This unit will introduce students to colorism and its effect on one's identity as they study Irene Redfield and Clare Kendry. Students will also read supplemental material on colorism to help their understanding of how colorism affects individual identity and serves to maintain the racial structures in America. Students will maintain a double-entry journal for this unit, tracking Irene and Clare's

changing perception of self as the novella progresses. Throughout the unit, students will complete reading quizzes, think-pair-shares, fishbowls, and personal reflections to demonstrate understanding of the reading.

Unit Assignment(s)

As a culminating assignment, students will complete an in-class, timed 60-minute essay. Students will have access to the prompt beforehand and are encouraged to gather the evidence beforehand. The essay will require at least three body paragraphs, using three quotations per body paragraph as supporting evidence. MLA format is required.

Sample prompt: Although much of the novel is centered around Irene and Clare's dynamics, a subplot in the novel is the relationship between Irene and Brian. What does Irene's relationship with Brian reveal about Irene's own views on race and social mobility for women? It may appear that Clare is solely using Irene to gain entrée back into Black society, but Clare's presence in Irene's life serves Irene as well. How are Clare and Irene using each other to work through their own issues? What happens to Clare at the end of the novel and how does your assessment of the ending clarify Larsen's larger message regarding race and/or gender?

The Ways of White Folks, by Langston Hughes

Students will read *The Ways of White Folks* by Langston Hughes. This unit will delve deeper into the construction of the short story and the elements of fiction used to create successful short stories, such as the plot mountain and characterization.

Thematically, students will examine the construction of race, turning the focus onto how the construction of race and the white gaze affects white people. Students will maintain a reading journal that tracks each short story and Hughes's commentary on the nonsensical behavior of white people because of constructs of race. Students will practice identifying elements of fiction employed by Hughes throughout the unit as well.

To track student understanding, students will form small groups that will be responsible for leading the class in discussion on their assigned short story. The small groups will be responsible for developing discussion questions that further thematic understanding, for explaining the construction of the story and Hughes's use of literary elements, and for developing a more nuanced understanding of the short story and how it relates to the other texts students have studied.

Unit Assignment(s)

As a culminating assignment, students will complete a 60-minute timed essay that requires them to choose three short stories to write about Hughes's commentary on the effects of racial constructs on the white and Black psyche. Students will not have access

to the prompts beforehand. Students will be able to use their notes and the novel for the essay. Each body paragraph will have a minimum two quotation requirement.

Sample Prompt: Think carefully about how Hughes is promoting the idea of "white nonsense" in the general way whites interact with Blacks in his short stories. Likewise, consider how Hughes highlights the self-destructive power of white attitudes. Pick three stories and identify the major elements of "white nonsense" Hughes discusses and the impact those elements have in the story.

Their Eyes Were Watching God, by Zora Neale Hurston

Students will read *Their Eyes Were Watching God*, starting with excerpts from bell hooks's *Ain't I a Woman: Black Women and Feminism*. Students will focus on Black feminism as they read *Their Eyes Were Watching God*. Students will examine Hurston's use of language to develop the characters and Hurston's take on Black feminism. Students will demonstrate their understanding of the text by performing dramatic readings, taking reading quizzes, keeping a reading journal comparing hooks's take on Black feminism to Hurston's characters, and participating in various discussions.

As they complete the text, students will track and understand how Janie's relationship to Nanny, Logan Killicks, Joe Starks, and Tea Cake furthers her quest for a self-defined identity, not hampered by the male gaze and the patriarchy. Students will also engage in discourse debating whether Hurston's novel should or should not be characterized as a Harlem Renaissance piece, using their historical knowledge of the Harlem Renaissance from Honors African American History as the basis for comparison.

Unit Assignment(s)

As the culminating assessment for the unit students will write a 7 to 10-page essay that demonstrates a deep understanding of *Their Eyes Were Watching God*. This paper must be typed in MLA format and carefully proofread. Students will complete the entire writing process of brainstorming, outlining, drafting, peer editing, and revising.

Sample prompts:

> 1. Zora Neale Hurston's *Their Eyes Were Watching God* is generally considered to be Harlem Renaissance literature. While it was written during the broad time period often categorized as the Harlem Renaissance (late 1910s to mid-1930s), it can be argued that it does not fit the mold of the typical Harlem Renaissance piece because of its setting. Unlike most Harlem Renaissance literature, *Their Eyes Were Watching God* is not the story of the rising urban, Northern, Black middle class; instead, it tells the story of poor, Southern, rural Blacks. So how should the text be categorized? In responding to this prompt you must clearly explain what the Harlem Renaissance is (and, thus, what it is not) and compare the book with other literary and/or artistic works of the Harlem

Renaissance. You must use multiple pieces of evidence from the primary documents and notes covered in history class, as well as quotations from the novel.

2. Although Zora Neale Hurston's novel is generally considered a Harlem Renaissance novel, it is also well regarded as a feminist novel and an examination of the plight of the Black woman in the 1920s and 1930s. Using bell hooks's introduction to *Ain't I a Woman: Black Women and Feminism* as an anchoring piece, write an essay in which you compare the issues bell hooks explores to the issues Janie faces in the novel. Each paragraph should take up one issue addressed by hooks and then compare how that issue is reflected in *Their Eyes Were Watching God*.

Invisible Man, by Ralph Ellison

Students will read *Invisible Man* by Ralph Ellison. The unit introduces students to the bildungsroman and its structure and purpose. Students will explore the many steps the invisible man must go through to come to a final realization about his identity. Students will share their understanding of the novel by completing reading quizzes, maintaining a chapter summary journal, tracking characters and symbols, and writing mini-essays after each major episode in the novel. At the end of the novel students will be able to explain the various stages the invisible man goes through to come to his final realization about his identity.

Unit Assignment(s)

As the culminating assessment for the unit students will write a 7 to 10-page essay that demonstrates a deep understanding of *Invisible Man*. This paper must be typed in MLA format and carefully proofread. Students will complete the entire writing process of brainstorming, outlining, drafting, peer editing, and revising.

Sample Prompt: Pick one chapter from *Invisible Man* that you believe was the most central to the novel's theme or the invisible man's character growth. Write an essay in which you explain why the chapter was pivotal to the novel's theme development and/or the invisible man's character growth. Pick a symbol in *Invisible Man* and write an essay analyzing how the symbol functions in the novel and what it reveals about the characters or themes.

The Autobiography of Malcolm X, by Malcolm X and Alex Haley

Students will read *The Autobiography of Malcolm X*, by Malcolm X and Alex Haley. The unit will be paired with the Afrocentric History study of the Civil Rights Movement. Students will focus on the most transformative events, organizations, and people discussed in the novel while also exploring lesser-known figures. Of particular importance will be X's work to develop an understanding of how the goals and objectives of the movement changed over time and what caused those changes. Finally, they will assess the successes and failures of the movement and X.

Unit Assignment(s)

Students will read *The Autobiography of Malcolm X* and write three brief papers analyzing the text at major turning points in Malcolm X's life. These assignments will be given following his imprisonment, after he takes the hajj, and after completing the text (which includes his assassination in the epilogue). Students are expected to write a minimum of two pages for each assignment, utilize at least three quotes directly from the text in each assignment, and provide supporting historical context and evidence. In doing so they will demonstrate an understanding of the depth and complexity of both Malcolm X and the Civil Rights Movement in which he rose to prominence.

***A Raisin in the Sun*, by Lorraine Hansberry**

Students will read, view, and act out *A Raisin in the Sun* by Lorraine Hansberry. This unit introduces students to various dramatic terms, such as stage directions, fourth wall, monologue, dialogue, soliloquy, in medias res, and dramatic irony. Students will demonstrate understanding of the text by completing reading questions, discussion questions, and character analysis. As they further their study, students will shift into examining and accessing the central issue of the American Dream and its accessibility, of lack thereof, and how the different characters, Walter, Mama, Beneatha, and Ruth, make sense of the American Dream.

Unit Assignment(s)

Student will write a four to six-page comparison essay between Langston Hughes's "A Dream Deferred" and *A Raisin in the Sun*. The essay will demonstrate students' understanding of the characters and how they are prevented or what is preventing them from achieving their dreams and how this relates to Hughes's poem "A Dream Deferred." Students will engage in the full writing process of brainstorming, outlining, drafting, peer editing, and revising.

Poetry

Students will read various poems by prominent African American poets, including Langston Hughes, Gwendolyn Brooks, Audre Lorde, Alice Walker, Nikki Giovanni, Countee Cullen, and Maya Angelou. This unit will introduce students to poetry terms, such as line breaks, stanzas, sonnets, iambic pentameter, blank verse, assonance, closed form, and figurative language. Students will demonstrate understanding of the poems by completing close readings, annotations, and dramatic readings. As they further their study, students will research and find poems and write poems of their own, then compare the researched poems and their own poems to novels we have studied in class.

Unit Assignment(s)

Students will research and perform a poem, leading the class in a discuss on their selected poem. Students will be required to illuminate the class on the meaning behind the poem and the literary moves made by the poet to support meaning. Students will then lead a discussion on how the poem they chose relates to the units studied throughout the year.

Sustained Silent Reading

Throughout the semester students are required to read a novel from a selected list of African American authors and conduct research on the author and time period (if applicable). The novel can be fiction or nonfiction, must be a minimum of 300 pages in length, and must be at an adult reading level (no young adult titles). As students read independently, they will maintain a reading log that tracks when they read, for how long, pages covered, and notes on the reading.

Unit Assignment(s)

At the end of each quarter, students are required to write a three to five-page reflection on the novel. This writing can be a character analysis, a historical analysis, a book review, or an analytical essay. Students will also create a PowerPoint presentation covering the basic plot, an assessment on whether or not they would recommend the novel, and the challenges of reading the novel on their own. Students will then share the PowerPoint presentation with the class.

Latin@/Black Studies (Camino Nuevo HS, Los Angeles)

Basic Course Information

Record ID: DSXND3

Institution: Camino Nuevo High School (053991), Los Angeles, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Latin@ Black Studies

Public Notes: (None)

Overview

Latin@/Black Studies is an extension to what students learned in Ethnic Studies. Latin@/Black Studies is an interdisciplinary course that studies the diversity of the Chican@, Latin@, Indigenous, and African American experiences in the US as it is conditioned by the intersections of race, class, gender, sexuality, regional variation, and power. Through a counterhegemonic curriculum the class will investigate how during the twentieth century various leaders and social movements comprising different ethnic groups brought about change within the United States of America, focusing attention to the Civil Rights Movement, Chican@ Movement, Black Power movement, American Indian Movement, women's rights movement, Asian American movement, labor movement, LGBQTI/queer liberation movement, and other movements for social change. This class will provide a historical and political analysis of Black, Chicano, and Latino people's quest for self-determination and social justice. Furthermore, this course will address the historical, political, and economic factors that contribute to the formation of Chicanos and Latinos today. In the second part of the class students will study modern-day movements and intersectional struggles for social justice, such as the immigrant rights movement, Black Lives Matter movement, environmental justice movements, feminist movements, LGBTQIA movements, and others. Students will analyze the strategies and approaches of these movements and apply them to problem-solving struggles, challenges, or problems

that they identify in their communities. In addition to rigorous reading assignments, information is drawn from student life experiences, major newspapers, culturally conscious musicians, and alternative media. The current information will allow us to see historical trajectories, contemplate social action, and make course material relevant.

Prerequisites

Ethnic Studies

Corequisites

(None)

Course Content

Memory Cannot Be Burned: The Study of Indigenous Civilizations in Mexico and Central America Through the Codex Project

This community has a student population that is primarily Central American from the countries of El Salvador, Honduras, Belize, Guatemala, Mexico, and others. In this unit students study the Indigenous civilizations of these countries while focusing on some of their major accomplishments, such as hieroglyphics, mathematics, architecture, astronomy, forms of government, medicine, art, and sculpture. They will then examine how during the period of Spanish Colonialism the Mayas' books were burned by the invading Spanish forces. Students will critically analyze, through careful reading, class discussion, writing, and debate, why the Spanish colonizers would burn the ancient wisdom of the Mayas and later on the Mexica and other Mesoamerican Indigenous people's books, known as amoxtli or codices. Finally, they will study how Indigenous people, through word of mouth, dance, music, art, and literature, kept their cultural traditions alive and vibrant.

Unit Assignment(s)

1. Students will create a codex or amoxtli with art supplies, highlighting a modern interpretation of Indigenous art, creating a map of the Maya world in their home country, creating Maya mathematics, analyzing an Indigenous accomplishment, studying the Nahui Ollin, and exploring other areas as well. The teacher will walk students through these different activities.

2. Students will also write an informative, explanatory essay examining Indigenous people's resistance to colonialism and fight for cultural survival. Quotations for the essay will be taken from *The Popol Vuh* and Bob Peterson's article "Burning Books and Destroying Peoples."

Resistance to Colonialism in Africa, Resistance to Enslavement, and Resistance to Jim Crow in the US

During this unit students will study the history of colonialism in Africa by studying the work of John Henrick Clarke, Molefi Kete Asante, Malcolm X, Frantz Fanon, and other Black historians. This unit helps students to understand the relationship between Spanish colonialism of Indigenous people's land and the theft of millions of people taken from Africa, forced onto ships, and brought to the Americas. This unit is incredibly emotional as students learn about the violence and warfare that was taking place in Africa as people were being taken captive and as gold and other precious metals and ivory were being taken from Africa at an alarming rate, lasting for hundreds of years. Students will read excerpts from Molefi Kete Asante's textbook *African American History: A Journey of Liberation*, which describes the resistance that African people mounted on the continent of Africa as they fought the colonizers, the rebellions and insurrections on the actual ships, and the resistance and escapes that were mounted once Africans of different national and ethnic groups were brought to the Americas. Students will also critically read the powerful article "Burning Books and Destroying Peoples" by Bob Peterson, which will connect the history of Indigenous and African people during this system of colonialism. Students will then study the institution of slavery in the US, the abolitionist movement, the Civil War, emancipation, Reconstruction, the backlash to Reconstruction, the rise of Jim Crow laws and segregation, and resistance to these laws and racist practices leading up to the Civil Rights Movement.

Unit Assignment(s)

In this unit students will write a process essay that will analyze how African Americans resisted enslavement on the continent of Africa, on the ships during the Middle Passage, during enslavement, during the abolitionist movement, and during the Civil War. Students will be asked to think about how the history of African Americans is oftentimes written in textbooks from the perspective of victims of slavery and colonialism but rarely from a resistance perspective. As part of the essay students will also write about how the "Founding Fathers" and other important historical figures and presidents are oftentimes valorized for different achievements but rarely looked at critically for their involvement in and profiting off slavery and Native American land theft. The recent debates about Confederate monuments will be brought up in a Socratic seminar that is connected to the written essay.

The Civil Rights and Black Power Movements in the US

During this unit students will study in depth the different aspects of the Civil Rights Movement, the Black Power movement, and other human rights movements in the 1950s, 1960s, and 1970s in the US. Students will study Dr. King's "Letter from a Birmingham Jail" and his outline of creating a nonviolent direct action campaign that would create a crisis

situation for government leaders. His four steps for organizing a campaign are collection of the facts to determine whether injustice exists, negotiation, self-purification, and direct action. The class will use these four steps to study successful campaigns in the Civil Rights Movement, such as the Montgomery bus boycott, the Birmingham movement to end segregation, the March on Washington, the Selma to Montgomery march, opposition to the war in Vietnam, and the Poor People's Campaign. Students will also juxtapose Martin Luther King Jr., the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, the Congress of Racial Equality, the National Association for the Advancement of Colored People, and other civil rights organizations with the approaches of Malcolm X and the Organization of Afro-American Unity as well as the Black Panther Party for Self-Defense. Students will read texts from Malcolm X, such as "Message to the Grassroots" and "Prospects for Freedom in 1965," and the Black Panther Party's ten-point platform and will look at their social and survival programs that were intended to meet the needs of the community. They will debate and dialogue about the merits, benefits, and drawbacks of each of the approaches and find ways that both approaches were successful in realizing liberation for Black and oppressed people in the US.

Unit Assignment(s)

This unit will also involve a Socratic seminar in which students will read different speeches and essays by leading civil rights leaders such as Dr. King and Malcolm X. Students will also look at the writings and speeches of Angela Davis, Elaine Brown, Ericka Huggins, Coretta Scott King, and other preeminent female civil rights leaders. The Socratic seminar will involve students dialoguing about the merits and drawbacks of different approaches and ideologies used during the movement. Students will also write an essay in which they consider arguments and counterarguments of the different leaders and organizations and outline the movements' successes and failures. Students will learn about the history of the movements and the different strategies to achieve similar goals. Students will also learn how to have a class discourse and how to put their reading and discussion into an essay that includes direct quotations, in-text citations in MLA format, a works cited page, and five levels of analytical writing. The five levels are explicit, implicit, interpretive, theoretical, and applicable.

Central American and Mexican Testimonies and the Immigrant Rights Movement: From 2005 to 2018

In this unit students will explore the historical context of why people migrate from their home countries. They will study the specific histories of Guatemala, Mexico, El Salvador, Honduras, and Nicaragua, as well as other countries around the world, including Central American, South American, and Caribbean countries. Students will study the civil wars and state-sponsored violence that took place in these countries as well as Indigenous-led movements for defense of land, culture, and humanity. Students will study liberation

theology and other ways that people fought back against state violence during this time. To gain a global context they will also study the global migration that is taking place in Southeast Asia, the Middle East, and Europe. Students will study historical examples of immigrant oppression, such as the Chinese Exclusion Act (1882), Mexican Repatriation (mass deportations of Mexicans and Mexican Americans in the US from 1929 to 1936), Japanese Internment Camps (1940s), and the more recent child and family detentions in 2018. Students will study resistance to each of these events and resistance to the more recent mass marches of 2005–2006, to the Dreamers Movement, and to student walkouts against anti-immigrant policies in 2017–2018.

Unit Assignment(s)

This project is designed so that students can learn more about themselves by interviewing family members and finding out more information about where their parents come from. They will create maps of the country or countries that their parents are from and find out more about the specific geographic locations that their family is from. Students will create stories based on the interviews they conduct and share them with each other, both in the classroom and at a community culture night where parents will be invited to see students' projects and hear each other's stories. What are the steps to complete the project? 1. Students will create a family tree tracing the history of parents, grandparents, and great grandparents. This project is about who students are and where they come from. Students will be given a rough draft to work from, and then they will need to come up with a creative way of organizing their family tree, in a way that makes sense. They will include parents', grandparents', and great grandparents' names, birth dates (if possible), and birthplaces including the cities/towns/pueblos, states, and countries where they were born. Students will also ask their family member what languages they speak (many family members speak English, Spanish, and an Indigenous language). It's OK if they don't have everyone's names and information, but they should investigate and find out as much information about their family as they can. 2. Students will draw a map of the country or countries that their parents are from, locating the birthplace (city, town, and state) of parents, grandparents, and, if possible, great grandparents. Students can also trace any type of migration that their family may have made inside the country or between countries on their way to the US. The maps can be 8 by 11 inches (letter size paper) or a little smaller or larger and should include color. 3. Students will put the family tree, maps, and pictures of their family on either a poster or a trifold "science fair style" poster board. The poster can also include pictures of parents' hometowns, traditional clothing worn in their home country, cultural traditions, foods, festivals, or any other images relevant to family, the country that students' parents are from, and students' ethnic background. 4. Students will conduct oral interviews with parents, grandparents, or other family members and record this interview using a computer or a phone. After students conduct the interview they will listen to the interview and follow up with other family members if they have any unanswered questions. Students will then turn the audio recording into a short story or oral history performance about

the specific town, city, or community that their parents are from. The performance can be telling a story, reciting a poem, performing, or taking on the persona of the parent interviewed and allowing the parent's words (with some additions) to tell the story that the student would like to share. Students will create a PowerPoint presentation (six slides) to help tell the story of their family. 5. Students will create large maps for each individual country on which they can pinpoint where their families are from. They will create large-scale maps of El Salvador, Guatemala, Mexico, Honduras, Nicaragua, the Philippines, Peru, the US, Spain, and any other country their families are from. Each class period will be in charge of a specific map for one of the countries represented by the student population. The maps will be displayed in the multipurpose room on a family night when parents will be invited to see the research students have done and hear different student performances. 6. The family tree projects, large-scale maps, and performances (storytelling and poetry) will be shared at a community culture night. At the community culture night parents and community members will be invited to come to the multipurpose room for storytelling and a cultural celebration where there will be food, music, and possibly some dancing. A select group of students will perform their stories for the parents and community members. Each student will help with one aspect of setting up for this special night, including organizing food donations for the night, setting up the family trees and maps, organizing appropriate music (from each individual country), and translating parts of stories. 7. Finally, students will write a process essay on US intervention in Central America and Mexico based on Juan Gonzalez's book and film *Harvest of Empire*, as well as on other readings in the unit reader.

The East LA Walkouts Fiftieth Anniversary

2018 is the fiftieth anniversary of the East LA Walkouts, where mostly Chicano students in five schools in East LA organized a series of walkouts and demonstrations to demand changes in their high schools. High school demonstrations also took place throughout the Southwest in Arizona, Colorado, and Texas in which students were making similar demands. During the same time period there were movements on college campuses for Ethnic Studies, Black Studies, Chican@ Studies, Women's Studies, and other Ethnic Studies programs. In this unit students will explore youth movements for educational justice from 1968 to 2018. They will also explore different types of Ethnic Studies programs at colleges and universities across the US. Students will study events like the 1969 Chicano Youth Liberation Conference which took place in Denver, Colorado. At that conference a plan was made for a national intersectional student movement with Black, Chicano, Latino, Asian American, and Native American students creating coalitions focused on transforming their college campuses. Students will analyze the history as well as the strategies that students used to convince their colleges to create the first Ethnic Studies programs in the nation. Later on in the unit students will study student actions like the walkouts against Prop 187 in California in the 1990s, the UCLA Chicano Studies Hunger strike in the 1990s, Black student movements in the late 1980s and 1990s calling for divestment of their colleges from the South African apartheid government, the immigrant

rights student walkouts of 2006–2011, the student walkouts in Los Angeles after Donald Trump won the presidential election, student activism during Black Lives Matter, and recent student activism around gun control and school safety.

Unit Assignment(s)

One of the organizing strategies of the student movements of the 1960s and 1970s was the creation of magazines and publications in which students contributed plans, manifestos, opinion pieces, poetry, art, photographs of demonstrations, and other creative works. Students can choose to create either a publication from a year in the past based on the historical context of that year (simulating the technology of the time or using modern technology) or a zine or more up-to-date publication based on a current movement. The publications should incorporate all the aspects that the 1960s and 1970s publications included. Students will share these publications with each other, teach each other about what they learned about their campaigns, find differences, and make connections. The written pieces will include direct quotations, citations, and critical analysis. Students will also engage in dialogues about the merits, strategies, and effectiveness of current and past student movements and will write about what Ethnic Studies and Latino/Black Studies means to them.

The Chicano Movement in the Fields, Urban Communities, and Schools, and in Connection with the Civil Rights Movement

During this unit students will learn about the role of Cesar Chavez, Dolores Huerta, and the Mexican American farmworkers during the great farmworker movement of the 1960s and 1970s. Students will read the speeches of the two iconic leaders as well as study primary and secondary sources that are records of the time period. Students will study the role of the Filipino farmworkers, led by leaders such as Philip Vera Cruz and Larry Itliong, and learn how the Filipino and Chicano farmworkers created United Farm Workers (the first labor union of farmworkers) in the 1960s. Students will also study how African American civil rights organizations such as the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, the Congress of Racial Equality, and the Black Panther Party worked closely with the farmworkers movement. We will study the strategies and approaches that Dr. King and the Civil Rights Movement used in Montgomery, Birmingham, Washington, DC, and Selma to achieve citizenship rights for African Americans and how Chavez and the farmworker movement utilized similar approaches. Students will also study movements that were growing in the inner-city Chicano communities throughout the Southwest such as the Crusade for Justice in Denver, Colorado, led by Rudolfo "Corky" Gonzales, La Raza Unida party, which started in Texas and grew to cities across the Southwest, the Alianza movement led by Reies Lopez Tijerina, and the struggle for land rights and creating legal challenges to parts of the Treaty of Guadalupe Hidalgo that were never met by the US government. Finally, the

Poor People's Campaign, which was Dr. King's vision of confronting the poverty that was being created by US policy. It is not well known that this was an intersectional movement supported by many leaders of the Chicano movement, including Corky Gonzales and Reies Lopez Tijerina. When King was killed many Chicano leaders still went to the Poor Peoples Campaign. Some of the questions we will grapple with are: 1. What were the demands that were similar from the fields to the urban communities. 2. What was similar to the ways that Chicanos (Mexican Americans) were being treated in the southwest to the way that African Americans were being treated in the South? 3. What were the similar strategies used during the Civil Rights Movement and the farmworker movement?

Unit Assignment(s)

Stencils for Social Justice, Time Line Project, and Essay: Students will create a graffiti stencil and a short museum-style paragraph-length biography or analysis of their stencil and display them in the school. The written component will focus on the most important parts of this person's life, including their commitment to social justice, different campaigns that they organized, accomplishments they were able to achieve, people that they worked with and people that followed their lead, organizations that they worked with, and strategies that they used to achieve their goals. It will focus on the most important parts of their lives and on their importance as a historical figure. Why should they be remembered? What should they be remembered for? What is their legacy? What did they accomplish? What alliances did they have and how did they cooperate with other racial and ethnic groups in the fight for civil rights?

Students will work in groups of two and will select their stencil project subjects from the many different units studied throughout the unit. Students will also create a time line of the most important events from these units and write an MLA-style essay with in-text citations and a works cited page.

Texts: Multiple texts from throughout the year, but referencing *African American History: A Journey of Liberation* by Molefi Kete *Asante, Chicano! The History of the Mexican American Civil Rights Movement* by F. Arturo Rosales, "The Poor People's Campaign: Non-Violent Insurrection for Economic Justice" by Terry Messman, Cesar Chavez's speech on Dr. King, the Black Panther Party Ten-Point Program, the Brown Beret 10-point platform, El Plan de Aztlán, *Yo soy Joaquín* by Corky Gonzales, "Declaration of Independence from the Vietnam War" by Dr. King, and "Message to the Grassroots" by Malcolm X. Finally, students will present their learning to their classmates in a speech/presentation and will display their time line and stencils to the school at an event.

The Chicano Pop-Up Book Movement and the Struggle to Defend and Expand Ethnic Studies in the US

With the help of local professors Elias Serna and John Avalos Rios students will be exposed to the Xicano Pop-Up Book Movement (XPUB). The XPUB unit comes after students learn about the 1968 East LA Chicano student walkouts and the 1963 Birmingham Children's March. In both of these historical events it was students and young people that used nonviolent direct action to change policies in their local community and impact change at a national level. As a way to connect the past to the present, students will then study Daniel Solorzano and Tara J. Yosso's article "Leaks in the Chicana and Chicano Educational Pipeline." Students will look at the data on Chicano, Latino, and African American pushout rates at a national, state, and city level and talk about ways that the schooling system fails students and doesn't provide them with the curriculum and approaches that keep them in school. Elias Serna and John Avalos Rios will visit the class multiple times over the course of a few weeks to introduce the concept of the Pop-Up Book Movement and give students strategies and ways to create pop-up art connected to the history and current struggles that they studied. The basic idea is that 500 years ago the Maya people's books were burned by the Spanish colonizers, and in 2011 Ethnic Studies was banned in Arizona but it is popping back up in Los Angeles and all over California. Students will read about the movement to create Ethnic Studies programs at the collegiate level, beginning with the Third World Liberation Front at San Francisco State University, followed up with struggles to create more Ethnic Studies, Black Studies, and other disciplines. They will study closely the Tucson Mexican American Studies program and the positive impacts that the program had on students. They will focus their attention on the struggle in Tucson, Arizona, to preserve Ethnic Studies and on the movements in Texas and California to expand Ethnic Studies. Students will then pick topics from those they learned throughout the year to create pop-up books on. Topics include the 1968 East LA Walkouts, the 1963 Birmingham Children's March, the 1963 March on Washington, the unity between Filipino and Chicano farmworkers, Soldaderas of the Mexican Revolution, the Black Lives Matter movement, the Freedom Rides, Malcolm X and the Organization of Afro-American Unity, the Black Panther Party, and many more.

Unit Assignment(s)

Students will work in pairs to create a pop-up book project and write an essay to document the history of a movement and connect it to the Xicano Pop-Up Book Movement. Students will either draw images or find images on the internet, then cut them out using scissors or precision cutting tools in order to outline the shapes of people as opposed to just using pop-up squares and rectangles. Students will then glue the images to card stock paper and strategically place them on a board using pop-up strips and tape in order to create a scene from a specific moment in the movement. While students are physically creating a pop-up book they will also read articles related to the Ethnic Studies movement and to their specific

research topic. Students will write a three-page research essay about their topic and about the goals and ideas of the Xicana/o Pop-Up Book Movement. The essay is in MLA format, with in-text citations and a works cited page. Student will copy and paste a paragraph about their topic on the top of the pop-up book so that readers can read about the topic before they open the book. Finally, students will also create a performance with chants, soundscapes, or theater to present their pop-up books and information about their topic to the class.

Readings: The Xicano Pop-Up Book Manifesto! and the following articles. "Arizona's Curriculum Battles: A 500-Year Civilizational War" is an op-ed by Roberto Cintli Rodriguez published in Truthout on March 26, 2012 (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link11). "When This Teacher's Ethnic Studies Classes Were Banned, His Students Took the District to Court—and Won" by Jing Fong was published in Yes! magazine on April 25, 2014. "Curtis Acosta's classes in Mexican American Studies gave kids pride in their heritage—until the Arizona Legislature canceled them. That's when his students became activists, and some real-life lessons began" (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link12). "Why Mexican-American Studies Is 'Going to Spread Like Wildfire' in Texas" by Roque Planas was published in The Huffington Post on April 10, 2014 (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link13). "California Bill Would Pave the Way for Ethnic Studies Statewide" by Roque Planas was published in The Huffington Post on March 3, 2014 (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link14). "Empowering Young People to Be Critical Thinkers: The Mexican American Studies Program in Tucson" by Curtis Acosta and Asiya Mir was published in the Summer 2012 issue of Education for Liberation *Voices in Urban Education* (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link15).

Black Lives Matter and Resistance to the Prison Industrial Complex and the Criminalization of Youth in LA and Across the Country

Black Lives Matter: From Oscar Grant to Michael Brown to Charlottesville, Virginia: Racial profiling, police violence, police murdering Black and Brown citizens, mass incarceration, and the rise of white supremacist hate groups is on the news every day in 2018. The prison population has increased 700 percent since the end of the 1960s, which is also what some people think of as the "end" of the Civil Rights Movement. In this unit students will study the eras of slavery, Jim Crow segregation, and mass incarceration by reading Michelle Alexander's book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. They will also read excerpts from the young adult novel *The Hate U* Give by Angie Thomas, an excellent book about what it is like to be a teenager during this era of police killings of youth like Trayvon Martin, Tamir Rice, and Oscar Grant. Students will try to find the connection between police violence against communities of color and mass incarceration. They will study the privatization of the prison system and the rise of the for-profit prison model, which is a 100 billion dollar business and traded on Wall Street. Students will study the War on Drugs and how it has created disproportionate sentencing laws, three strikes laws, and racial profiling and how it has impacted communities of color and generations

in inner-city America. They will also study how at the same time there is the growing Black Lives Matter movement, the prison abolitionist movement Critical Resistance, the immigrant rights movement, and other coalitions that are fighting for abolition, reform, or radical changes to the current prison and policing system in the US.

Unit Assignment(s)

Black Lives Matter and Resistance to the Prison Industrial Complex and the Criminalization of Youth in LA and across the Country: Learning Goal–Teach-In: 1. Students will research different aspects of racial profiling such as the stop and frisk law in New York City and how the community in New York worked to study and research this problem, created demands for change to the policies, organized direct action campaigns, and ultimately changed the policy. 2. Students could also research, for example, the Black Lives Matter demands for police to wear body cameras and show why that demand was made, based on research, and how the movement created this goal, advocated for it, negotiated, and ultimately convinced police departments to agree to this demand. They can also investigate what changes this has made 3. Students could also present Know Your Rights workshops in collaboration with racial justice community organizations.

Essay: Students will turn their research into a well-written research essay using evidence collected from readings, community-based research, and their own experiences.

Infographics: Students will create an information graphic about their specific topic and present it at their teach-in.

Los Angeles-Based Local Movements for Social Change Project

During this project students will go through the following steps. 1. In this project students will analyze the different human rights struggles that are currently taking place in Los Angeles. 2. The student's job is to pick a specific human rights violation that is currently taking place in the City of Los Angeles and an organization or campaign that is working to challenge this issue. 3. Students will research the human rights issue and talk about the history behind it and how it is impacting people in Los Angeles. 4. Students will also highlight a person, community, organization, or movement that is working to create a more just, equal, and fair Los Angeles. Leading up to the project students will study Ron Finley's movement to create green spaces in South Central Los Angeles by creating gardens on the strips of land between houses and the street. He outlines these community gardens in his popular TED Talk "A guerrilla gardener in South Central LA." In the talk Finley discusses how he is growing "a nourishing food culture in South Central LA's food desert by planting the seeds and tools for healthy eating." Students will read articles and watch other short documentary videos about Finley and study the impact of "food deserts" on inner-city communities in Los Angeles. The class will also look at how students at Roosevelt High School used their classroom through a partnership with Market Makeovers, which is

connected with researchers at UCLA, to remodel neighborhood bodegas or corner markets to sell more fresh produce and healthy options to people that live in their communities. Students will also study the work of East Yard Communities for Environmental Justice and its campaign to shut down the Exide battery recycling plant, which has been polluting the South East Los Angeles communities of Bell, Huntington Park, South Gate, Commerce, Vernon, and East LA. Mark Lopez, the executive director of the organization and a third generation environmental justice activist, has come to speak to students in this class the past few years in relation to the project. He won the 2017 Goldman Environmental Prize, an extremely prestigious international award, for successfully campaigning not only for the Exide battery recycling plant to shut down but for the State of California to clean up the toxic lead waste that has been left behind in these communities—campaigns that exemplify communities coming together to come up with solutions to solve problems. For a short video about Lopez's work, see https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link16.

Examples of projects that students could research:

Immigrant rights in Los Angeles: The Dreamers Movement: High school and college students in LA are fighting for access to federal financial aid and a pathway to legal documentation for undocumented students in LA. This is a national movement, but it has local campaigns. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link17, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link18, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link19

ICE separating family members in LA: One example is Fatima Avelica's father being taken in Los Angeles. What are community organizations and people doing to stop this? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link20, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link21, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link22

Immigration courts in Los Angeles not providing adequate translations in Spanish and Indigenous languages for recent arrivals who are seeing immigration judges https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link23, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link24, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link25

The movement to create sanctuary cities and what that means for immigrants in those cities https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link26, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link27

How to obtain a green card, visa, permanent residency, or citizenship, and whom to go to for help: What immigrant rights organizations exist in the local community? How can one gain more information from them? How can one support the work that they are doing? How are these organizations helping the community know what their rights are even if they are undocumented? Examples include the following: What are your rights when ICE knocks on your door? What do you do when pulled over? What do you do when stopped at a checkpoint? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link28, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link29, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link30

What are schools doing in the local community or Los Angeles to support students that recently arrive to public schools in LA from Mexico or Central America? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link31, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link32, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link33

How to create a student immigrant rights organization on your campus: One example is an analysis of Colores Unidos and a template for youth organizing. There could be other examples as well. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link34

Analyze the executive orders banning Muslims from six different countries and how immigrant rights lawyers and activists resisted that decision in LA and across the country to defeat the measure. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link35, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link36, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link37, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link38

A number of organizations support immigrants who are Indigenous or who identify as being from an Indigenous community in Mexico and Central America. This project could highlight any of these organizations.

La Comunidad Ixim: La Comunidad Ixim is a community-based organization of people from Guatemala who share their Maya Quiché culture with each other by inviting weavers and speakers from Guatemala, creating community cultural events that celebrate their culture, and supporting immigrant rights work, as well as through other activities, such as writing a children's coloring book together.

Mapping Indigenous LA: Mapping Indigenous Los Angeles aims to uncover and highlight the multiple layers of Indigenous Los Angeles through a story mapping project with youth, community leaders, and elders from Indigenous communities throughout the city. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link39

Issues of environmental racism and environmental justice: Environmental Racism in Vernon and South East LA: This project is a study of how East Yard Communities for Environmental Justice has created grassroots efforts to limit pollution and close companies that are harmful to the environment and has launched other campaigns. The campaign to close the Exide battery recycling plant in Vernon was led by community members. After the recycling plant was closed, a campaign was launched to clean up the lead in houses, soil, cars, and the environment in the surrounding area. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link40

Environmental racism in Wilmington: A study of how oil refineries are polluting the air and environment and the grassroots efforts of Communities for a Better Environment to limit pollution, close companies that are harmful to the environment, and launch other campaigns in Wilmington. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link41

The campaign to stop the expansion of the I-710 freeway because of the pollution that will be added to the environment in South LA https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link42

Campaigns to limit or end the runoff water pollution and dumping of garbage on the beaches and in the water off the coast of Los Angeles https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link43

Campaigns to gain access to the beach in places like Malibu, where residents close off access to the beach https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link44

Black Lives Matter movement in LA: This project looks at community organizing collectively to demand accountability for police violence in LA. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link45, https://www.kcet.org/shows/socal-connected/black-lives-matter, ~~http://www.dailywire.com/news/16636/xxx-jeffrey-cawood#~~ [No longer valid]

How are gang injunctions hurtful to people in communities of color and how are organizations working to end this practice? The Youth Justice Coalition is working to try to reverse these criminalizing policies that hurt youth of color. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link46

What are ways that community organizations are working to disrupt gang violence in local communities and what can ordinary folks do to change or disrupt gang violence? (This project could include studying organizations like Homeboy Industries, mentorship programs, and others). https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link47, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link48

Education issues: Students could research a coalition such as Students Deserve and figure out what it is fighting for in terms of changing the educational experiences of students in LA public schools. How are youth, parents, and teachers involved in this coalition? What are their goals? How can students participate? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link49

Ethnic Studies in Los Angeles public schools: There is a large movement to expand Ethnic Studies classes and teaching approaches in kindergarten through grade twelve classrooms in LA schools. Students, parents, teachers, and other community members have been fighting for this since 1968. They have recently achieved victories but are still fighting for a full implementation. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link50

LGBTQIA+ students have been forming student organizations, school campaigns, and local and state campaigns to make sure that schools are inclusive of LGBTQIA+ students and serve them in a way that supports them academically and socially. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link51, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link52

More specifically, LGBTQIA+ students have been fighting for gender neutral bathrooms for LGBTQIA+ students. There has been a lot of success at local schools, but there continues to be ambiguity on a national and state level on what schools need to do to accommodate all students. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link53, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link54, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link55

Food justice: There has been a successful campaign in Los Angeles to legalize street vending of food products. Students could analyze how this campaign formed, what the strategies were to create the legal victory, and what the outcome was. What is the next step or phase of the campaign and what can people do to get involved? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link56, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link57, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link58, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link59

There is a lack of healthy food options in communities of color across LA. These communities are oftentimes referred to as food deserts because they don't have easy access to organic, natural, and healthy food options. A number of organizations and campaigns are working to change this. What are their approaches? What victories have they had? What remains to be done? Examples include the South Central Farm, LA Green Grounds, cofounded by Ron Finley, and Proyecto Jardín. South Central LA farms: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link60, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link61; LA Green Grounds: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link62, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link63; Ron Finley Project: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link64, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link65, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link66, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link67

Justice for Janitors campaign: The Justice for Janitors campaign has a long history in LA of organizing custodial workers and continues to organize today. This is an important and interesting topic because the beginnings of Camino Nuevo schools is connected to the Justice for Janitors campaign. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link68, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link69, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link70, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link71

A number of organizations are doing solid work around creating bike lanes in communities of color and creating more access to healthy mobile activities. Each of these can be a subtopic. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link72

Grassroots organizing in Los Angeles https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link73; CycLAvia: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link74

A number of organizations in LA are doing incredible work around feminism, addressing the issue of sexism and patriarchy in LA. Any one of the following organizations could be a great topic choice. O.V.A.S. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link75; AF3IRM LA https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link76; Mujeres de Maiz https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link77; Las Fotos Project https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link78

Unit Assignment(s)

At the end of the unit students will create the following components to their project:

- Trifold that explains the group's research and topic
- Infographic
- Website
- Mock social media campaign
- Informational brochure
- Newspaper article

Trifold: Objective: Students will create a well-designed visual representation of the activist movement or organization including the major components of the project, for example the infographic, a display for the website, or the mock social media posts.

Infographic: Objective: Students will create an infographic as a visual representation of data collected from research and include it in the website, brochure, newspaper article, and trifold.

Social media campaign: Objective: Students will create mock social media posts that bring social awareness to the issue and demonstrate ways to fight for human rights change in the community.

Website: Objective: Students will collaborate to create an informative website outlining human rights violations using Weebly or Google Sites. They will include, for example, their infographic, external links, and social media posts. They will be graded on the format of the website, content, grammar, and use of external references.

Informational brochure: Objective: Students will create a printed informational brochure that explains the issue and presents research findings and ways to fight for human rights in the community. They will distribute the brochures to the audience on presentation day.

Newspaper article: Objective: Students will research and write a newspaper article on an issue that affects the community in Los Angeles. They will upload the article to their weekly website.

Students will then make a series of presentations on their findings and the components of their final projects to community members, scholars, classmates, teachers, and district leaders at Miramar Live, the school's major event of the year.

Literature of the African American Diaspora [P] (West Contra Costa Unified)

Basic Course Information

Record ID: EYTKFH

Institution: West Contra Costa Unified School District (61796), Richmond, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: English

Discipline: English

Grade Levels: 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

Literature of the African American Diaspora [P] is a survey-style, college preparatory course which presents the US Black experience as a journey that is traced through literature. Set on a forward-moving timeline along which eleventh and twelfth-grade scholars will read, discuss, and otherwise respond to key literary and informational texts, this course will offer students regular and rigorous practice with the skills of close reading, critical thinking, and academic discussion. Maximizing its provision of ongoing practice in the rites of the scholarly community, this course's ultimate aim is to provide young scholars with a guided opportunity to acquire the skills to become critical consumers and knowledgeable celebrants of African American literature and culture.

Prerequisites

English 2 [P],US History [P],Ethnic Studies [P]

Corequisites

(None)

Course Content

Unit 1: Pre-Colonized Africa, the Transatlantic Slave Trade, and a New Nation

Through reading, analyzing, and discussing Toni Morrison's *A Mercy*, class participants will orient themselves within a perspective that acknowledges Africa as a geographical, conceptual, and cultural point of origination for diasporic Blacks in the US and elsewhere and insists upon the value of seeing, knowing, and articulating Blackness before New World slavery. Participants will also join Morrison in an understanding of slavery on the North American continent pre-national independence, in what Morrison has called an "ad hoc society" predating a concretized, "raced" notion of slavery. Students will read informational texts such as *The Black Jacobins* by C.L.R. James to create a critical framework that includes the African diaspora. Engagement of these texts via close reading strategies such as AP Central SOAPSTone, active annotation, and interactive journaling will assist participants as they explore the cultures of several tribes, particularly those in West Africa. The connections between West African and African American cultures, which participants will identify, support with rational justifications, and share with the class community via small and whole group discussions, will serve as the fulcrum which shifts attention from "African" to "African American." Students will then undertake studies of the Middle Passage and the beginnings of New World slavery via readings of the first two chapters of *Creating Black Americans* by historian Nell Irvin Painter and the chapter "Systemic Racism: A Comprehensive Perspective" in Joe R. Feagin and Kimberley Ducey's *Racist America*.

Unit Assignment(s)

Cultural Detective Work: Students will conduct research to solve the mystery of the free blacksmith in Toni Morrison's *A Mercy*. A free Black man and a skilled workman in 1600s North America who has never known bondage nor did his father before him, this character presents readers with a worthy puzzle. For this project, students will seek the possible conditions under which his unfettered presence on North American shores could have been possible.

Unit 2: The Everyday Slave Culture

In this unit, class participants will read, analyze, and discuss the *Narrative of the Life of Frederick Douglass*, which recounts in first-person narration the actual experiences of enslaved people. This text will be especially helpful in personalizing for participants the everyday experience of the enslaved, allowing them to discover its commonplace horrors, routine tragedies, and innumerable dangers in relation to specific individuals. Students will also read portions of Alex Haley's *Roots*, as well as the chapters from the Painter text "A Diasporic People," "Those Who Were Free," and "Those Who Were Enslaved," which

will provide texture and dimension to participants' understanding of everyday Black life from the colonial period to the era just before the Civil War, including the daily duties, customs, celebrations, language, and beliefs of enslaved Black people. Via guided critical thinking question stems to which students respond in interactive journals and via small and whole group discussions, students will be required to find correlations between the themes, major ideas, and realities of the readings and films such as *Twelve Years a Slave* and *Roots*. These films provide viewers with a visual inroad into slavery's utter dependence upon casual racial violence and terror. Participants will also study the musical genre of spirituals. Through close reading of lyrics and guided, collaborative, and independent searches for double entendre, a frequent element of spirituals, they will investigate their special role with enslaved men and women who had need of clandestine communication with one another and little to no access to privacy. In this unit, participants will utilize basic principles of research, including data and information collection, analysis, and synthesis, to support written and oral arguments about the texts and topics they encounter in this unit.

Unit Assignment(s)

Seven Sticky Stats: Students will select a population, cultural element, or geographical location of importance to this unit and conduct multisource research on it by reading a mixture of digital and nondigital sources. From these sources, at least four of which are nondigital, they will generate a typed list of seven little-known or otherwise surprising facts relating to their chosen topic. Sources must be fully MLA credited in-text, and a full list of works cited must follow the seven facts. Students will present their facts to the class and share what they feel is the most resonant fact and the source that they most enjoyed reading. The Seven Sticky Stats assignment will be assessed according to adherence to the required number and type of sources, the relevancy of the facts presented, and correct MLA formatting and source accreditation. This assignment teaches participants that knowledge, especially about familiar topics, can always be expanded and energized by new learning. Students also gain practice in the academic skills of discriminating among paper and electronic sources, using formal citations, and creating proper works cited lists.

Unit 3: The Antislavery Movement and the Path to the Civil War

This unit is designed to provide class participants with an overview of the Civil War and its tidings of hope to the enslaved, as well as a tight focus on the singular figure of Frederick Douglass. Students will follow their reading of Douglass's *Narrative of the Life of Frederick Douglass* with a reading, analysis, and discussion of his famous address "What to the Slave is the Fourth of July?" This unit will perform the crucial service of increasing students' understanding of the importance of Douglass as the intellectual and activist forebearer of Dr. King, who would occupy the role of preacher–liberator for later generations. In addition to reading (while using an It Says–I Say chart) and discussing in pairs and small groups

foundational scholarship on Douglass such as Robert G. O'Meally's "The Text Was Meant to Be Preached," participants will read closely (utilizing an AP strategy such as SOAPSTone or the Five-S Strategy), annotate, and share their responses to the works of others in the antislavery movement, notably William Lloyd Garrison and Wendell Phillips. The work and writings of Frederick Douglass will thus be placed within the larger context of a lively antislavery/abolitionist movement. Students will then shift focus to examine and formulate clear, sophisticated opinions on the thoughts and actions of the man behind the Emancipation Proclamation, which enacted Black freedom in the US, by reading two of Lincoln's personal letters that express the tension inherent in being the president of a supposedly free republic built on slave labor. The 1989 multi-award-winning film *Glory* will help them understand the motivations of Black soldiers who fought for the Union in a desperate bid for freedom. Students will utilize basic principles of research, including data and information collection, analysis, and synthesis, to support written and oral arguments about the texts and topics they encounter in this unit.

Unit Assignment(s)

Lively Letter: Students will perform a close reading of Douglass's "What to the Slave is the Fourth of July?" and selected passages from *Narrative of the Life of Frederick Douglass* by applying the AP Central Five-S Strategy. Having done this, participants will practice writing sentences in the style of Douglass, working up to paragraphs, while making judicious use of his favorite words and phrases and his most frequently used tone. Students will then craft an entire one-and-a-half-page, typed, double-spaced letter in the voice and persona of Douglass. The letter must be a response to some other letter or essay by a contemporary of Douglass that participants encounter in this unit and must quote its inspiration directly. They will use a rubric to assess one another's letters based on what they have discovered together about Douglass's writing and have selected as the hallmarks of his style. Through this assignment, students gain rigorous experience with the concept of authorial voice and practice exercising control over its building blocks. The hope is that such careful attention to Douglass's voice aids participants in becoming more conscious of their own and augmenting those qualities which make it singular.

Unit 4: Reconstruction Deconstructed: Black Codes and Jim Crow, the KKK, and Continued Domestic Terror

Class participants will read, analyze, and discuss at least three of the short stories in Charles W. Chesnutt's *The Conjure Woman*, as well as Toni Morrison's *Beloved*. These narratives carry readers into the Southern Gothic as a harbinger of the darker side of Southern life and will anchor this unit in its linguistic emphasis on the origins of Southern Black vernacular English appearing in literature by Black Americans during the Reconstruction period. Students will read, analyze, and discuss informational texts such as "The Larger Reconstruction," which appears in Nell Irvin Painter's *Creating Black Americans*,

and will lay the foundation for an in-depth understanding of the gains and losses of the postbellum period. As this unit moves into the early twentieth century, students will read and discuss selections from the classic text of W. E. B. Du Bois *The Souls of Black Folk*, the anti-racist address "What It Means to Be Colored in the Capital of the United States" by activist Mary Church Terrell, and the anti-lynching address "This Awful Slaughter" by activist Ida B. Wells. Part two of John Russell Rickford and Russell John Rickford's *Spoken Soul: The Story of Black English* will assist students in deconstructing this phenomenon and articulating its greater significance.

Unit Assignment(s)

Connecting the Dots: Students will make forays into literary criticism on the tradition of the Southern Gothic. Reading a preselected article on the social and cultural significances of literature drawing on horror, the supernatural, or the eerie, students will unearth said significances in one of Chesnutt's stories and provide a precise analysis of how Chesnutt achieves them.

Unit 5: The Great Migration, Race Riots, and Red Summers

Students will read, analyze, and discuss Ralph Ellison's *Invisible Man* as a literary fleshing out of Du Bois's insistence upon the color line as the greatest problem and complexity of the twentieth century. This unit will particularly explore how decades of little change in the actual status of Black Americans resulted in social unrest which sparked inequality-fueled uprisings and race riots across the nation. Students will also read Claude McKay's poem "If We Must Die," an embittered, resolute call to arms. Rounding out this unit will be informational texts such as "Hard-Working People in the Depths of Segregation, 1896¬–ca. 1919" in the Painter book and the chapter "Vocabulary and Pronunciation" in *Spoken Soul*. The Painter text will provide students with anchor knowledge for this unit, which is dedicated to the period of the 1910s and 1920s. Along with examining its formal and elemental qualities, students will perform the Paraphrase x 3 strategy, boiling it down to arrive at a single, focused theme. They will share and compare these themes by making and keeping "appointments" with one another, later sharing their favorites with the entire class.

Unit Assignment(s)

Je Suis Claude McKay: Class participants will brainstorm a list of at least three oppressed groups of which they have reason to consider themselves members. They will then select one community from their brainstorm list. Participants will use at least two sources to gather data and facts that clearly define the chosen population and place it within a clear context of suffering, persecution, injustice, or other minority experience. This synthesized information must appear in a one-paragraph, properly cited write-up at the top of the

submission page. Then, mirroring the length, form, and poetic elements of the McKay sonnet "If We Must Die," participants will compose a piece of their own to speak directly to their peers within the defined group in a rousing call to consciousness/action. Participants must give their creation a fitting original title. Poems will be shared at a special lunchtime coffeehouse spoken word event. This assignment teaches students that they are more than likely part of more than one community and that there is something of value that they can say or contribute to those communities. This assignment also gives them experience studying the poetic form of the sonnet and using poetry as a vehicle of social discourse.

Unit 6: The New Negro Movement, the Harlem Renaissance, and the City

Reading, analysis, and discussion of Wallace Thurman's *The Blacker the Berry* will drive this unit. Thurman's novel is the perfect selection to follow Johnson's protagonist of the preceding unit, who is a Black man of light enough complexion to pass for white. Thurman's heroine is an African American woman who must endure the many indignities reserved for the very dark skinned in a color-struck society. The chapters "The New Negro" and "Radicals and Democrats" in *Creating Black Americans* will provide students with the historical big picture of the time period. They will continue their studies of African American sociolinguistics with the chapter "Grammar" from *Spoken Soul: The Story of Black English*. This unit will focus on a wide range of Harlem Renaissance era works such as Marita Bonner's short stories, Langston Hughes's poetry, and Zora Neale Hurston's anthropological studies of African American folkways. Students will also read, analyze, and discuss the intellectual underpinnings of the Harlem Renaissance and come to terms with this era as a purposeful, strategic movement, and not the spontaneous phenomenon for which it is often mistaken.

Aforementioned close reading strategies such as the Five-S Strategy and SOAPSTone will aid students in analysis, and charts such as Say-Mean-Matter and It Says–I Say will assist students in arriving at higher levels of meaning making. Furthermore, writing in their interactive journals, participants will articulate how the essays of Du Bois and Locke function as a blueprint of the Renaissance and express their thoughts on some of Du Bois's and Locke's most popular and controversial ideas, such as Du Bois's notion of the "Talented Tenth," which he first embraced decades earlier and later revised.

Unit Assignment(s)

Writing the City: Following in the footsteps of Thurman and the other urban writers in this unit, students will be tasked with creating a short story of the city. For this assignment of no more than three typed, double-spaced pages, students must present an original character in the context of a city they know contending with a realistic conflict and antagonists. Students will form small groups and create a zine based on one central theme involving the city.

Unit 7: The Double V Strategy and Foreshadowing the Civil Rights Movement

In this unit, students will read, analyze, and discuss Mildred D. Taylor's *Roll Of Thunder, Hear My Cry*. Set in the sharecropper South during the early 1900s, the novel tells the often forgotten story of the post-Reconstruction sharecropping generation and the horrors that preceded the Civil Rights Movement. Overarching this chapter will be the study of the Double V ideology (military victory abroad and racial victory at home) as a racial uplift strategy and its overt connection to the Second World War. The overwhelming failure experienced on the domestic front of this strategy is discussed in depth in "The Second World War and the Promise of Internationalism, 1940–1948" in *Creating Black Americans*. This chapter will anchor studies of this crucial period and explain how the resistance of the US to making meaningful changes in racial equality in the shadow of the war radicalized Black (and other) veterans and led to what would grow to be the Civil Rights Movement of the fifties and sixties. Students will critically view two films in this unit. While viewing the 1943 film *Cabin in the Sky*, participants will take notes in their interactive journals on the pronounced militarism in the film, which reveals the national occupation with the war. Participants will also see the film *The Tuskegee Airmen*, which depicts the men of color and valor who served as military pilots during WII. While viewing this film, students will note in their journals the ways in which the characters explicitly or implicitly refer to the Double V uplift philosophy. These journal assignments will lead to discussion and writing on broader questions on the impact of social moments on art and the role of art in presenting social moments. The language emphasis of this unit will come from both a study of *Cab Calloway's Hepster's Dictionary* and continued reading of *Spoken Soul: The Story of Black English* with the chapter "History."

Unit Assignment(s)

Black History Celebration: Students will plan, organize, and execute a celebration of Black History Month that will be open to the school community and to the families of the class participants. The celebration must incorporate a welcome address and historical context for each presentation, as well as various elements of art. The occasion must also include visual and sonic ties to West Africa. Attendance to at least three out-of-class planning sessions is required, as is proof of out-of-class communication within and across teams. Participants will be assessed on the execution of their task, the freshness of their approach, and the symmetry of their team's contribution to the overall message and feel of the whole. This assignment gives participants a chance to reflect on what they have learned in the course and elsewhere up to this point, to work collaboratively with their peers to reflect and present their knowledge, and to include the community in their learning and celebration.

Unit 8: The Movement

The novel *The Watsons Go to Birmingham* will take students into the very real dangers faced by young Black families in the South during the "Freedom Summer" of 1964. They will

also read, discuss, and analyze informational texts such as "Protest Makes a Civil Rights Revolution" in *Creating Black Americans*, "Education" in *Spoken Soul: The Story of Black English*, and selections from Michael Eric Dyson's in-depth look at Martin Luther King Jr. the man, *I May Not Get There with You*, and Cornel West's *The Radical King*. Writing short paragraph responses to guided critical thinking questions stems as well as free-form free writes to one-word prompts, students will clearly articulate views on documentaries such as Spike Lee's *4 Little Girls* and Stanley Nelson, Jr.'s *Freedom Summer*. Students will be encouraged to share with the entire class either a formal written response or a free write.

Unit Assignment(s)

Double Take Formal Essay: Students will perform a critical "double take" by composing a five-page paper that examines the relationship between a literary or artistic rendering of an event, era, or figure within the Civil Rights Movement and a documentarian or scholarly one. They will have the choice of two topics: the relationship between Dudley Randall's poem "Ballad of Birmingham" and Spike Lee's documentary *4 Little Girls* or the relationship between Ava DuVernay's film *Selma* and Michael Eric Dyson's scholarly treatise *I May Not Get There With You*. In this paper students are tasked with planning, organizing, and executing an evidence-based essay that discusses the ways in which two very different works on the same topic reinforce, question, or destroy each other's presentation of the event, era, or historical figure in question. The essays must contain a proper introduction with a thesis statement; multiple body paragraphs which support the thesis, present a claim, provide evidence to back it up, and offer commentary that connects the dots for the reader; and a proper conclusion, the scope of which moves beyond the works under consideration into the realm of the "global and noble," as is taught in AP curriculum. With this assignment, participants will learn to write solid, well-conceptualized, properly formatted essays, a high school level skill which prepares them for college.

Unit 9: Black Power and the Black Arts Movement

Unit Description: Students will read, discuss, and write in response to works from across the pantheon of the Black Arts Movement, including Amiri Baraka, Gil Scott-Heron, Rosa Guy, Lucille Clifton, Etheridge Knight, and Nikki Giovanni, among others. Students will also read, analyze, and discuss informational texts such as "Black Power, 1966–1980" in *Creating Black Americans* and "The Media" in *Spoken Soul*. They will be required to use appropriate Thinking Maps (Circle Map, Double Bubble Map, Flow Map, etc.) to correlate at least one of these literary works with a musical genre of the era—funk, jazz fusion, soul, or disco—with the artistry of Elizabeth Catlett, John Biggers, Barbara Chase-Riboud, or Ernie Barnes, and with a film of the time period such as *Cornbread, Earl and Me*, *Five on the Black Hand Side*, *Cooley High*, or *Claudine*.

Unit Assignment(s)

Black Arts Movement Show Me, Teach Me: Students will work alone or in pairs to create an instructional video on the Black Arts Movement, presenting an in-depth look at one key figure, their work, and that artist's most consistent message. The video must be three to four minutes in length, must include quality editing on either iMovie or Windows Movie Maker, and must be posted on at least one social media outlet and on YouTube. Videos must include text, speaking, and video clips/pictures. Videos will be assessed on their beauty, originality, and ability to provide a Black Arts Movement novice with a solid introduction through this look at one artist. With this assignment, participants deepen their own knowledge base about a Black Arts Movement artist, translate their knowledge into a learning opportunity for others, and gain experience in the digital arts.

Unit 10: Long Shadows: Reaganomics and the Inner City

Gloria Naylor's *The Women of Brewster Place* will bring the inner city of decades ago to life for students in this unit. Told in vignettes focusing on a collection of diverse tenants in a low-income tenement, this novel will lead students in ideas on what academics Michael Omi and Howard Winant call the "racial formation" of the country chiefly through the ghettoization of Blackness and the effects of that social reality on women and children. Students will pull contextualization for this unit from analyzing and discussing informational texts such as *Sister Citizen* by Melissa V. Harris-Perry and *The New Jim Crow* by Michelle Alexander. Films such as *Beat Street*, *New Jack City*, *South Central*, *Colors*, and *Redemption: The Stan Tookie Williams Story* will be used to frame the conversation on the changes in the inner city during the 1980s.

Unit Assignment(s)

Personal Statement: After reading selections from Michelle Alexander's *The New Jim Crow* and viewing the Ava DuVernay documentary *13th*, students will be asked to compose and present a thorough personal statement analyzing their own relation to US society through the intersectional lens of race, class, gender, and location.

Unit 11: The 90s and Beyond

In this final unit, students will read two Terry McMillan novels, *Mama* and *Waiting to Exhale*, and respond in their interactive journals to critical thinking question stems on the novels' sustained commentary on identity and authenticity. They will use Thinking Maps and their journals to bring both texts and the informational readings into conceptual relationship with "A Snapshot of African Americans in the Early Twenty-First Century" in Creating Black Americans, selected chapters from *Buppies, B-boys, Baps, and Bohos* and *When Chickenheads Come Home To Roost*, and the documentaries *And You Don't Stop: 30 Years of Hip-Hop* and *Hip-Hop: Beyond Beats and Rhymes*. By the end of this course,

students should be adept at inquiry-based close reading; textual annotation; evidence-based writing; analysis, synthesis, and paraphrase; formal and informal, small and whole group discussion; and critical viewing of film and performance. Furthermore, at this point in the school year, students should be able to express their understanding of the following facts, among others: African Americans are people of the African diaspora with direct and diffuse connections to Africa; there is almost always a relationship between the realities of the current moment and the various art that is created and consumed in that moment; and no moment is born of itself but is rather the result of a previous one.

Unit Assignment(s)

Reach Out and Touch: Students will be given a Hot List of academics and intellectuals currently working in the field of hip-hop scholarship. They will be charged with the task of reaching out to one of these scholars and conducting a twenty to thirty-minute interview on hip-hop's relationship to a specific social issue (hip-hop and culture, hip-hop and creativity, hip-hop and language, hip-hop and health, hip-hop and economics, hip-hop and love, etc.). Interviews must be audio or video recorded, transcribed, and submitted with a preface introducing the interviewee and the topic and with an afterword which requires that the interviewer briefly indulge in I-Search-type metacognition on the experience of having landed and conducted an interview. Videos or sound files and transcribed interviews will be submitted for credit. This assignment will be assessed on the appropriateness of its interviewee, proper usage of the written interview format, execution of the task vis-à-vis the parameters of the topic, and inclusion of the video or sound file. This assignment pushes participants to reach out to potential scholarly mentors, craft quality questions, and conduct themselves in a professional manner in order to complete a multistep assignment.

CHICANA/O/X AND LATINA/O/X STUDIES COURSE OUTLINES

Chicano/African American Literature (Green Dot, Los Angeles)

Basic Course Information

Record ID: BJQC6A

Institution: Green Dot Public Schools, Los Angeles, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: English

Grade Levels: 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

In this literature course, we will take an exciting journey through Chican@ and African American literature. We will explore how this literature affects, documents, and creates Chican@ and African American histories, identities, politics, and the epistemologies/subjectivities of Chican@s and African Americans in America. Through our journey we will use novels, short stories, poetry, performance, screenplays, comedy, spoken word, theater, essays, music, and film to examine the diversity of themes, issues, and genres within the "Black and Brown Community" and the legacy and development of a growing "Chican@ and African American Cultural Renaissance." We will also use critical performance pedagogy to engage particular problems in the literature and in the community. Through group/team work, community service, and interactive lectures and discussions we will delve into the analysis, accessibility, and application of Chican@ and African American literature. We will ask questions around the issues of—and intersections between—gender, race, ethnicity, sexuality, class, language, religion, tradition,

colonization, access, citizenship, migration, culture, ideology, epistemology, politics, and love. The main questions that we try to tackle in this course are the following: How does Chican@ and African American literature represent, challenge, or change traditional notions of the Chican@ and African American experience? How can literature be used to activate the possibilities of decolonization, activism, and social justice?

This introductory course to Chicano and African American literature will examine a variety of literary genres—poetry, short fiction, essays, historical documents, and novels—to explore the historical development of Chicano and African American social and literary identity. Units will be divided by time period, beginning with the sixteenth century and concluding with contemporary works. We will examine the historical, political, intellectual, and aesthetic motifs of each era. In each era, we will focus on how authors address important issues such as race, class, nationality, and appellation, and how authors represent the complexities of being caught between multiple cultures that may be defined by those concepts. In each unit of the course, students will read various genres of Chicano/African American literature, respond to the text in various modalities, and synthesize their own understanding of each time period with the ideas presented in the texts to derive a new understanding of the individual and collective identities as they evolved over time and space. The course will also consider key literary concepts that shape and define Chicano/African American literary production. By the end of the class, students will have a comprehensive understanding of the literary and historical formation of Chicano/African American identity and the complex, even contradictory, experiences that characterize Chicano/African American culture.

Prerequisites

(None)

Corequisites

(None)

Course Content

At the conclusion of every other unit, instructors will facilitate an instructional exercise, assignment, or activity that allows students to process the units' essential questions through speaking and listening skills. In each activity, students will be evaluated on their ability to synthesize ideas presented in different texts and present their positions on the essential questions, both by the instructor and by their peers.

Speech Writing/Public Speaking Essential Questions: How does the process of colonization impact the colonizer and the colonized? When political decision-making does take place with unequal power, how does the decision-making impact the outcome of the annexation? How did annexation reflect the mindset of the people in the period

of colonization? What is the role of the storyteller in the pan-African Diaspora? How do narratives act as cultural artifacts? In the context of the American Revolution what does it mean to be African in America? What is the African identity? How is it defined, and by who? Description: In this unit, students will compose and deliver a short speech on identity, how it's defined, and how storytelling can preserve it.

Units 3 and 4: Socratic Seminar Essential Questions: How does the literature from this time period reflect the tension between alienation, assimilation, and acculturation? How do we see this playing out in modern culture? How and why does the vocalization of grievances empower the minority? How does the literature and the Chicano labor movement reflect the unique needs of the Chicano population? "How does it feel to be a problem?" What is the double consciousness of the Black person in America in the era of Reconstruction? What historical and political constructs made this duality possible? What are the multiple identities that emerged within the race as a result of Reconstruction? What was the impact on the collective identity of Blacks in American society? Description: In this unit, students will participate in fishbowl-style Socratic seminars, where they will discuss with and evaluate their peers on questions generated and insight provided on the topic of double consciousness and the collective identity of African Americans in this era.

Unit 5: Literature Circles Essential Questions: What does it mean to be Chicano? How has the inclusion into the mainstream impacted the development of the Chicano culture? Who is the "New Negro"? What is the obligation of their work to the race and culture? What is the function of African American Literature in the social and political advancement of the race? Description: In the final units, students will participate in a series of literature circles. Instructors will select a short passage for close reading written by contemporary Chicano authors. The literature circles and group discussions will inform the students' final analysis essays for the unit.

Assessment activities will be based on the writing prompts and rubrics embedded in the five units. Student work will be assessed using a holistic scoring guide similar to the UC Analytical Writing Placement Examination and the CSU English Placement Test.

- Formative Assessment: 1–2 paragraph writing tasks: For each unit, students will respond to the prompt: How do these texts reflect the historical, political, intellectual, and aesthetic motifs of the era? Students must cite at least two different sources supporting the claim.
- Say, Mean, Matter Dialectical Journals
- Oral Discussion: Based upon essential questions
- Socratic Seminars
- Fishbowl Discussions
- Literature Circles

- Summative Writing Task: Both take-home and timed in-class argument-based essays will be used to assess students' writing ability as well as their comprehension and analysis of Chicano/African American literature: précis of each key text, persuasive essays, letters to the editor, argument analysis, descriptive outlines of assigned readings, reflective essays, text-based academic essays, research projects
- Summative Unit Tests: 10–15 multiple choice questions on authors and historical, political, intellectual, and aesthetic motifs of each era and key texts, two short essays, matching: text, thematic
- Portfolio: Students will create a separate section in their portfolio for each unit. Each section will include a précis written after each key text and a summative writing assignment for each unit. Notes prepared for graded discussions as well as reflections from those discussions will also be included in the portfolio.

Anchor Texts: *The Norton Anthology of Latino Literature*, edited by Ilan Stavans; *Black Boy*, Richard Wright

Recommended Core Texts (3¬–4): "Our America," José Martí; *Bless Me, Ultima*, Rudolfo Anaya; *Zoot Suit*, Luis Valdez; *The Brief Wondrous Life of Oscar Wao*, Junot Díaz; *Always Running: La Vida Loca*, Luis J. Rodriguez; *Drink Cultura*, José Antonio Burciaga

Suggested Unit Texts

Unit 1: Colonization (1537–1810): Informational/Literary Nonfiction: Fray Bartolomé de las Casas *A Short Account of the Destruction of the Indies*; Fray Junipero, letters; Alvar Núñez Cabeza de Vaca *Chronicle of the Narváez Expedition* (relacion); *Gramática de la Lengua Castellana*

Unit 2: Annexations (1811–1898): Literary Texts: Poetry: "Our America" by José Martí; Informational Texts/Historical: Treaty of Guadalupe Hidalgo (1848); Treaty of Paris (1898)

Unit 3: Acculturation (1898–1945): Literary Texts: Arthur A. Schomburg "Juan Latino"; Jesús Colón *The Way It Was and Other Writings*; Piri Thomas, various; Informational Texts/ Literary Nonfiction: José Enrique Rodó, selections from "Ariel" (1900); José Vasconcelos, selections from *The Cosmic Race* (1925) (mestizaje)

Unit 4: Upheaval (1946–1979): Literary Texts: Julia de Burgos "Song to the Hispanic People of America and the World," "Canto to the Free Federation," "Farewell from Welfare Island"; Piri Thomas *Down These Mean Streets*; Novel: Rudolfo Anaya *Bless Me, Ultima*; Stories: Tomás Rivera "This Migrant Earth"; Drama: Luis Valdez *Zoot Suit*; Informational Texts/ Essays: Plan Espiritual de Aztlán (political manifesto); Carlos Castaneda *The Teachings of Don Juan* (1968); Octavio Paz, selections from *The Labyrinth of Solitude* (1950); Roberto Fernández Retamar, selections from *Caliban* (1971); Cesar Chavez "We Shall Overcome"

Unit 5: Into the Mainstream (1980–present): Literary Texts: Isabel Allende *Paula*; Julia Alvarez *How the García Girls Lost Their Accents*; Junot Díaz *The Brief Wondrous Life of Oscar Wao*

Unit 6: Sundiata *An Epic of Old Mali*

Unit 7: *David Walker's Appeal* and Harriet Jacobs *Incidents in the Life of a Slave Girl*

Unit 8: W. E. B. Du Bois *The Souls of Black Folk* and James Weldon Johnson, *The Autobiography of an Ex-Colored Man*

Unit 9: Nella Larsen *Passing and Other Short Stories*

Unit 10: Alain Locke "Enter the New Negro"

Unit 11: Ralph Ellison *Invisible Man*

Unit 12: James Baldwin "Everybody's Protest Novel" and Toni Morrison "The Site of Memory"; Informational Texts/Literary Nonfiction: José Antonio Burciaga: *Drink Cultura*; Luis J. Rodriguez: *Always Running: La Vida Loca*

Informational Texts/Historical: California Proposition 187; Suggested Supplementary Texts: Selections and excerpts from *The Norton Anthology of African American Literature*; Chimamanda Ngozi Adichie "The Danger of a Single Story" (TED Talk); Toni Morrison "Unspeakable Things Unspoken: The Afro-American Presence in American Literature"; Frederick Douglass "What to the Slave is the Fourth of July?"; Henry Highland Garnet "An Address to the Slaves of the United States of America"; Maria Stewart "Religion and the Pure Principles of Morality: The Sure Foundation on Which We Must Build"; Phillis Wheatley *Poems on Various Subjects, Religious and Moral*; John Locke "Second Treatise of Government"; Negro spiritual selections; Booker T. Washington "Atlanta Exposition Address"; Anna Julia Cooper "Womanhood: A Vital Element in the Regeneration and Progress of a Race"; Selected poems by Paul Laurence Dunbar; Langston Hughes "The Negro Artist and the Racial Mountain"; Selected poems by Langston Hughes; W. E. B. Du Bois "Criteria of Negro Art"; Countee Cullen "Heritage" and "Incident"; Helene Johnson "Sonnet to a Negro in Harlem"; Jazz selections from *The Norton Anthology of Jazz*; Marcus Garvey "Africa for the Africans" and "The Future as I See It"; Zora Neale Hurston "Characteristics of Negro Expression"; August Wilson *The Piano Lesson*; James Baldwin "Stranger in the Village" (or other essays from *Notes of a Native Son*); Richard Wright "The Ethics of Living Jim Crow: An Autobiographical Sketch"; Selected poems by Robert Hayden; Selected poems by Gwendolyn Brooks; Frantz Fanon *The Wretched of the Earth*; Martin Luther King Jr. "Letter from a Birmingham Jail"; Malcolm X "The Ballot or the Bullet"; Maulana Karenga "Black Art: Mute Matter Given Force and Function"; Alice Walker "Everyday Use"; "Secular Rhymes and Songs of Social Change and Hip Hop" from *Norton Anthology of African American Literature*; Supplementary texts for literature circles; Chinua Achebe "The Novelist as Teacher" (or other essays from *Hopes and Impediments*);

Chimamanda Ngozi Adichie, "The Headstrong Historian" (or other short stories from *The Thing Around Your Neck*); Binyavanga Wainaina "How to Write About Africa," "The Gourd Full of Wisdom"; *Tale from Togoland*

Unit Structure (~3 weeks/unit) Weeks 1–2: Close Reading and Discussion: Students will read 2–3 substantial pieces of text for each unit in this course. Units will be overlaid with additional poetry, songs, and comics as students delve into the key texts; Week 3: Writing: Writing reflection and instruction will be guided by the writing reference text *They Say, I Say* by Graff and Birkenstein. For each unit, students will write an argumentative essay in reaction to a particular thesis or argument proposed by Ilan Stavans within *The Norton Anthology of Latino Literature.*

Unit 1: Colonization (1537–1810): Essential Question: How does the process of colonization impact the colonizer and the colonized? Description: Students will conduct close readings of texts from the period of colonization in the Americas with a particular emphasis on the records and diaries of early missionaries and explorers. Students will seek to understand the implications of these texts from the perspective of people living in the time period as well as from the contemporary perspective. Students will seek to define the implications of colonization on both the colonizer and the colonized.

Unit 2: Annexations (1811–1898): Essential Question: When political decision-making takes place with unequal power, how does the decision-making impact the outcome of the annexation? How did annexation reflect the mindset of the people in the period of colonization? Description: Students will analyze how the age of nationalism impacted Chicano literature and the Chicano identity, particularly focusing on the concept of mestizaje. Students will examine the role of Chicanos in the making of the modern United States and the theme of modernism.

Unit 3: Acculturation (1898–1945): Essential Question: How does the literature from this time period reflect the tension between alienation, assimilation, and acculturation? How do we see this playing out in modern culture? Description: Students will consider how texts from this era reflect the attitudes of nationalism. Readings will emphasize historical texts, in particular the Monroe Doctrine and the Treaty of Guadalupe Hidalgo. Students will examine the changes brought about for the Chicano identity as a result of the prevailing attitudes brought on by both world wars.

Unit 4: Upheaval (1946–1979): Essential Question: How and why does the vocalization of grievances empower the minority? How does literature and the Chicano labor movement reflect the unique needs of the Chicano population? Description: Students will critically analyze how the texts of this unit reflect the alienation between Latino subgroups as well as the "fearful relations" between Anglos and Latinos (*The Norton Anthology of Latino Literature*, p. 359). Students will examine how the Zoot Suit Riots became a watershed event in Latino history through analysis of the drama *Zoot Suit* as well as through historical documents.

Unit 5: Into the Mainstream (1980–present): Essential Question: What does it mean to be Chicano? How has the inclusion into the mainstream impacted the development of the Chicano culture? Description: In the final unit of the semester, students will focus on the central essential question of the course: What does it mean to be Latino? Students will summarize how the four thematic emphases of Latino literature (appellation, class, race, and nationality) play out in the modern era.

Unit 6: The Tradition of Storytelling Anchor: Text: *Epic of Sundiata Keita*; Essential Questions: What is the role of the storyteller in the pan-African Diaspora? How do narratives act as cultural artifacts? Description: Students will conduct a close reading of the introductory speech of Sundiata and reflect on the role of the griot in the ancient Empire of Mali and its implications for the role of a narrative in preserving a culture. Instructors may choose from the supplementary texts to introduce a more contemporary stance on the essential question, and students will synthesize their own answers to the essential questions with the texts as a way of framing the remainder of the course. (Writing Focus: "Entering the Conversation")

Unit 7: Literature of Slavery and Freedom (1746–1865): Anchor Text: Excerpts from *David Walker's Appeal* and *Incidents in the Life of a Slave Girl* by Harriet Jacobs; Essential Questions: In the context of the American Revolution, what does it mean to be African in America? What is the African identity? How is it defined, and by whom? Description: Students will analyze the effectiveness of the varying rhetorical devices used to make appeals for the humanity of slaves in early colonial America. Students will investigate the relationships between the speaker, subject, and audience of the anchor texts through a series of close readings and writing assignments. Through discussion activities, students will consider the rhetoric of the American revolution and the areas in content and structure in which it is similar to and different from the anchor texts and other writings of the time period. (Writing Focus: "They Say: The Art of Summarizing"; Speaking and Listening Focus: Speech writing/public speaking)

Unit 8: Literature of the Reconstruction and the New Negro Renaissance (1865–1919): Anchor Text: Excerpt from W. E. B. Du Bois, *The Souls of Black Folk* and James Weldon Johnson's *The Autobiography of an Ex-Colored Man*; Essential Questions: "How does it feel to be a problem?" What is the double consciousness of the Black person in America in the era of Reconstruction? What historical and political constructs made this duality possible? Description: Anchored in W. E. B. Du Bois's notion of double consciousness, students will analyze the reconstruction of the African American identity and how it was shaped by the larger political context of the time period. During this unit, students will evaluate the political and cultural constructs that shaped the African American experience during reconstruction as outlined in the anchor texts. Students will also consider the diverging schools of thought that were beginning to surface within the race and evaluate potential solutions to the "problem" posed by Du Bois. (Writing Focus: "They Say: The Art of Quoting"; Speaking and Listening Focus: Socratic seminar)

Unit 9: Literature of the Harlem Renaissance (1919–1940): Anchor Text: Excerpt or short story from Nella Larsen, *Passing and Other Short Stories*; Essential Questions: What are the multiple identities that emerged within the race as a result of Reconstruction? What was the impact on the collective identity of Blacks in American society? Description: In this unit, students will critically analyze the social, political, and cultural components of the Harlem Renaissance and the events leading up to it. Students will examine the various efforts made by African Americans to reclaim and redefine their identities through the arts and other aesthetic trends of the time. Students will also evaluate the way these identities vary along lines of class, gender, skin complexion, geography, and other areas presented in the texts. (Writing Focus: "I Say: Three Ways to Respond"; Speaking and Listening Focus: Socratic seminar)

Unit 10: Author Study: Alain Locke; Anchor Text: Alain Locke, "Enter the New Negro"; Essential Questions: Who is the "New Negro"? What is the obligation of their work to the race and culture? Description: In this midterm author study, students will focus primarily on composing a research paper, anchored in Alain Locke's essay, "Enter the New Negro." Students will evaluate Locke's argument of who the "New Negro" is, what their role in society is, and qualify their evaluation using other readings or authors from the course. (Writing Focus: "Analyze This: Writing in the Social Sciences"; Speaking and Listening Focus: Performance-based task)

Unit 11: Realism, Naturalism, Modernism (1940–1960): Anchor Text: Ralph Ellison, *Invisible Man* (prologue); Essential Questions: In what ways did African American literature offer a counternarrative to post-WWII American culture? Description: In this unit, students will examine aspects of more contemporary African American authors and the ways they challenge or defy the ideals of post-WWII America. Specifically, students will unpack the places in the texts where African American literature intersects, overlaps, contradicts, or resonates with traditionally American ideals, analyzing the literary elements and evaluating the author's intentions for including them. (Writing Focus: "I Say: Distinguishing What You Say from What They Say"; Speaking and Listening Focus: Literature circles)

Unit 12: The Black Arts Era and Literature Since 1975: Anchor Text: James Baldwin "Everybody's Protest Novel" and Toni Morrison "The Site of Memory"; Essential Question: What is the function of African American Literature in the social and political advancement of the race? Description: In this culminating unit, students will revisit the essential question of the opening unit and evaluate the role of the storyteller as protestor. Students will consider the social and political demands on Black authors for and from the race, how the genre has been informed by it, and the tensions created as a result. Students will evaluate different authors' intentions for writing and analyze aspects of texts that have been crafted for a specific audience, occasion, or overall purpose. (Writing Focus: "Analyze This: Writing in the Social Sciences"; Speaking and Listening Focus: Literature circles)

Instructional strategies are modeled on a district literacy strategy known as ATTACK and on the Reading and Writing Rhetorically model outlined in the CSU Expository Reading and Writing Course (ERWC). The ATTACK literacy strategy involves the following components:

- Assign complex texts to teach content. For this course, the content is the historical development of the Chicano social and literary identity. Teach key academic and domain-specific vocabulary.
- Teach and model reading and close reading strategies. These central reading strategies utilized in this course are those used in ERWC and noted below. Ask text-dependent questions during reading, discussion, and writing.
- Create conversation using accountable talk with text-based answers. Each unit will involve multiple structured discussions (both whole and small group) in which students will be required to demonstrate comprehension of the text as well as analyze its significance and pose questions that require cognitive challenge. Keep writing focused on evidence-based answers and multiple sources. Students will write in a variety of contexts and formats, but will be required to use text from multiple sources to support arguments and illustrate ideas.

As described above, reading and writing instructional strategies are modeled after the Reading and Writing Rhetorically model outlined in the CSU Expository Reading and Writing Course.

Reading Rhetorically: All texts will be introduced by a sequence of research-based prereading and vocabulary strategies. – Survey the text in reader: title, italics, bold, footnotes. – Create questions based upon the text. – Predict: for questions or something relevant to the learning. All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning. – Read and reread. – Annotation and marginalia – Say, Mean, Matter – Double entry journals – All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness. – Summarizing – Quick cheat sheet summary to be used in conjunction with any notes in order to write the formative essay – Capture main idea – Who/What/When/Where? – Time period/date of writing – Themes – Historical context – Author's perspective on essential question(s) – Students will work individually, in pairs and small groups, and as a whole class on analytical tasks. Students will present aspects of their critical reading and thinking orally as well as in writing. Connecting Reading to Writing: Students will write summaries, rhetorical précis, and responses to critical questions. Students will compare their summaries/rhetorical précis, outlines, and written responses in small groups in order to discuss the differences between general and specific ideas; main and subordinate points; and subjective versus objective summarizing techniques. Students will engage in notetaking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text's main points, and developing outlines for essays in response to writing prompts. Students will complete

compare/contrast and synthesis activities, increasing their capacity to make inferences and draw warranted conclusions such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material. Writing: Students will write 750 to 1,500-word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Students will complete timed in-class writings based on prompts related to an author's assertion(s), theme(s), or purpose(s), or a text's rhetorical features.

Writing Instruction: Text: *They Say/I Say: The Moves That Matter in Academic Writing* Description: During each writing workshop in each unit, students will read a chapter from *They Say/I Say* by Graff and Birkenstein as both a research tool for improving writing and a metacognitive tool for reflecting on their own writing practices. Students will use the *They Say/I Say* writing templates beginning with unit 1 of the course, but will focus in depth on various aspects of the argumentative writing process at different points in the course.

In conjunction with unit 1: "Entering the Conversation" (introduction): Students will begin by reading with what Graff and Birkenstein write in mind: "If there is any one point that we hope you will take from this book, it is the importance not only of expressing your ideas ('I say') but of presenting those ideas as a response to some other person or group ('they say')." This perspective on writing will be the principle guiding students' writing in response to Chicano literature throughout the course. The first unit of study in Chicano literature will require students to familiarize themselves with this model. In subsequent units, students will focus on the individual "moves that matter in academic writing."

In conjunction with unit 2: "They Say: Starting with What Others Are Saying" (chapter 1): Students will focus on the first element of the They Say/I Say model and develop their skills of "starting what others are saying."

In conjunction with unit 3: "Her Point Is: The Art of Summarizing" (chapter 2): Students will study the art of summarizing.

In conjunction with unit 4: "As He Himself Puts It: The Art of Quoting" (chapter 3): Students will continue the work of developing the ability to include the perspectives of others in their writing by reviewing and practicing "the art of quoting."

In conjunction with unit 5: "Yes/No/OK, But: Three Ways to Respond" (chapter 4): Once students have had ample practice in stating the opinions of others, they will study the three ways to respond to a person's perspective: agreement, disagreement, and qualification.

In conjunction with unit 6: "Entering the Conversation" (introduction): Essential Questions: What is the role of the storyteller in the pan-African Diaspora? How do narratives act as cultural artifacts? Description: Students will begin by reading with what Graff and Birkenstein write in mind: "If there is any one point that we hope you will

take from this book, it is the importance not only of expressing your ideas ('I say') but of presenting those ideas as a response to some other person or group ('they say')." This perspective on writing will be the principle guiding students' writing throughout the course. In this first unit, students will familiarize themselves with this model by informally responding to salient quotations from text through dialectic journaling. Students will then formulate an argument in response to the essential question in one or two paragraphs utilizing the They Say/I Say approach. In subsequent units, students will focus on the individual "moves that matter in academic writing."

In conjunction with unit 7: "Her Point Is: The Art of Summarizing" (chapter 2): Essential Questions: In the context of the American Revolution, what does it mean to be African in America? What is the African identity? How is it defined, and by who? Description: Students will compose a rhetorical précis for at least one of the anchor texts, summarizing its primary argument and describing how that argument is developed.

In conjunction with unit 8: "As He Himself Puts It: The Art of Quoting" (chapter 3): Essential Questions: "How does it feel to be a problem?" What is the double consciousness of the Black person in America in the era of Reconstruction? What historical and political constructs made this duality possible? Description: Throughout the unit, students will focus their writing on analyzing and elaborating on specific quotations from the reading. As an assessment, students will compose a literary analysis of a fictional piece from the unit, describing how it reflects the double consciousness outlined by Du Bois.

In conjunction with unit 9: "Yes/No/OK, But: Three Ways to Respond" (chapter 4): Essential Questions: What are the multiple identities that emerged within the race as a result of Reconstruction? What was the impact on the collective identity of Blacks in American society? Description: In this unit, students will work on formulating arguments in response to a text. Using the unit's essential questions as a guide, students will identify an author's primary argument (or central theme for fiction) and compose an in-class essay supporting, refuting, or qualifying the author's stance.

In conjunction with unit 10: "Analyze This: Writing in the Social Sciences" (chapter 17): Essential Questions: Who is the "New Negro"? What is the obligation of their work to the race and culture? Description: Building on their skills from the previous unit, students will critically analyze the concept of the "New Negro" and compose a short research paper that incorporates at least two other sources and presents a position on the essential question.

In conjunction with unit 11: "And Yet: Distinguishing What You Say from What They Say" (chapter 5): Essential Questions: In what ways did African American literature offer a counternarrative to post-WWII American culture? Description: In this unit, students will compose short literary analysis essays focusing specifically on including "voice markers" in their writing to better distinguish their ideas from those presented by authors or parts of text.

In conjunction with unit 12: "Analyze This: Writing in the Social Sciences" (chapter 17): Essential Questions: What is the function of African American literature in the social and political advancement of the race? Description: Synthesizing their skills from the course, students will compose a final analysis paper that incorporates at least three sources and presents a unique and informed position on the unit's essential question.

Formative Writing Tasks: For each text: 1–2 paragraph text analysis: How do these texts reflect the historical, political, intellectual, and aesthetic motifs of the era? Students must cite at least two different sources supporting the claim in a précis of each key text. Students write descriptive outlines of assigned readings. Summative Writing Tasks: Summative writing tasks will be argument-based essays that require students to summarize and respond to the arguments about the nature and characteristics of Chicano/African American literature. These writing assignments will require that students summarize the author's perspective on the texts in each unit and then offer an agreement, disagreement, or qualification of this argument. They will use the texts read within each unit to support, refute, or qualify the author's argument. These assignments mirror the requirements of the essays that are part of the California State University and the University of California English proficiency entrance exams, with the objective of preparing students for those exams. Timed in-class essays and major writing projects: Examples of specific assignment types include persuasive essays, letters to the editor, argument analysis, reflective essays, text-based academic essays, and research projects.

Key assignments for the units are modeled after the California State University Expository Reading and Writing Course assignment template to guide students through the following processes: reading rhetorically, connecting reading to writing, and writing. Examples of assignments include quick writes to access prior knowledge; surveys of textual features; predictions about content and context; vocabulary previews and self-assessments; reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying; responding orally and in writing to critical thinking questions; annotating and rereading texts; highlighting textual features; analyzing stylistic choices; mapping text structure; analyzing logical, emotional, and ethical appeals; and peer response activities.

Chicano Literature en Español (Pasadena Unified)

Basic Course Information

Record ID: PNFZBY

Institution: Pasadena Unified School District (64881), Pasadena, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: Language Other than English

Discipline: LOTE Level 4+

Grade Levels: 9th, 10th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

The course, taught entirely in Spanish, will focus on the history and creation of the Chicana/o identity in the US and the experience of the Chicana/o people, through the lens of their literature. The course will investigate the emergence of the modern understanding of Chicanismo, alongside pondering the ideas of activism and political consciousness through literature and the role it plays. Students will be expected to use Spanish as the language for all readings, writing, and discourse, simultaneously developing Spanish language proficiency while engaging in literary and thematic analysis.

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit 1: Identity

Essential Question: How are identities formed? Where in our past have we created our values? What parts of our identity do we carry with us? Can identities change? As a way of introducing Chicanismo, first students will be asked to dive into their own identities. In a small sense, students will be asked to define themselves through various societal lenses as a way to understand how Chicanismo and the Chicano identity (or any identity) begins to take its shape. In this unit students will begin exploring intersectionality, culture, language, race, sex, and gender as a means to provide perspective.

Final Assignment: Positionality narrative: Students will write a narrative, in first person, exploring the formation of their identity. They will define three different social systems (gender, race, sex, class, etc.) and explain how these systems have begun to shape their identity. As this is a narrative and an essay on who the student is, an ever-developing concept, the purpose is for students to begin thinking critically about how society has shaped them and what society has deemed important in their lives. Whether they identify within or outside of societal norms, students must first understand the systems around them before understanding how identities evolve within them.

Unit 2: Mexican Revolution

Essential Question: How was the Mexican Revolution culturally revolutionary? How does a revolution shape who we are and how we see our world? The Mexican Revolution was sparked by a deep need to change the way in which Mexico was being run and who was allowed to run Mexico. As the agrarian folk of Mexico rose up in arms, they challenged more than the simple nature of who gets land bestowed; they challenged perceptions and concepts of social structure. Corridos changed the way people told stories, soldaderas fought against the patriarchy, and the poor took up the struggle of the many. At a time when the US still had open borders, how did Mexicans on either side take their place in the revolution? During a time of political unrest, the Mexican Revolution also dealt with societal and cultural turmoil.

Final Assignment: Corrido, mural, vignette: Students will have three options to represent how the Mexican Revolution wasn't simply a political revolution. As the unit progresses, students will discuss how the Mexican Revolution became a cultural revolution, changing pivotal parts of social structure. This unit will also help as a foundation for where Chicano identity begins to take shape. Students can choose to write a corrido (the "new" form of oral tradition), create a small mural (classic to the time period), or write a vignette that details the emerging cultural changes, and culture clashes, of the Mexican Revolution. Students will explore how the Mexican Revolution became the inspiration for the later Chicano Revolution.

Unit 3: 1940s Californios, Pachucos, and Pochos

Essential Question: What led to the Californio, pachuco, and pocho identities? Were these identities beneficial or detrimental to the Mexicans on the US side of the border? Students will focus on how geography, clothing, and language all function as identity markers. "Where are you from" mattered, as did what you wore and whether you could speak the language. These three identities conflict in a myriad of ways, as they introduce the culture clash of what is needed to be Mexican. Who are you? And do you live in the borderlands? What do you need to keep from your familial culture, and what can be discarded? Or should it be discarded? The Chicano identity to follow is a reclamation of these terms, a way in which to understand how and what makes someone a Chicano prior to the term being popularized. Students will focus on the large push for assimilation, and the pushback of those who refused to let go of their Mexican identity.

Final Assignment: Socratic seminar: Students will read various articles regarding the aforementioned terms and determine what the purpose was in creating the terms. The terms are all words created to identify where one was from, who one was, and how one spoke. During the Socratic seminar, students will discuss and define the terms and why they are an important piece of the puzzle for the Chicano movement. Students will analyze how the terms begin to create a chasm between what we think we are and how others perceive us, within the context of 1940s America. During the Socratic seminar, students must describe the context of 1940s America and delineate how these identity markers affected the Mexicans that stayed on, or emigrated to, this side of the border.

Unit 4: US Civil Rights/1960s El Movimiento

Essential Question: What are civil rights? Who deserves civil rights? How do we determine this? Should we determine this? What methods of resistance can promote social change for all? How were they used in El Movimiento? Students will learn about the Civil Rights Movement, which many Chicano authors argue was a movement for some, often alienating those it was meant to protect. Other authors argue that it was the fundamental movement that pushed for the growth of the Chicano Movement. Beginning with the Delano farmworkers' strike and ranging to the East Los Angeles Walkouts, how did the Civil Rights Movement also give a platform to the growth of the Chicano Movement in a nation that often felt alienating? The Chicano Movement started as a movement for workers' rights and found a platform in student organization in higher education institutions. Students will study how others just like themselves were the leaders of such a large, influential movement. The class will discuss resistance and how resistance is much more than a dismissal of the system, it is a move toward dismantling a system.

Final Assignment: Debate: Students will debate various topics about the Civil Rights Movement and the Chicano Movement. They will use various sources and support for arguments and claims. In addition to writing claims and citing support, students will be expected to present their arguments to their peers. The students in the "audience" will

act as a jury, choosing which debate team better supported their argument. The debate will require students to focus on the reasons the Chicano Movement felt imminent and whether the movement was a success for all that participated. Additionally, the topics will include the essential questions, or variations of the essential questions.

Unit 5: Immigration/Latinos in America

Essential Question: What does it mean to be an immigrant or the child of an immigrant? How can we resist against negative portrayals and perceptions of people of color? Students will learn about the reasons people from Latin America have chosen to immigrate, the push-and-pull factors that lead someone to pick up and move their entire lives in search of something "better." Students will also learn about the common misconceptions of immigration and those who choose to immigrate. The class, once again, will shift into a first-person perspective as students explore family immigration stories and how students' families and their stories drive them.

Final Assignment: Interview/Biography: Students will interview someone in their family, or someone they know, that immigrated to the US, asking hard questions such as "Why did you immigrate?" and "How?" What were their families' lives like before leaving their country, and how did they change as a result of leaving? From this interview students will create a biography of their interviewee, illustrating the process of immigration and, most importantly, detailing why immigration stories are necessary as part of the greater Latino experience. Students will also write a letter to their interviewee, or a short reflection, about what they have learned and why telling their family story shapes the person they are.

Unit 6: Revisiting Identity

Essential Question: Who are you? What do you want to be? How do you understand your identity now? Students will revisit the concept of identity, diving deeper into culture and how culture can shift depending on eras, labels, and movements. This unit will help further student understanding of their own identity and identity is developed throughout the course itself. The final unit is a critical reflection on the growth of the students and the systems their identities lie within.

Final Assignment: Chicano pop-up book/final narrative: Students will revisit their first narrative, upon which they will add their final reflection, and critically analyze how their identities have formed, or transformed, within the context of the class and what they have studied. Alongside writing the second part of their narrative, students will create a Chicano pop-up book or a small pop-up book that depicts one scene from their narrative as a final takeaway from the class. The scene within the pop-up book can be of the student's choosing, but must include a piece about Chicanismo and the role it has played in the formation (or reinforcement) of the student's identity. The goal is to have their peers open the pop-up books and, without reading the narrative, have an understanding of how each student sees themselves.

Chicano Mural Art – Painting (El Rancho Unified)

Basic Course Information

Record ID: C8MQRT

Institution: El Rancho Unified School District (64527)

Honors Type: (None)

Length of Course: Full Year

Subject Area: Visual & Performing Arts

Discipline: Visual Arts

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

Chicano Mural Art is a two semester lecture and studio course in which students will explore drawing, painting, and mural painting techniques. Students will create original works using a variety of materials and painting techniques to be implemented in a series of mural projects throughout the school and community. Additionally, students will learn about the sociopolitical, cultural, and historical factors which shaped the Chicano Art Movement. Furthermore, students will be introduced to the work of past and current Chicano artists in order to highlight the Chicano Art Movement's continual relevance and how it pertains to them today.

Prerequisites

Art 1A and 1B (Required)

Corequisites

A/P Studio Art, Advanced Art

Course Content

Unit – 1 Chicano Mural Movement: Historical Introduction

Chicano Art–Mural Painting is an advanced art course with the dual purpose of training students in the art of large-scale painting and examining a dynamic art movement which raised fundamental questions about the nature of multiculturalism in the US and its development as an alternative culture in opposition to the practices of exclusion and homogenization by mainstream institutions. Students will learn about the Chicano Art Movement, its sociopolitical relevance, and its contributions to the world of art. This unit will use a textbook as a historical reference and have three guest artists from the Chicano Art Movement talk about their work. Several key Chicano artists have committed to participate as guest speakers, including Wayne Healy and David Botello of East Los Streetscapers who are among the most influential muralists of the Chicano Art Movement. Additionally, Chicana artist Patssi Valdez has agreed to participate. Since all these artists are based in LA, the class will be able to go on a field trip to view some of their murals. Prior to the lectures, students will formally examine the work of the particular artist as it adheres to the elements/principles of design and learn about the individual artist in relationship to Chicano Art Movement. This will enable students to develop a perspective on what they are about to hear and see. As a final project after the lecture series, students will be required to write a two-page paper on an artist of their choice. They will follow an outline indicating the format and the information to include.

Unit 2 – Introduction to Mural Painting

Students will learn basic techniques and develop painting skills for the development and production of large-scale murals. They will work on individual projects as well as collective compositions with the intent of helping them further develop their artistic skills to be implemented in the development of the first group mural. Mural painting skills include 1) surface preparation: a. acrylic mesh¬—students will learn how to prepare the acrylic mesh prior to the sketching of the composition, b. students will be introduced to the various tools, paints, and brushes needed, and c. students will practice painting on a small piece of acrylic mesh to begin to develop the skills unique to painting on the medium; and 2) concept development: a. students will work in groups of four to select a theme for their group composition, b. students will individually work in their sketchbook to produce two images addressing the theme they selected, c. students will return to their group and develop a collective composition utilizing their individual images to create a cohesive composition addressing their theme, d. students will revisit and understand what the Chicano Mural Movement was, where and when it took place, and why it occurred; they will research the artistic style of Chicano murals past and present in order to help them to brainstorm ideas for their interpretation and theme, and e. students will demonstrate their understanding of the themes in Chicano murals by creating their own interpretation of a Chicano mural.

Unit 3 – Mural Creation

Students will now use the skills they learned in the previous two units to develop, present, and create a group mural. They will work as a class to finalize their mural. Students will be reminded that murals serve as historical and contemporary exploration—as a public art piece they are used as a medium and inspiration for protest and public and personal history. Mural creation includes a mural plan, presentation, sketches, and painting. In mural creation 1) students will understand how murals are being used in the city in order to better inform the creation of their own mural; they will work with city and community officials to develop a process to follow in order to create their mural, starting with asking for and receiving "permits" and feedback, to creation, painting, and finally an unveiling celebration (if possible and desired); 2) students will work in their group to present a process of the mural creation; they will present their theme and process to the other groups and receive and give feedback in order to create a cohesive application and creation process; 3) as a class students will have the opportunity to decide on the location of their mural and understand the effects of placement of their mural; they will also use this time to agree on a class process for the development of the mural; 4) students will then be able to follow their process to create a mural in their school or community; if they are unable to acquire a wall on which to paint the mural permanently, students will sketch and paint their mural on acrylic mesh, canvas, or wood panels in order to be installed at a later time; and 5) the mural creation process will be very specific to the course the class decides to pursue and how long certain factors take, such as class periods, days allocated for work, community involvement (if any), resketching and reproposal, collecting of materials to be used, wall preparation, sketching, delegation of painting, painting of the mural, drying, finalizing, and sealing, community unveiling, and celebration (if any).

Unit 4 – Chicano Mural Reflections and Testimonials

Once the mural is complete and unveiled, students will have the opportunity to reflect on the process and explain how creating a mural is an empowering experience. This class gives students the opportunity to make a lasting impression on their school and community. Using what they learned from the Chicano Mural Movement on how to construct and paint a mural, students will not only be able to express their ideas through painting and drawing, but also be part of a community through public art. Students will be required to reflect and give a testimonial on the transforming effect the class has had on them as artists and individuals. Questions to consider include: What was the most challenging part of the process? How were you able to identify and learn what qualities are important to your school and community? How has this process empowered your identity as a muralist? How do you relate your mural experience to the experience of Chicano muralists? How difficult was it to mix and match ideas and come up with a cohesive drawing of the mural? What kind of direction and life (ideas) did you contribute to this process? How have you learned to work together with a team and how have you discovered new individual talents you did not know were there?

Students can also draw information and inspiration from the guest artist lecture series at the beginning of the course, along with the field notes taken during the mural site visits in Los Angeles County. As a final reflection/testimonial students will be required to write a two to three-page paper on their experience in the class and the process of creating a mural. Students will follow an outline indicating the format and the information to be included. They will also be required to present their experience to the class. Students will be given a list of options to consider for in-class presentations.

Unit 5 – Mexican Muralist Movement

Many historians and scholars trace the Chicano Mural Movement back to the Mexican mural movements, from its roots in both the massive wall paintings of the Mesoamerican civilization and the sixteenth century Catholic churches that used wall-sized paintings to introduce Christianity to Mexico. This unit will focus on around the 1920s; it is during this time that Mexico produced some of its most iconic muralists. Mexican artists known as los tres grandes, José Clemente Orozco, David Alfaro Siqueiros, and Diego Rivera, created a definitive Mexican style and developed the artistic genre of muralismo, or modern mural painting. The movement stands out historically because of its political undertones related to the social and political situation of post-revolutionary Mexico. Much of the content of Mexican muralism focuses on demonstrating the richness of pre-Columbian cultures and their importance to modern-day Mexican citizens and culture. These artists highlighted the importance of the common person and their place in Mexican society. They used their unique styles to teach Mexicans about their heritage and identity, because these were public works of art that all people had access to regardless of race and social class. Students will learn about the Mexican Mural Movement and be able to identify the key characteristics of Mexican muralism. They will compare and contrast the three main contributing artists to the movement in a short essay and collaborate on a small group project to create a painting of a mural. The short essay will be a culmination of what students learned during this unit and how they identify their own reactions to the three artists (los tres grandes). Since Mexican muralism is designed to be a means of communication and education to those who view the murals, students will be asked to critically analyze and interpret the works of art. What are the students getting from these works? Students will also be required to talk about the primary examples of Mexican muralism and why it was so appropriate for Mexico and its people. Students will follow an outline indicating the format and the information to include. As a final project after the essay, students will collaborate in small groups to identify a recurring theme from the Mexican Mural Movement and create a small rendition of a mural, which will prepare them for the final class mural at the end of the school year. This large-scale painting will require students to identify the theme for their mural as well as the resources needed for successful completion of the project. The next unit will focus more specifically on introducing mural painting techniques and how to prepare the class to paint a mural. This painting will be a more traditional work of art and will serve as practice for students

who have less experience with drawing and painting. Students will be working with acrylic paint and will have a choice among various surface materials (poster paper, illustration board, canvas, multimedia). This will require students to not only identify the specific content of the mural, the medium to be used in its execution, but also help with identifying the applicable skills and abilities that each partner will contribute to the project. Once their group mural/painting is complete, students will complete a self-evaluation of performance on the project, as well as peer evaluations of their group members' contributions to the project.

This unit will use various textbooks and readers as a historical reference and visual guide for students. This unit will also use multimedia examples to showcase Mexican murals in order to compare and contrast with Chicano murals that students saw in unit 1. Along with lectures, student-led discussions, and critiques, students will also have an opportunity to use various web-based resources for research on both their essay and the group mural project.

Chicano/a Studies (Bloomfield HS, Huntington Park)

Basic Course Information

Record ID: GQMZJD

Institution: Alliance Margaret M. Bloomfield High School (054772), Huntington Park, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Chicano Studies B, 240110; Chicano Studies A, 240109

Public Notes: (None)

Overview

The Chicana and Chicano Studies course will introduce students to the historical, cultural, social, and political experiences, the challenges, and the accomplishments of Mexican, Mexican American, Latino, and Chicano/a populations in the United States. Critical thinking and effective oral and written communication skills are integrated across the curriculum, which incorporates Chicano/a art and literature, culture, history, language, identity, education, politics, and service learning. The curriculum emphasizes the study of the international border between Mexico and the United States, but also introduces the study of multiple intersectionalities within the Chicano/a experience; this includes race, culture, class, politics, gender, and sexuality. This course will address the experiences of other ethnic groups, and students will analyze the interrelationship of other ethnic groups' experiences with the Chicano/a experience. Students will also focus on the relationship between the communities of South Los Angeles and East Los Angeles. An emphasis will be placed on the relationship between institutions of higher education and Chicano/a communities. For the course to succeed in achieving its objectives and to increase student participation and engagement the instructional approach will be student/learner-centered through an inquiry-based instruction. As there is an overwhelming amount of information and resources that must be taught, the decision on what to add on to this curriculum was very difficult. The curriculum has been broken down into five units. These units are not

arranged chronologically, as each unit covers a specific multi-intersectionality that affects the change and development of Chicana/o history. Each lesson consists of the following:

- An overview
- Teaching objectives
- Essential question(s)
- Key terms
- Resources
- Instructional activities
- Extended readings
- Formative and summative evaluations
- Connections to the Common Core Standards

Selected Course Readings: *Rethinking Columbus: The Next 500 Years*, edited by B. Bigelow and B. Peterson; *Occupied America: A History of Chicanos*, by R. F. Acuña; *Drink Cultura: Chicanismo*, by J. A. Burciaga; *Message to Aztlan: Selected Writings of Rodolfo "Corky" Gonzales*, by R. Gonzales; *De Colores Means All of Us: Latina Views for a Multi-Colored Century*, by E. Martínez; *A People's History of the United States: 1492–Present*, by H. Zinn; *Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States*, edited by L. M. Carlson; *Cool Salsa: Bilingual Poems on Growing Up Latino in the United States*, edited by L. M. Carlson; *So Far from God*, by A. Castillo; "Address to the Commonwealth Club of California," by C. Chavez; *Saving Our Schools: The Case for Public Education, Saying No to "No Child Left Behind,"* edited by K. Goodman, P. Shannon, Y. Goodman, and R. Rapoport; *Feminism Is for Everybody*, by b. hooks; *The Circuit: Stories from the Life of a Migrant Child*, by F. Jiménez; *Savage Inequalities: Children in America's Schools*, by J. Kozol; *Infinite Divisions: An Anthology of Chicana Literature*, edited by T. D. Rebolledo and E. S. Rivero; *Y no se lo trago la tierra/ And the Earth Did Not Devour Him*, by T. Rivera; *Always Running: La Vida Loca: Gang Days in L.A.*, by L. J. Rodriguez; *Justice: A Question of Race*, by R. Rodriguez; *The X in La Raza II*, by R. Rodriguez

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit Zero: Start of the Year

This unit will provide an opportunity for students to understand the expectations and participate in the creation of the class rules. This unit also gives students an opportunity to learn from one another and to validate each other's experiences and beliefs.

Essential Question: How can we create a positive, welcoming, and embracing environment where we validate everyone's experiences, culture, language, and beliefs?

Lesson 1: Rules, Routines, and Expectations

Lesson 2: Your Identity

Key Assignments

To Be Chicano Means: Students will be asked this question at the beginning of the course and again at the end of the course. Students will use primary sources, including Ruben Salazar's article: "What Is a Chicano?" to help define the term. Each student will be expected to share their new definition in small groups as part of a larger discussion of identity, race, and ethnicity in the United States.

Family Oral History Research Project: Students will research their own family history, and will determine their role within that history, creating a visual family tree as well as an oral history paper. Students are encouraged to talk to several family members to piece together their story and incorporate oral history techniques to conduct formal interviews. After solidifying their story, students will present their story though their family tree and written essay.

Reflection Journal Entry: Students will create a journal that will incorporate a family story that represents the family's legacy or motto. Students will reflect on how this story relates to the other family histories presented and how all these narratives reflect the Chicano experience.

Unit One: Introduction to Chicano/a Studies: History, Culture, and Identity

During this unit students will learn about the history of Chicanas/os. They will learn about the historical events that shaped the Chicana/o identity. Students will be exposed to the concepts of race, class, culture, gender, sexuality, and colonization, which will continue to be explored throughout the year. The multiple intersectionalities will be the focus of this curriculum. This unit places an emphasis on reading, critical thinking skills, and writing.

Essential Question: What is internal colonialism? How does colonialism relate to race, class, culture, gender, and sexuality?

Lesson 1–2: Colonization, patriarchy, race, class, culture, gender, and sexuality

Lesson 3: History of Chicanos in Los Angeles, 1848–1949

Lesson 4: History of Chicanos in Los Angeles, 1950–present

Lesson 5: Legacy of Chicano/a movements

Lesson 6: Chicano/a art and artists, 1970–present

Lesson 7: Chicano/a folklore

Key Assignments

Chicano Chronology: Students will create a Chicano/a chronology of the major events that took place in the Southwest, beginning with the Treaty of Guadalupe Hidalgo and up to the 1990s. Students may use a PowerPoint presentation, Prezi presentation, storyboard, or poster to portray these events.

Chicano History Research Paper: Students will research one example of systematic discrimination (environmental racism, Prop 187, Prop 227, Mexican Repatriation, or East LA interchange construction, for example) and produce an argumentative essay explaining its significance to the Chicano people.

Reflection Journal Entry: Students will develop a journal entry about the importance of Chicano art, specifically murals. Students will be given a mural to analyze and discuss.

Unit Two: Chicano Politics in the Unites States

This unit is an overview of immigration in twentieth century, examining social, political, and economic contexts out of which different waves of Latin American immigration to the US have occurred. Students will examine the complex dynamics in the relationship between Mexico and the US. This unit will emphasize reading, writing, global awareness, and personal and civic responsibility.

Essential Questions: What have been the major elements for the development of Chicanos/as in politics? What are some challenges that have prevented Chicanos/as to mobilize?

Lesson 1: Immigration and exclusionary laws

Lesson 2: History of assimilation, acculturation, and transculturation

Lesson 3: Modern immigration systems: Push/pull factors and globalization

Lesson 4–5: Crimmigration: Corporations, race, and the law

Lesson 6: 500 years of Chicana mobility

Key Assignments

Chicano Children's Book: Students will create a children's book with images incorporating one of the topics featured in this unit: Mexican Repatriation Act, Lemon Grove Incident, Great Depression, Mexican Americans in World War II, Zoot Suit Riots, Bracero Program, Korean War (1950–1953), and Operation Wetback. The children's book must demonstrate how the event was significant to Chicano history and US history.

Debate and Written Reflection: Analyzing primary sources that focus on Mexican immigration, assimilation, and mobility, students will conduct a student-led debate that considers the following question: "How has the Mexican experience changed over time? Has exclusion changed this experience?" Students will then complete a post-debate reflection, writing a complete response to the debate questions.

Reflection Journal Entry: Students will complete a reflection about how borders are created and in what ways they influence life for people who must cross them. They will also try to develop an understanding of "illegal aliens" and the power of citizenship.

Unit Three: Chicano/a Literature

This unit will expose students to Chicana/o literature. An emphasis will be placed on civil rights, human rights, and immigration history that have shaped Chicanismo. Oral, written, and graphic fiction, poetry, and drama by writers including Gloria Anzaldúa, Rodolfo Acuña, Ana Castillo, Sandra Cisneros, and Cherríe Moraga will be explored. This unit will emphasize the importance of critical thinking, communication, reading and writing skills, and interpersonal skills.

Essential Questions: In what ways do literary works reflect cultural values? What are the benefits of writing our own stories and rewriting those that have been written? How does the interpretation change when written through a personal experience?

Lesson 1: Chicano/a literature since El Movimiento, 1960s to present

Lesson 2: Identity and language

Lesson 3: Gender, fiction, and social change

Lesson 4: Chicano/a ethnography and oral history

Lesson 5: Social issues across the border

Key Assignments

Poetry Analysis: Students will analyze the works of leading Chicano/a authors, including Laurie Ann Guerrero, David Tomas Martinez, and Rodney Gomez, to synthesize the importance of social issues and oral history.

Student Poetry Project: Students will develop their own voice and review themes already discussed (immigration, history, social issues, assimilation, etc.) to create a poetry journal of their own poems. Students will share their poems with one another during a poetry performance and provide feedback on each other's work.

Reflection Journal Entry: Students will complete a reflection on the importance of literature for Chicanos/as in America and how their poetry fits in with themes found in Chicano/a literature today.

Unit Four: Mexican Americans and Schools

This unit is an overview of Chicana/Chicano educational issues in the US, with special emphasis on the multiple intersectionalities and their effect on Chicana/o educational attainment and achievement, and an examination of how historical, social, political, and economic forces impact the Chicana/Chicano educational experience. This unit places an emphasis on reading, critical thinking skills, and writing.

Essential Questions: How did the Chicano/a student movement present a challenge to the institutional practices of the educational system? How have institutions created by and for the dominant society changed over time? And what are some of the issues that Chicanos/as continue to face in higher education institutions?

Lesson 1: Bilingual education

Lesson 2: *Mendez v. Westminster* and *Brown v. Board of Education*

Lesson 3: Sal Castro, the East LA Walkouts, and the 2006 Los Angeles walkouts

Lesson 4: Higher education and the Chicano/a community

Key Assignments

Student-Led Forum and Research Project: Students will develop presentations about each of the topics from lessons 1–4 to include in a school information forum for fellow students and parents. The main objective will be to engage peers and parents with relevant connections between the past and education in the Chicano community today.

Research Action Paper: Students will work collaboratively to research one issue facing Chicanos in education today and write an action paper presenting a solution to the issue. The action papers will also be a part of the educational forum, in hopes of raising awareness in the community.

Reflection Journal Entry: Students will complete an entry about the importance of determination and in what way education can benefit them.

Unit Five: Building Communities

This unit is about current topics that affect the Chicana/o and other minority communities. Students will be engaged through discussions and debates about some of these issues. This unit places an emphasis on communication skills, personal actions and civic responsibility, and global awareness.

Essential Question: What does the notion of equity mean to different generations of activists and communities in Chicano/a urban life? And how do labor and community organizations contribute to or fail to improve the quality of life for low-income communities?

Lesson 1: Decolonizing the Chicano/a diet

Lesson 2: Health issues affecting the Chicano community

Lesson 3: Translation as a subversive act and border consciousness

Lesson 4–5: Community, social, and labor movements in Los Angeles

Lesson 6: Gentrification: The new reality of Chicano/a communities

Lesson 7–8: Student final project

Key Assignments

Student-Created Website and Presentation Panel: Using technology resources, students will create an outreach website that incorporates themes from each unit to showcase the history of the Chicano/a and the possible future. Students will include presentations, statistics, oral histories, and their own research to answer the following questions: "Who are Chicanos/as, what do they want, and how will they get it?" Class members will present their website to a teacher/administration panel at the end of the semester to defend their research and work.

Final Reflection Journal Entry: To Be Chicano Means: Students will be asked this again at the end of the course to help define the term. Each student will be expected to share their new definition in small groups as part of a larger discussion of identity, race, and ethnicity in the United States.

Chicano/a Theatre
(Valdez Leadership Academy, San Jose)

Basic Course Information

Record ID: ZXWKF6

Institution: Luis Valdez Leadership Academy (054818), San Jose, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: Visual & Performing Arts

Discipline: Theater

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Chicano Theatre, 2900

Public Notes: (None)

Overview

Through an intense focus on the work of Luis Valdez and the history of El Teatro Campesino, this theatre course seeks to explore the meaning, theory, and practice of "Teatro Chicana/o." In the first phase of the class, lectures, readings, and viewings will place this grassroots theatre movement into historical, political, and cultural contexts, as well as grounding "Teatro Chicana/o" within the key theatrical frameworks. In the second phase of the class, an exploration of the training/creation methods of El Teatro Campesino and other Chicana/o theatre practitioners will give students the basic skills to create popular theatre at a grassroots level. Students will develop their ability to analyze and comprehend literary and theatrical forms and develop an appreciation for the cultural expressions of theatre in its many aspects. In addition to the intellectual development acquired from lectures and reading assignments, students will develop communication and critical thinking skills by the daily use of discussions and cooperative group work in class. Students are expected to know how to research, analyze, and compare and contrast historical trends. Performance exercises will help students identify the theatrical forms and techniques used in Chicano/a theatre and how these techniques contribute to the overall goals of specific theatrical expressions.

Prerequisites

A.C.T.O.S

Corequisites

(None)

Course Content

Unit 1: What is Chicana/o Theatre?

Students will be introduced to key pieces of El Teatro Campesino's historical and political theatre styles that impacted and led the Chicano Movement and ultimately gave birth to Chicano/a Theatre. Students will identify key figures, works, and trends in world theatrical history from various cultures and time periods.

Learning Outcomes:

- Study and rehearse roles from scripts in order to interpret, learn, and memorize lines, blocking, and cues as directed
- Learn to identify objectives, beats, and subtext in a scene
- Learn about characters in scripts and their relationships to each other in order to develop role interpretations

Performance Based Assessments: *Duration: Approximately 4 weeks or 15 hours*

Unit 2: La Raza Cosmica, Mitos

In this unit, students will recognize the narrative of the Mexican American's discovery into the Chicano experience by reflecting back to the Mayan myths, Mexican folklore, and the response to stereotypes. Students will study the technique and form of El Teatro Campesino's mito. Students will understand theatre's use of physical comedy and its historical roots (Greek theatre, commedia).

Learning Outcomes:

- Students will respond to the poem "Pensamiento Serpentino."
- Students will learn to stage a mito—*Baile de los Gigantes.*
- Students will study and research scripts to determine how they should be directed. They will select plays or scripts for production and determine how the material should be interpreted and performed. They will block and rehearse actors and establish rehearsal schedules for actors and crew.

Performance-Based Assessments: *Duration: Approximately 6 weeks or 20 hours*

Unit 3: Viva la Huelga, Viva la Causa, Actos and Historias

Students will be introduced to key historical and political events that sparked the Chicano Movement of the 1960's. Through physical grassroots theatre workshops, readings, and discussions, students will be able to identify how Chicano Theatre was used in the social justice movements of the 1965 United Farm Workers Delano grape strike. Students will be instructed in the process of producing a scene for class performance.

Learning Outcomes:

- Students will develop their character development skills and identify historical context within the Chicano Theatre experience.
- Students will mount *La Conquista de Mexico*, a puppet play, about the fall of Tenochtitlán, Mexico, to Hernán Cortés of Spain.
- Students will learn the techniques and style of improvised political theatre, or actos, to fight for social justice. Students will perform Luis Valdez's acto *No Saco Nada de la Escuela*.
- Students will learn and apply reading a student-selected play, selecting a scene, casting the scene, creating a floor plan, blocking shorthand, and blocking rules.
- Students will learn and perform rehearsal techniques: setting up a schedule, components of a rehearsal period (from blocking to dress rehearsal), integrating props and costume pieces into the rehearsal, transitioning from basic memorization to "playing the moment" in the rehearsal process, and in-class performance.
- Students will learn to self-critique and peer critique.

Performance Based Assessments: *Duration: Approximately 5 weeks or 15 hours*

Unit 4: Circos, Carpas and Cantinflas, Corridos

Students will discover the influence of popular Mexican circuses, carpas, and the birth of the cantinflesco archetypes that influence popular Chicano theatre forms. Students will research developments in professional actor training like the Alexander Technique, Laban, mime, or other training systems. Students will learn about managerial and design jobs, such as stage managers, technical directors, and set designers. Students will also learn about the business and managerial careers associated with live theatrical performance. Students will be instructed on the process of integrating the technical elements with performance elements and the purpose of technical and dress rehearsals.

Learning Outcomes:

- Students will study Luis Valdez's *Los Vendidos*, while applying memorization skills, stage blocking, and production mounting essentials.

- Students will study the use of theatrical social commentary in Luis Valdez's *Shrunken Head of Pancho Villa*.
- Students will demonstrate use of character development and compare and contrast the role of Tiburcio Vásquez as antagonist and protagonist in *Bandido!*
- Students will present a culminating performance of El Teatro Campesino 50 Year Retrospective at San Jose State University.
- Students will learn tips on "choosing the monologue," review character analysis and other scene study techniques applied to the monologue, and rehearse the monologue and critiquing/feedback loop.

Chicano/Latino Studies (Santa Maria HS)

Basic Course Information

Record ID: HR7HGP

Institution: Santa Maria High School (053305), Santa Maria, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Chic&LatStud B, SS6008; Chic&LatStud A, SS6007

Public Notes: (None)

Overview

Students will examine the distinctions of race, class, gender, regional variation, and power as they intersect with cultural practices and identity. Students will be able to explain the difference between an identity and a label. Students will analyze how geographical factors influenced the historical development of the United States and Latin American countries. Such factors include migration, settlement patterns, and the distribution of natural resources across regions, physical systems, and human systems. Students will examine the Mexican influence in California and the Southwest. Students will be able to discuss the economic, social, and political advances of the Chicana/o Movement. Students will do an in-depth examination of the dimensions, causes, and dynamics of social injustices in the US Latino community by analyzing various case studies. Students will be able to ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives. Students will analyze the difference between acculturation and assimilation. Students will understand the changes in status of Chicanos/Latinos and women in different times in American history. Students will understand the unique experiences of immigrants from Latin America. Students will learn how to do qualitative research through ethnographies. Students will develop arguments from varying political perspectives by preparing and participating in debates.

The above stated objectives are based on the following California Standards for Social Science.

- CA Standard 10.10.1: Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- CA Standard 10.10.2: Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- CA Standard 10.10.3: Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
- CA Standard 11.6.5: Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.
- CA Standard 11.8.2: Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- CA Standard 11.10.1: Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- CA Standard 11.10.2: Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
- CA Standard 11.10.3: Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- CA Standard 11.10.4: Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- CA Standard 11.9.7: Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.

- CA Standard 11.10.6: Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- CA Standard 11.11.1: Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- CA Standard 11.11.6: Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- CA Standard 12.2: Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- CA Standard 12.8: Students evaluate and take and defend positions on the influence of the media on American political life.
- CA Standard 12.10: Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.
- CA Standard 11.10: Students analyze the development of federal civil rights and voting rights.

This course explores Chicana/o and Latina/o experiences from pre-Columbian civilizations to the present. It is an interdisciplinary course that investigates the diversity of Chicano/Latino culture as it is conditioned by the intersections of race, class, gender, sexuality, regional variation, and power. Through culturally relevant curriculum, this class will provide a historical and political analysis of Chicano/Latino people's quest for equality. This course will address the Chicano/a movement, immigration, literature, music, and film to discuss the factors that contribute to the formation of the Chicano/Latino identity today. In addition to rigorous reading assignments, contemporary information is drawn from students' experiences, major newspapers, popular culture, and other media. Students will be encouraged to read a major newspaper every day and to listen to radio programs. The current information will allow students to see historical trajectories, contemplate social action, and make course material relevant. The course will begin with an in-depth study of Indigenous peoples in Latin America, primarily the Maya, Taino, and Aztec civilizations, and the "conquest" of the Americas. The concept of race, class, gender, culture, colonialism, and oppression will be addressed in this process. This will immediately be followed with the nineteenth and twentieth centuries, with themes

ranging from mestizaje, diaspora, the Spanish language in the Southwest, the Zoot Suit Riots, the Bracero Program, the United Farm Workers, the Chicano/a Movement, Latina and Chicana literature and feminism (¡Viva La Mujer!), the Central American civil wars of the 1970s, 1980s, and 1990s, and Latinos in higher education.

Prerequisites

(None)

Corequisites

(None)

Course Content

Poetry Portfolio (10%): Students will create poems for each thematic unit presented throughout the course. Students will orally present their poems to the class. The final poetry portfolio will result in (a) an understanding of the development and basic features of major societies and cultures and (b) an openness to a variety of cultures and perspectives.

Essays (Journals) (15%): Students will be required to write expository, narrative, and persuasive essays throughout the academic year. Possible writing prompts: How would you characterize your educational experience? Should people of color, particularly Chicanos and Latinos, acculturate or assimilate in order to obtain economic and social mobility? What family values, traditions, and belief systems will you eventually stop practicing and which ones would you continue with your children? Why? How do you feel about Immigration and the issues surrounding this debate? Should young people be concerned about social justice? Why? Compare and contrast the Black Civil Rights Movement to the Chicano Civil Rights Movement. Do women currently have equal access to social, political, and economic opportunities? All writing assignments will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped today's world, (c) an understanding of the fundamentals of how differing political and economic systems function, (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, and (f) an openness to a variety of cultures and perspectives.

Ethnography (first term) (15%): Each student will be required to interview an elder that experienced the 1960s, the Vietnam War, the Black Civil Rights Movement and/or the Chicana/o Movement. The interview must be recorded, summarized, and presented to the class. Students will present their findings and discuss the generational, cultural, gender, economic, political, and social differences they encountered and the conclusions they made about their experience. Students will be provided with a list of questions

related to the themes in the course. The final ethnography assignment will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped today's world, (c) an examination of the nature and principles of individual and group behavior, (d) a study of social science methodologies, and (e) an openness to a variety of cultures and perspectives.

Debate (5%): Students will be required to research and develop arguments for an assigned topic. Possible debate topics include affirmative action, segregation laws, immigration reform, activism, educational opportunity, police brutality, gender discrimination, sexual orientation, labor rights, wage disparities, race discrimination, health care, ecology, and juvenile justice. All debates will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped today's world, (c) an understanding of the fundamentals of how differing political and economic systems function, (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, and (f) an openness to a variety of cultures and perspectives.

Current Events: (20%): Students will be required to listen to various media outlets every week and write one to two-page current events reflections regarding how public policy is affecting the Latino/a community here and abroad. Possible media outlets include KPFK 90.7 FM, National Public Radio (NPR), and any major newspaper. All current events reflections will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped today's world, (c) an understanding of the fundamentals of how differing political and economic systems function, (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, and (f) an openness to a variety of cultures and perspectives.

Creative Project (15%): Students are required to write a song, play, short story, or other narrative project. Students with advanced training in video, film, music, or acting may elect to create an artistic project appropriate for their skills. The teacher's consent is required in order to choose this option. The topic for the creative project must emerge from the course material. The creative project will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped today's world, (c) an examination of the nature and principles of individual and group behavior, and (d) an openness to a variety of cultures and perspectives.

Research Paper (second semester) (15%): Students will prepare a five to seven-page research paper on a Latino author, poet, or musician. Students will analyze at least two pieces of the subject's work and compare and contrast them. Students will analyze historical accounts, literary devices, and the themes incorporated. The final assignment

will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped today's world, (c) an understanding of the fundamentals of how differing political and economic systems function, (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, and (f) an openness to a variety of cultures and perspectives.

Unit Exams (10%): Upon the completion of each unit, students will take a cumulative exam that consists of essay questions, a short answer section, and multiple-choice questions. It will be based on the assigned readings, lectures, videos, in-class assignments, and discussion. In order to assist students in preparing for the unit exam, the instructor will lead a student-centered review discussion or game. In addition, the instructor will provide a study guide to the exam during the last week of class.

Final Exam (20%): Upon the completion of the course, students will take a cumulative final exam that consists of essay questions, a short-answer section, and multiple-choice questions. It will be based on the assigned readings, lectures, videos, in-class assignments, and discussion. In order to assist students in preparing for the final exam, the instructor will lead a student-centered review discussion or game. In addition, the instructor will provide a study guide to the exam during the last week of class.

First Term (CA Standard 10.10.1, 10.10.3, 11.11.6, 12.2.5)

Unit 1: Hispanic, Latina, Boricua, or Chicana/o? What's in a name? The name game and other issues of identity; Race, class, ethnicity, and culture; Identities vs. labels; Diversity and identity development; Assimilation vs. acculturation

Unit 2: Mesoamerican and Taino History (CA Standard 10.10.1, 10.10.2): Who and what are Indigenous people? Aztec and Mexica civilizations; The Maya civilization; The Taino civilization; Mestizaje and African diaspora

Unit 3: Spanish Colonization of the Americas (CA Standard 10.10.1, 10.10.2, 11.9.7): Conquest of the Americas; What is colonialism? Spanish in the Southwest; Treaty of Guadalupe Hidalgo, 1848: Colonization of California

Unit 4: Chicanos and Latinos in the Early Twentieth Century (CA Standard 10.10.1, 11.8.2, 11.10.2, 11.9.7): Case Study: Reparations bill for the deportations of Mexican Americans during the Great Depression; Chicanos and World War II; Zoot Suit Riots; The Bracero Program; Case study: Lemon Grove Incident and *Mendez v. Westminster*; Birth of La Raza Unida Party and the National Council of La Raza

Unit 5: The Chicana/o Movement (CA Standard 10.10.1, 11.6.5, 11.8.2, 11.10, 11.10.1, 11.10.4, 11.10.6): The farmworker movement; Teatro Campesino; Case study: Cesar Chavez, Dolores Huerta, and the United Farm Workers; Community activism/community grassroots

organizing; The Civil Rights Movement; Case study: Martin Luther King Jr.; Chicana/o Moratorium; East LA Chicano Blowouts and the LA 13; Film: *Walkout*; Origins of the Black Student Union and M.E.Ch.A.; Chicana and Latina feminism in the late 1960s

Second Term

Unit 6: Chicana and Latina Studies/Literature (CA Standard 10.10.3, 11.11.1, 11.11.6):

A. What is Sexism? Machismo? Heterosexism? Feminism? Narrative reflections: How do you define each? Have you ever encountered any such discrimination?

B. *When I Was Puerto Rican: A Memoir* (excerpts of literature); Character analysis

C. *How the García Girls Lost Their Accents* (excerpts of literature); Compare and contrast the styles of Santiago and Alvarez

D. *The Moths and Other Stories* (excerpts of literature); Themes

Unit 7: Chicano/a Adolescent Development Through Literature (CA Standard 10.10.1, 10.10.3, 11.11.1, 11.11.6)

A. *Always Running: La Vida Loca: Gang Days in L.A.* (excerpts of literature); Character analysis; Literary devices

B. *And the Earth Did Not Devour Him* (excerpts of book)

C. Sandra Cisneros (Selected poems and short stories from W*oman Hollering Creek*)

D. Izote Voces: Collection of US Central American Youth Narratives; Students create their own narratives

Unit 8: Chicano/a and Latino/a Cultural Production (CA Standard 10.10.1, 10.10.3, 10.10.3, 11.6.5, 11.11.1, 11.11.6, 12.8)

A. Chicano/Latino Hip-Hop and Music as Poetry and Prose: Poetry analysis: Analysis of poetic devices in music and their effects on the piece and listener; Literary figures; Quetzal; Olmeca; Rebel Diaz; In Lak Ech; La Bruja; Tupac Amaru Shakur; Immortal Technique

B. Poetry Workshop with In Lak Ech (Chicana Women's Poetry Collective from LA)

C. Chicano/Latino Art: What story is told through art? What similar themes are presented in art as in literature and music? Judy Baca; Feminist art and muralism; Los tres grandes (Rivera, Siquieros, Orozco); Traditional Mexican muralism; Frida Kahlo; Surrealism; East Los Angeles murals/Chicano Park (San Diego); Popular culture and art forms

D. Chicano/a and Latino/a Film: *And The Earth Did Not Swallow Him* (compare and contrast the film and book); *Zoot Suit*

Unit 9: Central American Testimonies and Literature (CA Standard 10.10.1, 10.10.2, 12.10): The civil wars of Central America; Historical/political background of El Salvador; El Mozote Massacre (excerpts from book); Case study: Archbishop Óscar Romero; Liberation theology; Historical/political background on Guatemala; Indigenous rights movement; Rigoberta Menchú's book (excerpts from book)

Unit 10: Immigrant Rights Movement (CA Standard 10.10.1, 10.10.3, 11.3.4, 11.8.2, 11.11.1, 12.8, 12.10): Historical background on immigration in the United States; Causes of global migration; Case studies: Chinese Exclusion Act and the Japanese internment camps; LA garment center workers versus Forever 21 (film: *Made in L.A.*); Comparison study: The Minute Men vs. CHIRLA

Explicit Direct Instruction: Class discussions: Fishbowl, Socratic seminar, and philosophical chairs; AVID WICR readings and supplemental handouts; Issue analysis; PowerPoint presentations; Group/class exercises and activities; News media scanning and analysis; Writing assignments; Unit exams; Individual presentations; Video/film segments; Guest speakers; Debates; Thinking maps

Journals: Weekly reflections on reading assignments; Video discussion questions; Essays with writing rubric; Current events written assignments; Student participation; Poetry; Unit exams; Project-based assessment; Oral presentations; Ethnographic interview; Debate; Research paper; Final exam

Latin@/Black Studies (Camino Nuevo HS, Los Angeles)

Basic Course Information

Record ID: DSXND3

Institution: Camino Nuevo High School (053991), Los Angeles, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Latin@ Black Studies

Public Notes: (None)

Overview

Latin@/Black Studies is an extension to what students learned in Ethnic Studies. Latin@/Black Studies is an interdisciplinary course that studies the diversity of the Chican@, Latin@, Indigenous, and African American experiences in the US as it is conditioned by the intersections of race, class, gender, sexuality, regional variation, and power. Through a counterhegemonic curriculum the class will investigate how during the twentieth century various leaders and social movements comprising different ethnic groups brought about change within the United States of America, focusing attention to the Civil Rights Movement, Chican@ Movement, Black Power movement, American Indian Movement, women's rights movement, Asian American movement, labor movement, LGBQTI/queer liberation movement, and other movements for social change. This class will provide a historical and political analysis of Black, Chicano, and Latino people's quest for self-determination and social justice. Furthermore, this course will address the historical, political, and economic factors that contribute to the formation of Chicanos and Latinos today. In the second part of the class students will study modern-day movements and intersectional struggles for social justice, such as the immigrant rights movement, Black Lives Matter movement, environmental justice movements, feminist movements, LGBTQIA movements, and others. Students will analyze the strategies and approaches of these movements and apply them to problem-solving struggles, challenges, or problems

that they identify in their communities. In addition to rigorous reading assignments, information is drawn from student life experiences, major newspapers, culturally conscious musicians, and alternative media. The current information will allow us to see historical trajectories, contemplate social action, and make course material relevant.

Prerequisites

Ethnic Studies

Corequisites

(None)

Course Content

Memory Cannot Be Burned: The Study of Indigenous Civilizations in Mexico and Central America Through the Codex Project

This community has a student population that is primarily Central American from the countries of El Salvador, Honduras, Belize, Guatemala, Mexico, and others. In this unit students study the Indigenous civilizations of these countries while focusing on some of their major accomplishments, such as hieroglyphics, mathematics, architecture, astronomy, forms of government, medicine, art, and sculpture. They will then examine how during the period of Spanish Colonialism the Mayas' books were burned by the invading Spanish forces. Students will critically analyze, through careful reading, class discussion, writing, and debate, why the Spanish colonizers would burn the ancient wisdom of the Mayas and later on the Mexica and other Mesoamerican Indigenous people's books, known as amoxtli or codices. Finally, they will study how Indigenous people, through word of mouth, dance, music, art, and literature, kept their cultural traditions alive and vibrant.

Unit Assignment(s)

1. Students will create a codex or amoxtli with art supplies, highlighting a modern interpretation of Indigenous art, creating a map of the Maya world in their home country, creating Maya mathematics, analyzing an Indigenous accomplishment, studying the Nahui Ollin, and exploring other areas as well. The teacher will walk students through these different activities.

2. Students will also write an informative, explanatory essay examining Indigenous people's resistance to colonialism and fight for cultural survival. Quotations for the essay will be taken from *The Popol Vuh* and Bob Peterson's article "Burning Books and Destroying Peoples."

Resistance to Colonialism in Africa, Resistance to Enslavement, and Resistance to Jim Crow in the US

During this unit students will study the history of colonialism in Africa by studying the work of John Henrick Clarke, Molefi Kete Asante, Malcolm X, Frantz Fanon, and other Black historians. This unit helps students to understand the relationship between Spanish colonialism of Indigenous people's land and the theft of millions of people taken from Africa, forced onto ships, and brought to the Americas. This unit is incredibly emotional as students learn about the violence and warfare that was taking place in Africa as people were being taken captive and as gold and other precious metals and ivory were being taken from Africa at an alarming rate, lasting for hundreds of years. Students will read excerpts from Molefi Kete Asante's textbook *African American History: A Journey of Liberation*, which describes the resistance that African people mounted on the continent of Africa as they fought the colonizers, the rebellions and insurrections on the actual ships, and the resistance and escapes that were mounted once Africans of different national and ethnic groups were brought to the Americas. Students will also critically read the powerful article "Burning Books and Destroying Peoples" by Bob Peterson, which will connect the history of Indigenous and African people during this system of colonialism. Students will then study the institution of slavery in the US, the abolitionist movement, the Civil War, emancipation, Reconstruction, the backlash to Reconstruction, the rise of Jim Crow laws and segregation, and resistance to these laws and racist practices leading up to the Civil Rights Movement.

Unit Assignment(s)

In this unit students will write a process essay that will analyze how African Americans resisted enslavement on the continent of Africa, on the ships during the Middle Passage, during enslavement, during the abolitionist movement, and during the Civil War. Students will be asked to think about how the history of African Americans is oftentimes written in textbooks from the perspective of victims of slavery and colonialism but rarely from a resistance perspective. As part of the essay students will also write about how the "Founding Fathers" and other important historical figures and presidents are oftentimes valorized for different achievements but rarely looked at critically for their involvement in and profiting off slavery and Native American land theft. The recent debates about Confederate monuments will be brought up in a Socratic seminar that is connected to the written essay.

The Civil Rights and Black Power Movements in the US

During this unit students will study in depth the different aspects of the Civil Rights Movement, the Black Power movement, and other human rights movements in the 1950s, 1960s, and 1970s in the US. Students will study Dr. King's "Letter from a Birmingham Jail" and his outline of creating a nonviolent direct action campaign that would create a crisis

situation for government leaders. His four steps for organizing a campaign are collection of the facts to determine whether injustice exists, negotiation, self-purification, and direct action. The class will use these four steps to study successful campaigns in the Civil Rights Movement, such as the Montgomery bus boycott, the Birmingham movement to end segregation, the March on Washington, the Selma to Montgomery march, opposition to the war in Vietnam, and the Poor People's Campaign. Students will also juxtapose Martin Luther King Jr., the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, the Congress of Racial Equality, the National Association for the Advancement of Colored People, and other civil rights organizations with the approaches of Malcolm X and the Organization of Afro-American Unity as well as the Black Panther Party for Self-Defense. Students will read texts from Malcolm X, such as "Message to the Grassroots" and "Prospects for Freedom in 1965," and the Black Panther Party's ten-point platform and will look at their social and survival programs that were intended to meet the needs of the community. They will debate and dialogue about the merits, benefits, and drawbacks of each of the approaches and find ways that both approaches were successful in realizing liberation for Black and oppressed people in the US.

Unit Assignment(s)

This unit will also involve a Socratic seminar in which students will read different speeches and essays by leading civil rights leaders such as Dr. King and Malcolm X. Students will also look at the writings and speeches of Angela Davis, Elaine Brown, Ericka Huggins, Coretta Scott King, and other preeminent female civil rights leaders. The Socratic seminar will involve students dialoguing about the merits and drawbacks of different approaches and ideologies used during the movement. Students will also write an essay in which they consider arguments and counterarguments of the different leaders and organizations and outline the movements' successes and failures. Students will learn about the history of the movements and the different strategies to achieve similar goals. Students will also learn how to have a class discourse and how to put their reading and discussion into an essay that includes direct quotations, in-text citations in MLA format, a works cited page, and five levels of analytical writing. The five levels are explicit, implicit, interpretive, theoretical, and applicable.

Central American and Mexican Testimonies and the Immigrant Rights Movement: From 2005 to 2018

In this unit students will explore the historical context of why people migrate from their home countries. They will study the specific histories of Guatemala, Mexico, El Salvador, Honduras, and Nicaragua, as well as other countries around the world, including Central American, South American, and Caribbean countries. Students will study the civil wars and state-sponsored violence that took place in these countries as well as Indigenous-led movements for defense of land, culture, and humanity. Students will study liberation

theology and other ways that people fought back against state violence during this time. To gain a global context they will also study the global migration that is taking place in Southeast Asia, the Middle East, and Europe. Students will study historical examples of immigrant oppression, such as the Chinese Exclusion Act (1882), Mexican Repatriation (mass deportations of Mexicans and Mexican Americans in the US from 1929 to 1936), Japanese Internment Camps (1940s), and the more recent child and family detentions in 2018. Students will study resistance to each of these events and resistance to the more recent mass marches of 2005–2006, to the Dreamers Movement, and to student walkouts against anti-immigrant policies in 2017–2018.

Unit Assignment(s)

This project is designed so that students can learn more about themselves by interviewing family members and finding out more information about where their parents come from. They will create maps of the country or countries that their parents are from and find out more about the specific geographic locations that their family is from. Students will create stories based on the interviews they conduct and share them with each other, both in the classroom and at a community culture night where parents will be invited to see students' projects and hear each other's stories. What are the steps to complete the project? 1. Students will create a family tree tracing the history of parents, grandparents, and great grandparents. This project is about who students are and where they come from. Students will be given a rough draft to work from, and then they will need to come up with a creative way of organizing their family tree, in a way that makes sense. They will include parents', grandparents', and great grandparents' names, birth dates (if possible), and birthplaces including the cities/towns/pueblos, states, and countries where they were born. Students will also ask their family member what languages they speak (many family members speak English, Spanish, and an Indigenous language). It's OK if they don't have everyone's names and information, but they should investigate and find out as much information about their family as they can. 2. Students will draw a map of the country or countries that their parents are from, locating the birthplace (city, town, and state) of parents, grandparents, and, if possible, great grandparents. Students can also trace any type of migration that their family may have made inside the country or between countries on their way to the US. The maps can be 8 by 11 inches (letter size paper) or a little smaller or larger and should include color. 3. Students will put the family tree, maps, and pictures of their family on either a poster or a trifold "science fair style" poster board. The poster can also include pictures of parents' hometowns, traditional clothing worn in their home country, cultural traditions, foods, festivals, or any other images relevant to family, the country that students' parents are from, and students' ethnic background. 4. Students will conduct oral interviews with parents, grandparents, or other family members and record this interview using a computer or a phone. After students conduct the interview they will listen to the interview and follow up with other family members if they have any unanswered questions. Students will then turn the audio recording into a short story or oral history performance about

the specific town, city, or community that their parents are from. The performance can be telling a story, reciting a poem, performing, or taking on the persona of the parent interviewed and allowing the parent's words (with some additions) to tell the story that the student would like to share. Students will create a PowerPoint presentation (six slides) to help tell the story of their family. 5. Students will create large maps for each individual country on which they can pinpoint where their families are from. They will create large-scale maps of El Salvador, Guatemala, Mexico, Honduras, Nicaragua, the Philippines, Peru, the US, Spain, and any other country their families are from. Each class period will be in charge of a specific map for one of the countries represented by the student population. The maps will be displayed in the multipurpose room on a family night when parents will be invited to see the research students have done and hear different student performances. 6. The family tree projects, large-scale maps, and performances (storytelling and poetry) will be shared at a community culture night. At the community culture night parents and community members will be invited to come to the multipurpose room for storytelling and a cultural celebration where there will be food, music, and possibly some dancing. A select group of students will perform their stories for the parents and community members. Each student will help with one aspect of setting up for this special night, including organizing food donations for the night, setting up the family trees and maps, organizing appropriate music (from each individual country), and translating parts of stories. 7. Finally, students will write a process essay on US intervention in Central America and Mexico based on Juan Gonzalez's book and film *Harvest of Empire*, as well as on other readings in the unit reader.

The East LA Walkouts Fiftieth Anniversary

2018 is the fiftieth anniversary of the East LA Walkouts, where mostly Chicano students in five schools in East LA organized a series of walkouts and demonstrations to demand changes in their high schools. High school demonstrations also took place throughout the Southwest in Arizona, Colorado, and Texas in which students were making similar demands. During the same time period there were movements on college campuses for Ethnic Studies, Black Studies, Chican@ Studies, Women's Studies, and other Ethnic Studies programs. In this unit students will explore youth movements for educational justice from 1968 to 2018. They will also explore different types of Ethnic Studies programs at colleges and universities across the US. Students will study events like the 1969 Chicano Youth Liberation Conference which took place in Denver, Colorado. At that conference a plan was made for a national intersectional student movement with Black, Chicano, Latino, Asian American, and Native American students creating coalitions focused on transforming their college campuses. Students will analyze the history as well as the strategies that students used to convince their colleges to create the first Ethnic Studies programs in the nation. Later on in the unit students will study student actions like the walkouts against Prop 187 in California in the 1990s, the UCLA Chicano Studies Hunger strike in the 1990s, Black student movements in the late 1980s and 1990s calling for divestment of their colleges from the South African apartheid government, the immigrant

rights student walkouts of 2006–2011, the student walkouts in Los Angeles after Donald Trump won the presidential election, student activism during Black Lives Matter, and recent student activism around gun control and school safety.

Unit Assignment(s)

One of the organizing strategies of the student movements of the 1960s and 1970s was the creation of magazines and publications in which students contributed plans, manifestos, opinion pieces, poetry, art, photographs of demonstrations, and other creative works. Students can choose to create either a publication from a year in the past based on the historical context of that year (simulating the technology of the time or using modern technology) or a zine or more up-to-date publication based on a current movement. The publications should incorporate all the aspects that the 1960s and 1970s publications included. Students will share these publications with each other, teach each other about what they learned about their campaigns, find differences, and make connections. The written pieces will include direct quotations, citations, and critical analysis. Students will also engage in dialogues about the merits, strategies, and effectiveness of current and past student movements and will write about what Ethnic Studies and Latino/Black Studies means to them.

The Chicano Movement in the Fields, Urban Communities, and Schools, and in Connection with the Civil Rights Movement

During this unit students will learn about the role of Cesar Chavez, Dolores Huerta, and the Mexican American farmworkers during the great farmworker movement of the 1960s and 1970s. Students will read the speeches of the two iconic leaders as well as study primary and secondary sources that are records of the time period. Students will study the role of the Filipino farmworkers, led by leaders such as Philip Vera Cruz and Larry Itliong, and learn how the Filipino and Chicano farmworkers created United Farm Workers (the first labor union of farmworkers) in the 1960s. Students will also study how African American civil rights organizations such as the Southern Christian Leadership Conference, the Student Nonviolent Coordinating Committee, the Congress of Racial Equality, and the Black Panther Party worked closely with the farmworkers movement. We will study the strategies and approaches that Dr. King and the Civil Rights Movement used in Montgomery, Birmingham, Washington, DC, and Selma to achieve citizenship rights for African Americans and how Chavez and the farmworker movement utilized similar approaches. Students will also study movements that were growing in the inner-city Chicano communities throughout the Southwest such as the Crusade for Justice in Denver, Colorado, led by Rudolfo "Corky" Gonzales, La Raza Unida party, which started in Texas and grew to cities across the Southwest, the Alianza movement led by Reies Lopez Tijerina, and the struggle for land rights and creating legal challenges to parts of the Treaty of Guadalupe Hidalgo that were never met by the US government. Finally, the

Poor People's Campaign, which was Dr. King's vision of confronting the poverty that was being created by US policy. It is not well known that this was an intersectional movement supported by many leaders of the Chicano movement, including Corky Gonzales and Reies Lopez Tijerina. When King was killed many Chicano leaders still went to the Poor Peoples Campaign. Some of the questions we will grapple with are: 1. What were the demands that were similar from the fields to the urban communities. 2. What was similar to the ways that Chicanos (Mexican Americans) were being treated in the southwest to the way that African Americans were being treated in the South? 3. What were the similar strategies used during the Civil Rights Movement and the farmworker movement?

Unit Assignment(s)

Stencils for Social Justice, Time Line Project, and Essay: Students will create a graffiti stencil and a short museum-style paragraph-length biography or analysis of their stencil and display them in the school. The written component will focus on the most important parts of this person's life, including their commitment to social justice, different campaigns that they organized, accomplishments they were able to achieve, people that they worked with and people that followed their lead, organizations that they worked with, and strategies that they used to achieve their goals. It will focus on the most important parts of their lives and on their importance as a historical figure. Why should they be remembered? What should they be remembered for? What is their legacy? What did they accomplish? What alliances did they have and how did they cooperate with other racial and ethnic groups in the fight for civil rights?

Students will work in groups of two and will select their stencil project subjects from the many different units studied throughout the unit. Students will also create a time line of the most important events from these units and write an MLA-style essay with in-text citations and a works cited page.

Texts: Multiple texts from throughout the year, but referencing *African American History: A Journey of Liberation* by Molefi Kete Asante, *Chicano! The History of the Mexican American Civil Rights Movement* by F. Arturo Rosales, "The Poor People's Campaign: Non-Violent Insurrection for Economic Justice" by Terry Messman, Cesar Chavez's speech on Dr. King, the Black Panther Party Ten-Point Program, the Brown Beret 10-point platform, El Plan de Aztlán, *Yo soy Joaquín* by Corky Gonzales, "Declaration of Independence from the Vietnam War" by Dr. King, and "Message to the Grassroots" by Malcolm X. Finally, students will present their learning to their classmates in a speech/presentation and will display their time line and stencils to the school at an event.

The Chicano Pop-Up Book Movement and the Struggle to Defend and Expand Ethnic Studies in the US

With the help of local professors Elias Serna and John Avalos Rios students will be exposed to the Xicano Pop-Up Book Movement (XPUB). The XPUB unit comes after students learn about the 1968 East LA Chicano student walkouts and the 1963 Birmingham Children's March. In both of these historical events it was students and young people that used nonviolent direct action to change policies in their local community and impact change at a national level. As a way to connect the past to the present, students will then study Daniel Solorzano and Tara J. Yosso's article "Leaks in the Chicana and Chicano Educational Pipeline." Students will look at the data on Chicano, Latino, and African American pushout rates at a national, state, and city level and talk about ways that the schooling system fails students and doesn't provide them with the curriculum and approaches that keep them in school. Elias Serna and John Avalos Rios will visit the class multiple times over the course of a few weeks to introduce the concept of the Pop-Up Book Movement and give students strategies and ways to create pop-up art connected to the history and current struggles that they studied. The basic idea is that 500 years ago the Maya people's books were burned by the Spanish colonizers, and in 2011 Ethnic Studies was banned in Arizona but it is popping back up in Los Angeles and all over California. Students will read about the movement to create Ethnic Studies programs at the collegiate level, beginning with the Third World Liberation Front at San Francisco State University, followed up with struggles to create more Ethnic Studies, Black Studies, and other disciplines. They will study closely the Tucson Mexican American Studies program and the positive impacts that the program had on students. They will focus their attention on the struggle in Tucson, Arizona, to preserve Ethnic Studies and on the movements in Texas and California to expand Ethnic Studies. Students will then pick topics from those they learned throughout the year to create pop-up books on. Topics include the 1968 East LA Walkouts, the 1963 Birmingham Children's March, the 1963 March on Washington, the unity between Filipino and Chicano farmworkers, Soldaderas of the Mexican Revolution, the Black Lives Matter movement, the Freedom Rides, Malcolm X and the Organization of Afro-American Unity, the Black Panther Party, and many more.

Unit Assignment(s)

Students will work in pairs to create a pop-up book project and write an essay to document the history of a movement and connect it to the Xicano Pop-Up Book Movement. Students will either draw images or find images on the internet, then cut them out using scissors or precision cutting tools in order to outline the shapes of people as opposed to just using pop-up squares and rectangles. Students will then glue the images to card stock paper and strategically place them on a board using pop-up strips and tape in order to create a scene from a specific moment in the movement. While students are physically creating a pop-up book they will also read articles related to the Ethnic Studies movement and to their specific

research topic. Students will write a three-page research essay about their topic and about the goals and ideas of the Xicana/o Pop-Up Book Movement. The essay is in MLA format, with in-text citations and a works cited page. Student will copy and paste a paragraph about their topic on the top of the pop-up book so that readers can read about the topic before they open the book. Finally, students will also create a performance with chants, soundscapes, or theater to present their pop-up books and information about their topic to the class.

Readings: The Xicano Pop-Up Book Manifesto! and the following articles. "Arizona's Curriculum Battles: A 500-Year Civilizational War" is an op-ed by Roberto Cintli Rodriguez published in Truthout on March 26, 2012 (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link79). "When This Teacher's Ethnic Studies Classes Were Banned, His Students Took the District to Court—and Won" by Jing Fong was published in Yes! magazine on April 25, 2014. "Curtis Acosta's classes in Mexican American Studies gave kids pride in their heritage—until the Arizona Legislature canceled them. That's when his students became activists, and some real-life lessons began" (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link80). "Why Mexican-American Studies Is 'Going to Spread Like Wildfire' in Texas" by Roque Planas was published in The Huffington Post on April 10, 2014 (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link81). "California Bill Would Pave the Way for Ethnic Studies Statewide" by Roque Planas was published in The Huffington Post on March 3, 2014 (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link82). "Empowering Young People to Be Critical Thinkers: The Mexican American Studies Program in Tucson" by Curtis Acosta and Asiya Mir was published in the Summer 2012 issue of Education for Liberation Voices in Urban Education (https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link83).

Black Lives Matter and Resistance to the Prison Industrial Complex and the Criminalization of Youth in LA and Across the Country

Black Lives Matter: From Oscar Grant to Michael Brown to Charlottesville, Virginia: Racial profiling, police violence, police murdering Black and Brown citizens, mass incarceration, and the rise of white supremacist hate groups is on the news every day in 2018. The prison population has increased 700 percent since the end of the 1960s, which is also what some people think of as the "end" of the Civil Rights Movement. In this unit students will study the eras of slavery, Jim Crow segregation, and mass incarceration by reading Michelle Alexander's book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. They will also read excerpts from the young adult novel *The Hate U Give* by Angie Thomas, an excellent book about what it is like to be a teenager during this era of police killings of youth like Trayvon Martin, Tamir Rice, and Oscar Grant. Students will try to find the connection between police violence against communities of color and mass incarceration. They will study the privatization of the prison system and the rise of the for-profit prison model, which is a 100 billion dollar business and traded on Wall Street. Students will study the War on Drugs and how it has created disproportionate sentencing laws, three strikes laws, and racial profiling and how it has impacted communities of color and generations

in inner-city America. They will also study how at the same time there is the growing Black Lives Matter movement, the prison abolitionist movement Critical Resistance, the immigrant rights movement, and other coalitions that are fighting for abolition, reform, or radical changes to the current prison and policing system in the US.

Unit Assignment(s)

Black Lives Matter and Resistance to the Prison Industrial Complex and the Criminalization of Youth in LA and across the Country: Learning Goal–Teach-In: 1. Students will research different aspects of racial profiling such as the stop and frisk law in New York City and how the community in New York worked to study and research this problem, created demands for change to the policies, organized direct action campaigns, and ultimately changed the policy. 2. Students could also research, for example, the Black Lives Matter demands for police to wear body cameras and show why that demand was made, based on research, and how the movement created this goal, advocated for it, negotiated, and ultimately convinced police departments to agree to this demand. They can also investigate what changes this has made 3. Students could also present Know Your Rights workshops in collaboration with racial justice community organizations.

Essay: Students will turn their research into a well-written research essay using evidence collected from readings, community-based research, and their own experiences.

Infographics: Students will create an information graphic about their specific topic and present it at their teach-in.

Los Angeles-Based Local Movements for Social Change Project

During this project students will go through the following steps. 1. In this project students will analyze the different human rights struggles that are currently taking place in Los Angeles. 2. The student's job is to pick a specific human rights violation that is currently taking place in the City of Los Angeles and an organization or campaign that is working to challenge this issue. 3. Students will research the human rights issue and talk about the history behind it and how it is impacting people in Los Angeles. 4. Students will also highlight a person, community, organization, or movement that is working to create a more just, equal, and fair Los Angeles. Leading up to the project students will study Ron Finley's movement to create green spaces in South Central Los Angeles by creating gardens on the strips of land between houses and the street. He outlines these community gardens in his popular TED Talk "A guerrilla gardener in South Central LA." In the talk Finley discusses how he is growing "a nourishing food culture in South Central LA's food desert by planting the seeds and tools for healthy eating." Students will read articles and watch other short documentary videos about Finley and study the impact of "food deserts" on inner-city communities in Los Angeles. The class will also look at how students at Roosevelt High School used their classroom through a partnership with Market Makeovers, which is

connected with researchers at UCLA, to remodel neighborhood bodegas or corner markets to sell more fresh produce and healthy options to people that live in their communities. Students will also study the work of East Yard Communities for Environmental Justice and its campaign to shut down the Exide battery recycling plant, which has been polluting the South East Los Angeles communities of Bell, Huntington Park, South Gate, Commerce, Vernon, and East LA. Mark Lopez, the executive director of the organization and a third generation environmental justice activist, has come to speak to students in this class the past few years in relation to the project. He won the 2017 Goldman Environmental Prize, an extremely prestigious international award, for successfully campaigning not only for the Exide battery recycling plant to shut down but for the State of California to clean up the toxic lead waste that has been left behind in these communities—campaigns that exemplify communities coming together to come up with solutions to solve problems. For a short video about Lopez's work, see https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link84.

Examples of projects that students could research:

Immigrant rights in Los Angeles: The Dreamers Movement: High school and college students in LA are fighting for access to federal financial aid and a pathway to legal documentation for undocumented students in LA. This is a national movement, but it has local campaigns. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link85, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link86, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link87

ICE separating family members in LA: One example is Fatima Avelica's father being taken in Los Angeles. What are community organizations and people doing to stop this? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link88, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link89, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link90

Immigration courts in Los Angeles not providing adequate translations in Spanish and Indigenous languages for recent arrivals who are seeing immigration judges https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link91, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link92, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link93

The movement to create sanctuary cities and what that means for immigrants in those cities https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link94, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link95

How to obtain a green card, visa, permanent residency, or citizenship, and whom to go to for help: What immigrant rights organizations exist in the local community? How can one gain more information from them? How can one support the work that they are doing? How are these organizations helping the community know what their rights are even if they are undocumented? Examples include the following: What are your rights when ICE knocks on your door? What do you do when pulled over? What do you do when stopped at a checkpoint? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link96, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link97, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link98

What are schools doing in the local community or Los Angeles to support students that recently arrive to public schools in LA from Mexico or Central America? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link99, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link100, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link101

How to create a student immigrant rights organization on your campus: One example is an analysis of Colores Unidos and a template for youth organizing. There could be other examples as well. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link102

Analyze the executive orders banning Muslims from six different countries and how immigrant rights lawyers and activists resisted that decision in LA and across the country to defeat the measure. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link103, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link104, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link105, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link106

A number of organizations support immigrants who are Indigenous or who identify as being from an Indigenous community in Mexico and Central America. This project could highlight any of these organizations.

La Comunidad Ixim: La Comunidad Ixim is a community-based organization of people from Guatemala who share their Maya Quiché culture with each other by inviting weavers and speakers from Guatemala, creating community cultural events that celebrate their culture, and supporting immigrant rights work, as well as through other activities, such as writing a children's coloring book together.

Mapping Indigenous LA: Mapping Indigenous Los Angeles aims to uncover and highlight the multiple layers of Indigenous Los Angeles through a story mapping project with youth, community leaders, and elders from Indigenous communities throughout the city. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link107

Issues of environmental racism and environmental justice: Environmental Racism in Vernon and South East LA: This project is a study of how East Yard Communities for Environmental Justice has created grassroots efforts to limit pollution and close companies that are harmful to the environment and has launched other campaigns. The campaign to close the Exide battery recycling plant in Vernon was led by community members. After the recycling plant was closed, a campaign was launched to clean up the lead in houses, soil, cars, and the environment in the surrounding area. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link108

Environmental racism in Wilmington: A study of how oil refineries are polluting the air and environment and the grassroots efforts of Communities for a Better Environment to limit pollution, close companies that are harmful to the environment, and launch other campaigns in Wilmington. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link109

The campaign to stop the expansion of the I-710 freeway because of the pollution that will be added to the environment in South LA https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link110

Campaigns to limit or end the runoff water pollution and dumping of garbage on the beaches and in the water off the coast of Los Angeles https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link111

Campaigns to gain access to the beach in places like Malibu, where residents close off access to the beach https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link112

Black Lives Matter movement in LA: This project looks at community organizing collectively to demand accountability for police violence in LA. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link113, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link114, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link115

How are gang injunctions hurtful to people in communities of color and how are organizations working to end this practice? The Youth Justice Coalition is working to try to reverse these criminalizing policies that hurt youth of color. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link116

What are ways that community organizations are working to disrupt gang violence in local communities and what can ordinary folks do to change or disrupt gang violence? (This project could include studying organizations like Homeboy Industries, mentorship programs, and others). https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link117, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link118

Education issues: Students could research a coalition such as Students Deserve and figure out what it is fighting for in terms of changing the educational experiences of students in LA public schools. How are youth, parents, and teachers involved in this coalition? What are their goals? How can students participate? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link119

Ethnic Studies in Los Angeles public schools: There is a large movement to expand Ethnic Studies classes and teaching approaches in kindergarten through grade twelve classrooms in LA schools. Students, parents, teachers, and other community members have been fighting for this since 1968. They have recently achieved victories but are still fighting for a full implementation. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link120

LGBTQIA+ students have been forming student organizations, school campaigns, and local and state campaigns to make sure that schools are inclusive of LGBTQIA+ students and serve them in a way that supports them academically and socially. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link121, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link122

More specifically, LGBTQIA+ students have been fighting for gender neutral bathrooms for LGBTQIA+ students. There has been a lot of success at local schools, but there continues to

be ambiguity on a national and state level on what schools need to do to accommodate all students. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link123, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link124, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link125

Food justice: There has been a successful campaign in Los Angeles to legalize street vending of food products. Students could analyze how this campaign formed, what the strategies were to create the legal victory, and what the outcome was. What is the next step or phase of the campaign and what can people do to get involved? https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link126, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link127, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link128, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link129

There is a lack of healthy food options in communities of color across LA. These communities are oftentimes referred to as food deserts because they don't have easy access to organic, natural, and healthy food options. A number of organizations and campaigns are working to change this. What are their approaches? What victories have they had? What remains to be done? Examples include the South Central Farm, LA Green Grounds, cofounded by Ron Finley, and Proyecto Jardín. South Central LA farms: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link130, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link131; LA Green Grounds: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link132, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link133; Ron Finley Project: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link134, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link135, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link136, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link137

Justice for Janitors campaign: The Justice for Janitors campaign has a long history in LA of organizing custodial workers and continues to organize today. This is an important and interesting topic because the beginnings of Camino Nuevo schools is connected to the Justice for Janitors campaign. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link138, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link139, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link140, https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link141

A number of organizations are doing solid work around creating bike lanes in communities of color and creating more access to healthy mobile activities. Each of these can be a subtopic. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link142

Grassroots organizing in Los Angeles https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link143; CycLAvia: https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link144

A number of organizations in LA are doing incredible work around feminism, addressing the issue of sexism and patriarchy in LA. Any one of the following organizations could be a great topic choice. O.V.A.S. https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link145; AF3IRM LA https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link146; Mujeres de Maiz https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link147; Las Fotos Project https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link148

Unit Assignment(s)

At the end of the unit students will create the following components to their project:

- Trifold that explains the group's research and topic
- Infographic
- Website
- Mock social media campaign
- Informational brochure
- Newspaper article

Trifold: Objective: Students will create a well-designed visual representation of the activist movement or organization including the major components of the project, for example the infographic, a display for the website, or the mock social media posts.

Infographic: Objective: Students will create an infographic as a visual representation of data collected from research and include it in the website, brochure, newspaper article, and trifold.

Social media campaign: Objective: Students will create mock social media posts that bring social awareness to the issue and demonstrate ways to fight for human rights change in the community.

Website: Objective: Students will collaborate to create an informative website outlining human rights violations using Weebly or Google Sites. They will include, for example, their infographic, external links, and social media posts. They will be graded on the format of the website, content, grammar, and use of external references.

Informational brochure: Objective: Students will create a printed informational brochure that explains the issue and presents research findings and ways to fight for human rights in the community. They will distribute the brochures to the audience on presentation day.

Newspaper article: Objective: Students will research and write a newspaper article on an issue that affects the community in Los Angeles. They will upload the article to their weekly website.

Students will then make a series of presentations on their findings and the components of their final projects to community members, scholars, classmates, teachers, and district leaders at Miramar Live, the school's major event of the year.

Mexican American and Latina/o Literature (Santa Maria Joint Union)

Basic Course Information

Record ID: QQGSFB

Institution: Santa Maria Joint Union High School District (69310), Santa Maria, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: English

Discipline: English

Grade Levels: 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

This course surveys the history, identity, and oral traditions of Mexican American and other Latina/o cultures through the lens of literature. It is a representative overview of Mexican American and Latina/o literature covering poetry, drama, novels, short stories, critical essays, and other nonfiction texts.

The course will include literary techniques, modes of expression, and trends in Mexican American and Latina/o creativity, and will expose students to the richness and diversity that Mexican American and other Latina/o cultures have to offer. The first semester of the course will focus on literature and nonfiction texts authored by Mexican American and Chicana/o writers. The second semester focuses on Latin America as a whole and how the influences of Cuba, the Dominican Republic, Puerto Rico, Central America, and South America have shaped American and Latina/o identity in the US and provides a well-rounded understanding of the cultural elements that contribute to US Latina/o literature. Students will be exposed to extensive reading of classic and modern Mexican American and Latina/o American literature and nonfiction texts that emphasize their historical and cultural roots in the United States and examine the contested meanings of identity; the relationship between sociopolitical activism and literary expression and movements;

the politics of immigration and the border; and the intersectionality of these areas with gender relations and sexuality within the Mexican American and Latina/o community. Students will engage in a variety of short-term and long-term writing assignments, including argumentative, informative, and narrative compositions, that will enhance their scholarly writing. Students will improve their skills in close reading, academic research, and expository writing. By the end of the course, students will have developed and written approximately 10 essays in a variety of discursive modes as well as have created independent projects that develop their critical speaking and listening skills.

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit 1: Pre-Columbian Civilization and the Conquest (The Rise of Mestizo Culture)

Unit Description: This unit will focus on the historical significance of pre-Columbian cultures in the Americas, the conquest period and three centuries of Spanish colonial rule that saw the rise of the new "mestizo" as an identity that is in constant transformation. An emphasis will be given to Spanish hierarchies of social class as determined by ethnicity and the impact they have on Mexican American identity today. Through close reading and discussion of pre-Columbian texts such as the Popol Vuh and primary accounts of the conquest, the unit will cover questions concerning labels, nationalism, labor, migration, and memory. Through journal entries, participation in think-pair-share discussions, and short informative and narrative writing assignments, students will trace the construction and transformation of ethnic and national identities and the issue of assimilation among Mexican Americans up to the 1960s.

Unit Assignment(s)

Key Assignment: Columbus: Hero or Criminal?: Students will read fiction and nonfiction texts about the arrival of Columbus to the Americas, including the two poems below. They will workshop a three-paragraph response comparing and contrasting the tone and themes of each poem and respond to the following: Whose point of view does each poem reflect and what is the message they each convey? Explain the literary elements of the poems that help convey the message. Use evidence from the poems and/or the additional readings to support analysis. Do you agree with one more than the other? Do you believe Columbus is a criminal or a hero?

"Columbus" by Annette Wynne

An Italian boy that liked to play
In Genoa about the ships all day,
With curly head and dark, dark eyes,
That gazed at earth in child surprise;
And dreamed of distant stranger skies.

He watched the ships that came crowding in
With cargo of riches; he loved the din
Of the glad rush out and the spreading sails
And the echo of far-off windy gales.

He studied the books of the olden day;
He studied but knew far more than they;
He talked to the learned men of the school—
So wise he was they thought him a fool,
A fool with the dark, dark dreamful eyes,
A child he was—grown wonder-wise.

Youth and dreams are over, past
And out, far out he is sailing fast
Toward the seas he dreamed;
—strange lands arise—
The world is made rich by his great emprise—
And the wisest know he was more than wise.

"Columbus Day" by Jimmie Durham

In school I was taught the names
Columbus, Cortez, and Pizzaro and
A dozen other filthy murderers.
A bloodline all the way to General Miles,
Daniel Boone and General Eisenhower.

No one mentioned the names
Of even a few of the victims.
But don't you remember Chaske, whose spine
Was crushed so quickly by Mr. Pizzaro's boot?
What words did he cry into the dust?

What was the familiar name
Of that young girl who danced so gracefully
That everyone in the village sang with her—
Before Cortez' sword hacked off her arms
As she protested the burning of her sweetheart?

That young man's name was Many Deeds,
And he had been a leader of a band of fighters
Called the Redstick Hummingbirds, who slowed
The march of Cortez' army with only a few
Spears and stones which now lay still
In the mountains and remember.

Greenrock Woman was the name
Of that old lady who walked right up
And spat in Columbus's face. We
Must remember that, and remember
Laughing Otter the Taino who tried to stop
Columbus and who was taken away as a slave.
We never saw him again.

In school I learned of heroic discoveries
Made by liars and crooks. The courage
Of millions of sweet and true people
Was not commemorated.

Let us then declare a holiday
For ourselves, and make a parade that begins
With Columbus's victims and continues
Even to our grandchildren who will be named
In their honor.

Because isn't it true that even the summer
Grass here in this land whispers those names,
And every creek has accepted the responsibility
Of singing those names? And nothing can stop
The wind from howling those names around
The corners of the school.

Why else would the birds sing
So much sweeter here than in other lands?

Unit 2: Westward Expansion and Manifest Destiny

Unit Description: This unit will present literature that traces the social and cultural outcomes Western expansion and manifest destiny had on Mexico and Mexicans in the US. Iconic Mexican American pieces of writing such as *Yo Soy Joaquín* and "The Ballad of Gregorio Cortez" and historical documents such as the Treaty of Guadalupe Hidalgo will be used to focus on the geographical and political shifts between the US and Mexico that led to the present.

Unit Assignment(s)

Key Assignment: Corridos: Can you imagine becoming an immigrant without ever moving? It happened here, in America, in 1848. The Treaty of Guadalupe Hidalgo brought an end to border warfare between the United States and Mexico. How? Mexico ceded a huge area of land—California, Nevada, Utah, part of Colorado, Arizona, and New Mexico—to the US. The terms of the treaty stipulated that Mexican citizens could either stay where they were or return to Mexico. Imagine! Suddenly, your country changes though you haven't moved an inch. Though many of the Mexicans in this situation elected to become American citizens, they did not by some stroke of magic suddenly fit. Their transition and assimilation into American culture was no smoother than that of other immigrant groups from abroad. During this turbulent time, Mexican American literary voices began to be heard, but they were still very distinct from the larger American culture. The evolving literature of this community was spoken, sung, or written in Spanish. Much of the literature was in the oral tradition—it had not ever been written down but had been shared from generation to generation. At its center was personal or historical subject matter. From these traditional literatures a unique form of poetry began to flourish.

Songs and Stories: A style of ballad, called a corrido, (from the Spanish verb *correr*, which means "to run") was a literary result of the cultural conflict between Mexican Americans and Anglo-Americans in the American Southwest. In terms of the stimulus for their development, corridos might be compared to the blues songs and poetry that were the achievements of 1920s African American culture. Corridos provided an outlet for resentment and frustration caused by discrimination and oppression, and since they were composed in Spanish, corridos could be private from the predominant "Anglo" culture. They poured out the history of the Southwest from the point of view of the Mexican American common person. They celebrated cultural clashes, social events, ethnic pride, violence, heroism, villainy, and adventure. One famous corrido, "The Ballad of Gregorio Cortez," told of a Mexican rancher who killed a white sheriff who was unjustly trying to arrest him. Cortez was subsequently chased by lawmen, captured, and then convicted by an Anglo jury. In the ballad Cortez was described like a vaquero—expert horseman and marksman—whose adventures on the lam make for an exciting chase and confrontation with the Texas Rangers. The corrido tells how Cortez uses cunning to elude his captors, while the latter, who think only in stereotypes, are bungling and inept. The lawmen who

are persecuting Cortez are described very negatively: "[They are] whiter than a poppy from the fear they had of Cortez and his pistol." The pejorative tone of these lyrics illustrates the tension in the Southwest. The corrido continues to enjoy popularity and remains a vital literary and musical form of expression. During the 1960s a corrido immortalized the courage and determination of Cesar Chavez and the plight of migrant workers. A famous memorial ballad "Recordando El Presidente" was written to memorialize the assassination of John F. Kennedy. Other corridos have been composed about everything from bandoleros to bullfighting, riding cars to running drugs, heroes to villains, and, of course, love.

Write a two-page critique on the film *Corridos: Tales of Passion and Revolution* that addresses the following questions: 1. How do the stories in the film illustrate the cultural mores of the time? Use detailed examples from the various scenes to illustrate your point of view. 2. Is the art of writing corridos still relevant today? Why or why not? 3. How do corridos reflect the Mexican spirit or ethnic pride? Is it shown in the film? Is it shown in the corridos we have studied? Provide clear evidence from both the film and the lyrics.

Unit 3: Creating a New Identity (Chicano Movement)

Unit Description: The impact the Mexican American experience through World War I, World War II, and the Zoot Suit Riots had on the Chicano Movement generation will be examined to explore issues of citizenship, assimilation, and cultural identity. The Chicano Movement and the rise of Chicano activists and writers who gave voice to the movement will be explored. What is generally referred to as Chicano literature is the relatively recent phenomenon which grew out of the Chicano Movement, the sociopolitical civil rights movement of the mid-1960s. Yet, this body of literature did not emerge from a cultural or literary vacuum, but was rather a proliferation of continuous literary activities among Mexican Americans living in the United States.

Unit Assignment(s)

Key Assignment: What is the significance of *I Am Joaquín* to the Chicano Movement of the 60s and 70s? Is the poem still relevant today? Why or why not? This lesson will broadly explore the relationship between identity and movement within the Chicano Movement for civil rights of the 1970s and the larger historical framework that stretches back over 500 years ago. It will center on a primary source, Corky Gonzales's *I Am Joaquín*, and its descriptions of the distinct Chicano character and the history lesson that is embedded within the text. The lesson will be broken into four parts, each exploring a different aspect of the relationship between identity and the Chicano Movement and the movement's relationship to historical events. Further, each activity will require students to practice different essential skills expected of high school humanities students. For example, students will be asked to read and compare two primary sources, *I Am Joaquín* and "Demands Made by East Side High School Students Listed," as well as *Popol Vuh*. Through this activity, students will not only explore accounts describing the Chicano identity

and the objectives of the Chicano Movement, but also critically engage with primary texts, exploring their basic meanings and implications. Also, students will be given a broad lecture dealing with significant figures, organizations, and events within Mexican American history. This unit is designed to give historical context to the primary source, going all the way back to pre-Columbian cultures.

Unit Project: Students will be assigned a topic on Mexican American history and culture referenced in *Yo Soy Joaquín* and conduct extensive research on the internet and in the library to write a multiparagraph essay that summarizes and synthesizes the importance of the topic in context. Students will also create a PowerPoint or Keynote presentation or a collage to present to the class as the "expert" on the topic. Students will take notes on each other's lectures and have an opportunity to ask questions of each other. The presentation should be at least 10 slides and cite sources according to MLA format.

Unit Essay: *I Am Joaquín* has long been touted as the beginning of Chicano literature. It has also promoted Mexican American sociopolitical equality. It has done much to promote the Mexican American people as equals in American society, but it has managed to largely ignore Chicanas. Explain both the shortcomings and the positives of this epic piece of Chicano literature. Use two of the texts the class read by Chicanas (Gloria Anzaldúa, Ana Castillo, Sandra Cisneros, Cherríe Moraga, Anna Nieto-Gomez) to include the Chicana perspective of the movement and to critique the shortcomings of *Yo Soy Joaquín*.

Unit 4: Immigration and the Border

Unit Description: The issue of immigration and the border will be one of the major themes in this unit as it relates to the sociopolitical, economic, and cultural reality of Mexican Americans in the US. The unit will focus on the territory-based rhetoric of the cultural border, boundaries and borderlands, and immigration. Critiquing the essentialist view that presumes fixed boundaries for a culture, students will explore the constructivist view that assumes an individual's choice in defining and redefining their own cultural identities in a multicultural society. This unit examines the rise of industrialism in agricultural that led to a shift in immigration policies by the US; a focus will be on how migrant farmworkers and other laborers helped shape the economic reality of the Southwest. Students will take a close look at literature that speaks about the border the US shares with Mexico and its constant geographical, political, and cultural shifts from past to present. This unit will help students think about and discuss the following: What is the purpose of a border (physical and otherwise)? Who creates borders and who are they created on? How do Mexican Americans/Chicana/os resist borders and how is this reflected in the literature?

Unit Assignment(s)

Key Assignment: Students will explore and create definitions of the word "border." Students will engage in a multiperspective way of looking at the border.

Part 1—Individual Writing

Students free write their responses to the following questions: 1) What is a border? 2) What words come to mind when you hear the word "border"? (No matter how irrelevant or off the wall the word or thought is, write it down.) 3) What borders have you crossed in your life? 4) What borders do you not cross?

Part 2—Group Discussion

Students gather in groups of three or four, share responses, then work together to write up and illustrate their own definitions and lists of types of borders. Each group presents their ideas to the class.

Part 3—Class Discussion

How many different kinds of borders can we list using what the groups have written? (The class can also discuss questions 3 and 4 from part 1.) Examples:

> Border as a wall or fence; border as a membrane, skin, porous; border as meeting place, interaction; border as marketplace, goods and services
>
> Border between groups of people, languages, economies; border between ways of life, cultures, "ecosystems"; border as edge, fuzzy or crisp; rules; inside/outside
>
> Border as psychological, physical, social; Question for discussion: Can a border function in more than one way? Why or why not?

Part 4—Listening and Responding

Students read quotes and passages from writings about the border. Students can either respond to the quotes or create their own statements or poems on the idea of borders.

Starter line: The border is . . .

Sample statements:

> "For Mexico, the border is not that rigid Puritan thing, a line; straight lines are unknown in Mexico. The border, like everything else, is subject to supply and demand. The border is a revolving door." –Richard Rodriguez
>
> "The border is transient . . . the border is a word game . . . the border is a virtual cesspool" –The Atlantic Monthly
>
> "Tijuana has more in common with Santiago, Chilé, than San Diego, California." –Jorge Bustamante, President, El Colegio de la Frontera Norte
>
> "This is the only place I know where you can jump from the First World to the Third World in five minutes." –Julio Chiu, El Paso bank executive and native of Ciudad Juárez

> "We have people here who have never heard of the word 'environment' or 'ecosystem.' It's as if you were talking in another language." –Naachiely Lopez, Tijuana environmentalist, 1992
>
> "Many Mexicans think of the move from Cd. Juárez across the Rio Grande more like moving to a richer neighborhood than going to another country." –Washington Post, 1978

Source: *La Frontera/The Border: An Enigma for Two Nations*. 1993. University of Southern California.

Closure: Students can read aloud a favorite line or phrase from their writings and as a class revise the order of lines to create a group poem or other writing on the border.

Unit Essay: An essay exploring the various ways the border functions. Consider the questions: What would the region be like if there were no border? What has the border done to the region? To the people? Consider Indigenous peoples of the area (particularly in Arizona) who have lived there for over 500 years and say there is no border. How can anyone say that there is no border?

Unit Research Paper: Before finishing this assignment, you will have read Anzaldúa's and Rodriguez's personal experiences of the border. For this assignment, you will be writing your own autobiography in which you address three specific ways your individual life connects to the national life. You will be writing your autobiography (or the story of your family) as the story of your people (however you define your people). In the end you will explain how a few incidents from your own life made you more aware of the possibilities or limitations of connection to the national life of the mythical "America." The three essential parts of this assignment are:

Part 1: What were some of the earliest experiences you had in which you felt included as part of a larger nation? This could be the Pledge of Allegiance you said in school, visiting a national monument, reading through your American history book, or hearing your relatives tell you stories about war, labor struggles, and past American figures. Focus on a scene or two that you remember and describe what made that scene so memorable.

Part 2: What were some of the times that you felt excluded from being part of the larger nation? What happened? Did you realize at the time that you were being excluded, or is it only in looking back that you figured it out? This event need not be something that happened directly to you—it could be something you heard happening to someone else—but it should be an event that had some consequence in your life.

Part 3: How do you make sense of both being included and being excluded from your idea of what "America" means? Do you now claim your identity as one of many American lives? Do you continue to feel that you are cut off from the early image of "America" that you had? How do you reconcile the incidents from part 1 and part 2? Or, if you can't reconcile

them, which of the incidents has impacted your identity the most and shaped how you see yourself today?

Form: Your autobiography will be in the form of a personal essay. It must be between at least three full pages and no longer than six pages. You must discuss the three parts above, but you can do them in any order you wish (as long as it is clear that you have some sort of organization to your thoughts). One way you might want to consider organizing this essay is based on the following structure:

I: Title (think of something creative)

II: A one-paragraph introduction that begins with something attention grabbing and ends with a thesis statement that quickly answers part 3 above)

III: One or two paragraphs that describe the experience mentioned in part 1

IV: One or two paragraphs that describe the experience mentioned in part 2 (these paragraphs should take the form of the paragraphs before them)

V: One paragraph that clearly identifies the conflict between parts 1 and 2

VI: One or two paragraphs that explain the answer to the questions in part III

VIII: A concluding paragraph that reinforces the one-sentence summary of part III and explains why it is significant to the literature the class is reading

Unit 5: Colonization of Latin America

Unit Description: This course will put Latino and Latina literature in context to the larger literary canon. Students will explore important aspects of the works through a mostly historical approach focusing on the impact of colonialism on Latin American culture but will also draw from other components, including folklore, memory, social issues, and cultural identity. A broad overview will be given of Latin America as a whole, and through the literature, students will examine the influence of Spanish and Portuguese colonial rule on Latin America, as well as the modern-day influences of Cuba, the Dominican Republic, Puerto Rico, Central America, and South America on American and Latino identity in the US. The primary text is *The Vintage Book of Latin American Stories*, edited by Carlos Fuentes and Julio Ortega, which will be used for the rest of the semester in conjunction with other texts.

Unit Assignment(s)

Key Assignment: Cultural Diffusion and Latin America: A look at colonization, the Atlantic slave trade, and the Columbian Exchange, their impacts on the culture of Latin America, and the positive and negative impacts of this cultural diffusion. Write an essay that discusses the literature, art, and music that resulted from the encounters of

many backgrounds on the stage of colonial Latin America. How did the experience of colonization affect Latin American cultures? How were people of all backgrounds in colonial Latin America able to express themselves? What flavors did their identities add to their cultural expressions? What does the art and literature of particular groups say about their worldview or place in society? Use the literature the class has read as evidence in your responses.

Unit Project: Immigration has been a part of the world since humans first started walking. This phenomenon continues for a variety of reasons today. The US borders Mexico, and the US has many immigrants from Mexico and Central America. Their reasons for immigrating are many and not always presented by the media in the best light. Students need to know the various reasons that many Latin Americans are leaving their countries and coming to the US. One way to find this information is to gather it through interviews and oral history. Students will be studying immigration from Latin American countries and the statistics that are known, using the internet and written material. A foundation will be built around understanding the impact of immigration on the US, as well as on Latin American countries. At the same time, students will conduct an interview of a local immigrant or immigrants in order to have a personal view of the issues that surround immigration. Students will write a detailed essay (minimum of three pages) about the person they interviewed and create a formal presentation of the information they found and share it with the class.

Presentation Choices: This will allow you to synthesize the information gathered and respond to a critical issue in the world today. You will present your presentation to the class.

1. Create a PowerPoint presentation. You must have at least 10 slides in your presentation, and it must be thorough.

2. Compile an "album" containing facts, stories, poetry, drawings, and songs of the person you interviewed and the information you gathered.

3. Create a video production for public access TV in the form of a newscast or documentary.

Unit 6: The Rise of Magical Realism

Unit Description: A look at the rise of Latino/a writers, artists, filmmakers, and others who have become more accepted by the mainstream of US society and the world and yet still retain their cultural identity or are reshaping that identity. This unit will put Latino and Latina literature in context to the larger literary canon. Students will explore important aspects of the works through a mostly historical approach focusing on the impact of colonialism on Latin American culture but will also draw from other components, including folklore, memory, social issues, and cultural identity. There will be a focus on

the rise of new cultural identity that rejects the old "colonial" styles of literature for fresh approaches to writing that saw the rise of surrealism, magical realism, and eventually a hybrid approach to literature in the US by Latino/a writers who are simultaneously part of the mainstream American culture and redefining what it means to be American.

Unit Assignment(s)

Key Assignment: Theme of Isolation

The short story "The Handsomest Drowned Man in the World" by Gabriel García Márquez explores the ways in which human beings overcome personal isolation through their collective community. In this story, common beliefs in the mythic or fantastic bring together the members of a small fishing village. The men, women, and children of this community are united by their common desire for self-improvement. Together, they imagine a better future for themselves, a future in which they are as extraordinary as the myths in which they all believe.

Questions About Isolation

1. Does the drowned man create conflict in the village or bring the village together? (Your answer might change depending on which part of the story you're examining.)

2. How does the village's relative isolation from neighboring towns affect the way you read the story?

3. Why is it so important to the women of the village that they claim the drowned man as their own?

Course Final Essay

From the following prompts, please choose one. For each of the writing prompts, incorporate critical readings that could best be applied to the arguments/stance/perspective you are making in the essay. You are required to use at least one critical reading.

Unit Assignment(s)

Writing prompts

1) "The corrido—narrative ballad—constitutes one of the richest and most resilient of genres within the Mexican oral tradition. It is a form of song that extends back into time immemorial," writes Yolanda Broyles-González in "What Price 'Mainstream'?: Luis Valdez' Corridos on Stage and Film." In what ways do corridos promote stereotypes of Mexicans and Mexican Americans? Can corridos also thwart stereotypes? Explain.

2) Gloria Anzaldúa's poem "To Live in the Borderlands" is a passionate and candid interpretation of living life between more than one cultural mindset. Explain her answer to easing the complications of living "in the borderlands," taking care to note the shortcomings, if any, to her solution.

3) Discuss the significance of space and place, addressing borderlands, the issue of cultural hybridity, and pragmatic assimilation. What are the complications, the consequences, and the positives of being bicultural?

Semester 1 Texts

Primary Texts:

Bordering Fires: The Vintage Book of Contemporary Mexican and Chicano/a Literature, edited by Cristina García

This Bridge Called My Back: Writings by Radical Women of Color, edited by Cherríe Moraga and Gloria Anzaldúa

Bless Me, Ultima, by Rudolfo Anaya

Excerpted Texts:

Borderlands/La Frontera: The New Mestiza, by Gloria Anzaldúa

From Indians to Chicanos, by James Diego Vigil

Popol Vuh (Mayan text)

Yo Soy Joaquín, by Rodolfo "Corky" Gonzalez

"The Ballad of Gregorio Cortez" (corrido), author unknown

Rain of Gold, by Victor Villaseñor

Actos, by Luis Valdez and El Teatro Campesino

Drink Cultura, by José Antonio Burciaga

Bordertown, by Culture Clash

Semester 2 Texts

Primary Texts:

The Vintage Book of Latin American Stories, edited by Carlos Fuentes and Julio Ortega

The Stories of Eva Luna, by Isabel Allende

Sudden Fiction Latino, edited by Robert Shapard, James Thomas, and Ray Gonzalez

Excerpted Texts:

How the García Girls Lost Their Accents, by Julia Alvarez

Dreaming in Cuban, by Cristina García

Labyrinths, by Jose Luis Borges

The Captain's Verses, by Pablo Neruda

Love in the Time of Cholera, by Gabriel García Márquez

Mexican American History (Valdez Leadership Academy, San Jose)

Basic Course Information

Record ID: L2L8R9

Institution: Luis Valdez Leadership Academy (054818), San Jose, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): MA History

Public Notes: (None)

Overview

Mexican American History traces the experiences of Mexican Americans from their origins in the early 1600s to present day. The course will examine the political, social, and economic conditions that have impacted Mexican identity and the historic events that have shaped Mexican American communities in the United States. Students will analyze the changes and the continuity between events of the past as they relate to modern-day Mexican American culture and issues affecting the Mexican American community. Students will develop their argumentative and critical thinking skills through discussions, oral presentations, debates, and Socratic seminars. In addition, students will synthesize their own observations and opinions with a variety of sources to produce historical arguments in both written and oral forms. The purpose of this course is to build students' literacy and historical thinking skills while shedding light on a group of people that helped form and shape the American cultural and historical landscape. Students will learn to acknowledge diversity and respect different cultures as the United States becomes a more diverse nation.

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit 1: Intro to the Study of Mexican American History

Unit Summary: Coverage will include an introduction of the themes and overview of Mexican American history. The course will begin by exploring what the following key terms mean: Mexican, American, Mexican American, Chicana/o, Mestizo/a, Latino, Hispanic, ethnicity, and nationality. Students will discuss the concept of identity and define what it means to them and how they view themselves. They will also analyze case studies of school districts across the United States that have offered Mexican American history and identify arguments for whether or not schools should adopt Mexican American history courses to the curriculum. Students will specifically learn about the Mexican American Studies program that was contested in Arizona by residents who consider these courses to be threatening. They will also learn how the Mexican American community and proponents of the course responded to the ban of Mexican American Studies in Arizona high school districts. Students will engage in discussions, including Socratic seminars and structured academic controversies, to explore issues of politics, identity, resistance, and education as they relate to the teaching of Mexican American history. Students will be exposed to historical thinking skills such as identifying the differences between primary and secondary sources. Students will read and evaluate the sources as they analyze the audience and potential bias of each source to formulate their own critical perspectives about the teaching and field of Mexican American history.

Major Assignment: Students will write a letter addressed to a student, teacher, or legislator involved in the banning of Mexican American Studies in Tucson, Arizona, in 2010. Students will write a typed response communicating their argument in favor of or against the teaching of Mexican American Studies. They will learn how to analyze primary and secondary sources to formulate and defend their perspective by using evidence to support their opinions as well as comparing and contrasting views with divergent opinions.

Unit 2: Origins of the Mexican American Community

Unit Summary: Students will examine the causes and effects of the Spanish conquest and the Mexican American War. Students will explore the encounter and interactions between Europeans and the Aztecs and identify and analyze the impact of the social, political, and

religious institutions that were introduced in the Americas. As students explore these events they will discuss westward expansion, specifically focusing on the conflicts in the Southwest and California to analyze the political, social, and economic conditions of the historical events that led to the formation of the Mexican American culture in the United States. Throughout the unit, students will discuss the role of religion, gender, and race relations in order to understand how Mexican American culture was shaped in different parts of the United States. There will be a focus on California missions and historic landmarks of the Spanish/Mexican colonial period in California so that students can trace the origins of the Mexican community and its contributions during the late 1800s and the 1900s.

Major Assignment: Students will create a history exhibit outlining the social, political, and economic causes and effects of the Spanish conquest and the Mexican American War and analyze how these events shaped Mexican American culture in various parts of the United States, including California. Students will organize their information on a trifold presentation board through which they will learn to trace the origins of the Mexican American community as they relate to the life of Mexican Americans both in the past and in the present. They will include visuals and artifacts to represent the events and prepare an oral presentation to be shared with their peers.

Unit 3: Immigration

Unit Summary: Students will examine the reasons why immigrants moved from Mexico to the United States in the last one hundred years and identify how Americans responded to each wave of immigration from 1910 to the 1930s. Students will compare and contrast reasons why people have immigrated in the past and the restrictions the US has placed then and today according to the political, social, economic, and cultural conditions of each historical time period. The unit focuses on three major time periods, the Mexican Revolution, World War I (WWI), and the Great Depression. For the Mexican Revolution, students will analyze the effects of the Mexican Revolution on Mexico's rural poor and on the US in terms of immigration. They will evaluate the rule of Porfirio Díaz and analyze immigration data under his presidency. During the study of WWI, students will analyze the relationship between a nation's economy (good or bad) and how the nation treats their immigrants. Students will continue to analyze this connection as they read about and research the lives of American citizens that were deported as part of the Repatriation Movement during the Great Depression. Students think critically and assess the impact of these events in relation to the larger goals of examining the push and pull factors of immigration and how Americans responded, by engaging in Socratic seminars, inquiries, debates, and simulations. They accomplish this by analyzing a variety of images, such as political cartoons and photographs, created during each time period. They will also read newspaper articles and textbook excerpts to understand the significance of time and place in shaping immigrants' decisions to move to the United States and in shaping the beliefs that Americans had about immigration.

Major Assignment: Students will write a research paper that answers the following research questions: 1) How have economic and other conditions in the US and Mexico impacted immigration for the past 100 years? 2) How have Americans responded to Mexican immigrants over the past century? Students will use online databases and class libraries to research and analyze primary and secondary sources in order to identify the political, social, and economic conditions and push/pull factors that have impacted immigration and use historical sources to form an argument regarding how Americans have responded to Mexican immigrants over the last 100 years. They will specifically analyze events such as the Mexican Revolution, WWI, and the Great Depression and compare and contrast different perspectives and responses to immigration depending on the time period and national context of each event.

Unit 4: Mexican Americans during WWII

Unit Summary: Students will analyze and examine the roles that Mexicans and Mexican Americans played during the WWII era and evaluate the racial/ethnic tensions that existed during this time period both abroad and in the United States. Students will also identify and research Mexican Americans that served in the armed forces and the contributions that Mexican American men and women made to the war effort. Students will learn about Mexican American Congressional Medal of Honor recipient José M. López and Congressional Medal of Honor nominee and Navy Cross recipient Guy Louis Gabaldon by researching their lives. They will connect how their lives served as a precursor and inspiration to the Chicano/Civil Rights Movement. Students will be exposed to the emergence of new Latino civil rights organizations such as the Community Service Organization, the GI Forum, and the League of United Latin American Citizens that were created with the goals of seeking more equal political treatment. Students will explain the foreign relation policy between Mexico and the US in the context of the war. They will be able to explain why the Bracero Program started, who was responsible for recruiting the workers, and the legacy of the Bracero Program. Students will then create a document-based argument about whether the Bracero Program was a form of exploitation of or an opportunity for Mexican laborers. Students will discuss the implications that the war had on the labor force and geographically examine why Mexican Americans moved from rural areas to the cities by analyzing maps of the 1940s. In addition, students will analyze the Zoot Suit Riots and zoot suit culture in order to shed light on and discuss issues such as the role of the media, class, race, ethnicity, and gender as they related to life on the home front during WWII.

Major Assignment: Students will create a newspaper that features articles on how political and other conditions impacted the lives of Mexican and Mexican Americans during WWII. Students will put themselves in the shoes of a journalist reporting on events during the 1940s. Articles will include major events such as the Zoot Suit Riots in which students will have to report on the root cause of the Zoot Suit Riots by analyzing and citing various

primary and secondary sources to support their argument. Students will include visuals and create advertisements as they place themselves within the historical context of the time period. They will learn how the lives of Mexicans and Mexican Americans were affected during the WWII era and will learn the impact of historical context on the way that events and ideas unfold.

Unit 5: The Chicano Movement

Unit Summary: Students will analyze and examine the Chicano Movement of the 1960s and 1970s. They will identify demands for equity and civil rights in the realms of education, labor, art, and politics. Students will explore the causes of the movement by conducting online and library research about organizations and individuals that took part in each of the movements. For each realm, students will identify the historical conditions that led to the movement and important groups and people that affected social change. For example, students will learn about the working conditions of farmworkers that caused labor activists such as Dolores Huerta and Cesar Chavez to form the United Farm Workers (UFW) union to protest and fight for their rights. In addition, students will explore the relationship between braceros and the UFW by engaging in a structured academic controversy in which students will come to a consensus about whether or not the UFW was an anti-immigrant movement and support their argument using evidence. Students will continue to explore ways to protest as they learn about the student movement and how art was used to make political and social statements. Students will listen to oral histories and listen to guest speakers who were part of the Chicano Movement. By researching the efforts of groups and individuals, students will be able to synthesize the information gathered from primary and secondary sources and analyze both the successes and the setbacks of the movement and its implications on the issues that affect the Latino community today.

Major Assignment: Multimedia Project Presentation: Students will present their research findings about their choice of one aspect of the Chicano Movement, such as education, labor, art, or politics. Students will build technological literacy by organizing their information in a Prezi or PowerPoint presentation. The presentation will include an oral and a written component (research paper) that students will share with their peers and family members in the form of a student-led exhibition. Students will learn to synthesize and corroborate information from various sources to defend a thesis on whether the movement was successful or not in a specific realm (art, students, farmworkers) of the broader Chicano Movement.

Unit 6: Current Movements in the Latino Community Today

Unit Summary: Students will identify and analyze challenges and issues facing the Latino community today. Students will analyze and interpret data from recent research polls in order to identify the top issues that are relevant to the Latino community, such as education, immigration, jobs and the economy, and health care. For example, students will

learn about contemporary immigration and examine a case study of the Iowa raids and deportations that occurred in 2006. They will research immigration laws that have been passed in Alabama and Arizona in order to analyze the laws and their impact on the Latino community and the broader United States. Students will also learn about and analyze the political, social, and economic implications of federal legislation such as NAFTA, the DREAM Act, and the Deferred Action for Childhood Arrivals program. Students will explore current movements revolving around these issues by reading primary and secondary sources. As students learn about current events, they will compare and contrast the issues of today as they relate to the events and trends of historical events studied in the previous units.

Major Assignment: Students will create a documentary through surveying and interviewing community members about issues affecting the Latino community. Students will use the resources of the digital media lab, including tablets and computers, to conduct online research and record oral histories. They will apply technology skills and learn how to conduct interviews to synthesize current events with Mexican American history.

ASIAN AMERICAN AND PACIFIC ISLANDER STUDIES COURSE OUTLINES

Asian American Studies (San Francisco Unified)

Basic Course Information

Record ID: BQ4CKD

Institution: San Francisco Unified School District (68478), San Francisco, CA

Honors Type: (None)

Length of Course: Full Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): (None)

Public Notes: (None)

Overview

This Asian American Studies survey course educates students about the history of Asian American immigration, diaspora, settlement, social movements, community issues, and art. Along with studying these topics, students will be engaging communities outside of their schools. They will share what they are learning from the course through a teaching project with middle school and/or elementary school students. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies and Asian American Studies programs in public school and university curricula, this course aims to provide an emancipatory education that will inspire students to critically engage in self-determination and seek social justice for all. Through historical documents and analytical essays students will be able to (1) describe the history of Asian American Studies, (2) describe the experiences of Asians in America, (3) discuss how these experiences relate to their own, (4) participate in a service-learning project with middle school and/or elementary school students, and (5) do research that directly explores problems in the Asian American community, conduct research around

a specific issue, and strategize on how to address it. This course is designed to explore the racial, social, and political histories of Asian Americans that are left out of many history courses. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. This course is directly in line with the ethnic studies framework, which focuses on how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course develops academic skills in reading, analysis, and writing of historical thinking. The course gives students a broad opportunity to work with and understand the variety of perspectives that shape the richness and complexity of the United States as well as our city.

Prerequisites

None

Corequisites

None

Course Content

Unit 1: An Introduction to Asian American History (4 weeks)

Semester 1: Asian American History: Students will be introduced to the concepts of historical problems and perspective that are central to understanding Asian American experiences in the United States. The semester begins with an examination of how Asian Americans have been, or have not been, portrayed by American historians. Students will start with an American history textbook analysis of the book that was adopted by their school district. They will read several essays that introduce the centrality of racism, immigration, and identity in Asian American Studies. They end this unit by exploring what it means to be Asian American.

Based on an American history textbook analysis, students will write a 300-word analytical/reflective essay in response to the following questions: How have Asian Americans been portrayed in American history? How has this affected what you believe about Asian Americans?

In addition to the 300-word analytical/reflective essay, students will create a document box that represents three major elements of their culture and make a personal time line of their life. They will share their documents and time lines with the rest of the class.

Unit 2: Asian American Immigration and Diaspora (7 weeks)

Students will review or learn how to read and analyze primary sources through the exploration of Asian American migration. They will look at primary documents that set up the context—both in Asia and in the United States—for Asian immigration to the United States. They will also read the autobiographical novel *America Is in the Heart* by Carlos Bulosan, a story about an early Filipino immigrant who came to the United States to escape poverty.

Students will review or learn how to analyze primary sources. They will use Document Analysis Worksheets produced by the National Archives (available at https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link149). Following completion of the worksheets, students will write a 500-word analytical essay based on their analysis of the primary sources. They will also write a 500-word analytical essay with a strong thesis statement on Carlos Bulosan's *America Is in the Heart* that will answer the following questions: How does Carlos Bulosan's narrative challenge stereotypes of Asian Americans' experiences? And how do my experiences relate to Carlos Bulosan's? Students will workshop their thesis and blueprint statements, outline their essays, and write at least three drafts of their paper.

Along with the two 500-word analytical essays, students will do a debate in poetic form based on the major issues in Carlos Bulosan's *America Is in the Heart*.

Unit 3: Asian American Settlement and Exclusion (5 weeks)

Students will go beyond the reasons for Asian American immigration and explore the concept of exclusion. The focus is on the main exclusionary efforts that have limited the immigration, settlement, and pursuit of equity of Asian Americans. Students will look at exclusionary policies, statements that have negatively impacted the experiences and identity of Asian Americans. This unit also explores Asian American resistance efforts. Students will conduct group interviews with Asian Americans who are experts on historical exclusionary policies. These experts will either be people who have had family members who were directly affected by or those who have studied Asian American exclusion.

Students will write a 500-word analytical essay based on group interviews with Asian Americans who are experts on historical exclusionary policies. These experts will either be people who have had family members who were directly affected by or those who have studied Asian American exclusion. Students will write a script for a five-minute play in which they express their knowledge and feelings about the Asian American exclusion policies and practices based on their study of primary documents and images.

In addition to the 500-word analytical essay, students will write and perform short plays focused on Asian American exclusion policies and practices along with the resistance of Asian Americans based on their study of primary documents and images.

Unit 4: Peer Teaching Project (3 weeks)

Students will take what they learned in their first semester (units 1–3) to develop a lesson plan on a specific topic within Asian American history. They will teach the lesson to a nearby middle or elementary school. They will be taught how to do the research to develop a well-structured lesson plan with interactive exercises that will engage the students in the class that they are teaching. The lesson plan must draw from the concepts presented in units 1–3. This becomes the major assessment for semester 1.

Students will create a full lesson plan that follows an ethnic studies format that includes: a 100-word cultural energizer, 500-word community collaboration/critical cultural production, 100-word conclusive dialogue, and list of materials and resources.

Unit 5: On Becoming an Asian American Community Prior to 1965 (4 weeks)

Semester 2: Asian American Communities: Students will explore the concept of community, focusing primarily on the Asian American communities that formed before 1965. The focus is on the interracial and interethnic relationships that formed. Students will look at anti-miscegenation laws and practices that shaped the treatment of Asian Americans in the United States. They will also learn about alliances and the resistance of Asian Americans to anti-Asian violence.

Students will write a 500-word analytical essay examining primary documents. Students will choose from the following topics: Interethnic Tensions and Alliances in the 1920s and 1930s; Americanization and the Second Generation, 1920–1942; and War, Race, and the Meaning of Citizenship, 1941–1988.

In addition to the 500-word analytical essay mentioned above, students will build a model of an Asian American community with found materials (milk cartons, toilet paper rolls, and other household recycled materials).

Unit 6: New Asian American Communities after 1965 (3 weeks)

Students will return to the concept of community, focusing primarily on the Asian American communities that formed after the Immigration Act of 1965. They will look at the original policy signed by Lyndon B. Johnson and the political context with regard to the social movements that preceded the policy and the main intent of the goodwill act. They will also look at the immigration trends that show the impact of the law. The focus is on creating an immigration time line and finding themselves and their families in history, regardless of whether they are Asian American or not. Building on the interview skills they learned in the first semester, students will write an oral history paper with an Asian American who immigrated after 1965. They will construct a presentation based on the oral history project to share with the class about how the policy has impacted individual experiences, spawned the growth of the Asian American community, and changed the face of the United States.

Students will create a historical narrative of 1000 words, based on an oral interview with a family member or other adult important in the student's life. The narrative focuses on the role of race, ethnicity, nationality, and culture in the interviewee's education, personal relationships, employment or socioeconomic status, civic life, and immigration/migration experience.

In addition to the 1000-word oral history essay, students will present their oral history in the character of their interviewee. They will dress like their interviewee, speak in their interviewee's voice, and share three major events of their life, in particular, examining the effects of the Immigration Act of 1965.

Oral History Project

The oral history project uses a wide variety of instructional strategies that are connected to different learning styles. Units 1–7 teach students to know and praise their own and each other's cultural heritages. Unit 1, Cultural Document Box and Personal Time Line, and unit 6, Oral History Project Sharing, incorporate multicultural information, resources, and materials in all the subjects and skills routinely taught in schools. The focus of this course is really about looking at history with an Asian American perspective.

Unit 7: Asian American Social Movements (5 weeks)

Students will learn about Asian American activism and explore the ways that Asian Americans have resisted injustice. Through essays and images, in this unit students will look at the following social movements: San Francisco International Hotel Anti-Eviction Movement, Third World Liberation Front Movement, and Vincent Chin Anti-Scapegoating Movement. Students will explore how each movement is rooted in a central problem that the Asian American community was facing. Students will also study the praxis of each of the movements to prepare for the Youth Participatory Action Research projects that they will do in the final unit.

Students will write a 500-word persuasive essay that takes the form of a manifesto that lists and justifies the student's demands in one of the following movements:

- San Francisco International Hotel Anti-Eviction Movement
- Third World Liberation Front Movement
- Vincent Chin Anti-Scapegoating Movement

In addition to the 500-word persuasive essay, students take a field trip to either UC Berkeley or San Francisco State University to do an ethnographic exploration of the ways Asian American Social Movements have transformed higher education, particularly focusing on the growth of Asian American Studies.

Unit 8: Youth Participatory Action Research (YPAR) (7 weeks)

Youth Participatory Action Research provides young people with opportunities to study social problems affecting their lives and then determine actions to rectify these problems. Students will take what they learned in units 1–7 to do a college preparatory research project that utilizes sound methodology to study a problem in the Asian American community. This YPAR project has a guided process that allows students to then use their research to develop an action plan to address the problems that they have studied. The following shows how each term in YPAR is operationalized.

Youth: Young people between the ages of 14 and 24

Participatory: All participants, including youth, are seen as experts who have important experiences and knowledge

Action: The goal is to use youth research to develop a plan of action toward bettering their communities

Research: A systematic investigation of a problem facing youth

This course implements culturally and community responsive pedagogy by focusing on Asian American histories that are often neglected in mainstream history courses and connecting them to community issues that need to be addressed. Geneva Gay defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Culturally Responsive Pedagogy Course Implementation: A culturally responsive course acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum. This course looks at the diversity amongst Asian Americans but also the collective experiences impacted by racism, evidenced by primary sources. The course builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.

Unit 8 Continued: Youth Participatory Action Research (YPAR) (7 weeks)

*https://www.cde.ca.gov/ci/cr/cf/ch6.asp#link150

This course utilizes an ethnic studies framework based on the goal of deepening students' understanding of both the past and the present through continual reflection on the interaction between the two. Students learn to shift analytical lenses between their personal lives and the larger social and historical context that has created the environment within which they live. This process deepens students' understanding of themselves by

grounding it in history, and it deepens their appreciation of history by connecting it to their contemporary lives.

This dynamic is demonstrated with a specific focus on Asian Americans. Each unit was constructed to build upon the previous unit. Each unit draws from primary documents, students' personal experiences, community or family members' experiences, and scholarly essays. All of these sources come together to present knowledge that goes beyond what is published in history textbooks.

The culminating project for the course also requires students to employ both their personal, contemporary analytical lens and their historical analytical lens. Students work in teams to develop lessons based on the content of their Ethnic Studies course and teach the lessons to students at middle and/or elementary schools in their communities. Lesson development emphasizes the connections that the high school students must find between the historical material and the lives of the middle school students in order to assure the success of the lessons. Student writing is the principal form of assessment in this course. Short in-class or homework writing assignments provide formative assessment of daily activities, and the collection of writing assignments outlined in the lesson provides a summative assessment for each unit.

In addition, oral presentations are used to assess student learning, as in unit 1 (sharing the document box), unit 3 (performance of a five-minute play), unit 4 (teaching project), and unit 6 (oral history project). Most units include a project by which student work is assessed. Unit 4 features a teaching project. Students will take what they learned in the first semester (units 1–3) and develop a lesson plan on a specific topic within Asian American history. They will teach the lesson to a nearby middle or elementary school. They will be taught how to do the research to develop a well-structured lesson plan with interactive exercises that will engage the students in the class they are teaching. The lesson plan must draw from the concepts presented in units 1–3. This becomes the major assessment for semester 1.

Ultimately, the main assessment will be the outcome of the Youth Participatory Action Research project, in which both writing and oral skills will be tested. Students will take what they learned in units 1–7 to do a college preparatory research project that utilizes sound methodology to study a problem in the Asian American community. This YPAR project has a guided process that allows students to then use their research to develop an action plan to address the problems that they studied. The writing assignments described in the next section are produced through a writer's workshop process that includes structured brainstorming activities, multiple drafts, peer editing, and publication in the classroom or school.

YPAR Research Paper

Students will write a 2000-word analytical research paper based on the Youth Participatory Action Research project. It will include the following sections: introduction to the problem, background information on the community, methodology, findings and analysis, plan of action, outcome of implementation, impact of research, and suggested further research and action. Students will also create a script to support a PowerPoint presentation that summarizes their research on a problem in the Asian American community. The script begins with a demographic profile of the community and summarizes the history of the community. It then describes the problem, research question, and methods used to conduct the research. Next, it includes findings, analysis, plan of action to address the problem, the outcome of implementation, and the impact of the research. The script ends with suggested future research and action that needs to occur even after students complete the course. Students will also write a 500-word reflective narrative on their experience in the course and how they plan on using what they learned about Asian Americans in the future.

Vietnamese American History (Garden Grove Unified)

Office of Secondary Education

Department of 7-12 Instruction

High School Course Outline

Course Title: Vietnamese American History (P) HH0580

Department: History/Social Science

Credits: 5

Maximum Credits Allowed: 5

Length of Course: 1 Semester

Available to Students at Grades: 9, 10, 11, 12

Required or Elective: Elective

Brief Overview of Course

The course is designed to present the geographical, historical, and political background of the Vietnamese people and the implications of those factors on Vietnamese culture in America today. The goal of the course is for students to answer the question: How has the historical past contributed to the present? Students will evaluate the consequences of past events and decisions and determine the lessons that were learned.

General Course Outline

Unit 1: Understand the Geography of Vietnam in Relation to Asia

- The impact of topography and climate on economic, political, and cultural settlements

Unit 2: Historical Background of Vietnam

- 2800 BCE–939 CE – The Prehistoric Period and Chinese domination

- 939 CE–1800s – Independence Era (1/2 week)

- French domination (1 week)

- 1858–1900 Vietnam as a French colony

- 1914–1919 Involvement in World War I

- 1920s–1930

- Rise of the Vietnamese Nationalist Party
- Rise of the Communist Party
- 1930–1945 Involvement in World War II

Unit 3: The Vietnam War (2 weeks)

- *Trace the key events prior to and during the Vietnam War*
- 1954 – Geneva Accords
- 1955¬–1962 – Cultural religious struggles in the South
- 1963 – Assassination of Ngo Dinh Diem by a military coup d'état
- 1964 – Gulf of Tonkin Incident leading to an increase in American involvement
- 1968 – Tet Offensive, My Lai massacre, guerrilla warfare, military tactics
- 1969 – Nixon's policy of Vietnamization
- 1973 – Cease-fire agreements
- Withdrawal of US troops, the return of prisoners of war, and the cease-fire
- 1974 – President Nguyen Van Thieu declares that the civil war has begun again
- 1975 – April 30, the Fall of Saigon ending the civil war and the unification of Vietnam

Unit 4: The Vietnamese Refugee/Immigrant Experience (3–4 weeks)

- *Trace the key events in the four waves of immigration to America*
- The First Wave
- The Fall of Saigon in 1975 up to 1978
- The Second Wave
- The boat people – 1978 to 1989
- The Third Wave
- The Orderly Departure Program – from 1980
- The Fourth Wave
- The Humanitarian Operation – 1987 to present

Unit 5: The Vietnamese American Experience (4 weeks)

- Adaptation/adjustment for the four waves of refugees/immigrants

- Government placement policies regarding Vietnamese refugees/immigrants

- Economic challenges and opportunities

- Access to education

- Compare and contrast the first generation of refugees/immigrants with the second generation

- Acculturation

- Language

- Values

- Education

Unit 6: Vietnam Today (2 weeks)

- *Trace the political, economic, and social trends since the Vietnam War*

Methods of Instruction

- Direct instruction
- Reciprocal teaching
- Differentiated instruction
- Written assignments and projects
- Technology
- Cooperative/collaborative activities
- Lecture and discussion
- Internet
- Multimedia
- Guest speakers

Methods of Evaluation

- Student participation
- Notebook or portfolio
- Classroom observation
- Quizzes and tests
- Use of rubrics
- Group and individual projects
- Student self-evaluation
- Journals
- Essays

Textbooks

Vietnamese Americans: Lessons in American History: A Curriculum and Resource Guide, by the Orange County Asian and Pacific Islander Community Alliance

The Vietnamese Experience in America, by Paul James Rutledge

Voices of Vietnamese Boat People, edited by Mary Terrell Cargill and Jade Quang Huynh

NATIVE AMERICAN STUDIES COURSE OUTLINES

Native American Studies: Contemporary Perspectives (Golden Valley Charter, Ventura)

Basic Course Information

Record ID: QRSMHL

Institution: Golden Valley Charter School (053629), Ventura, CA

Honors Type: (None)

Length of Course: Half Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Online

Transcript Code(s): Native American Studies B (A–G)

Public Notes: (None)

Overview

PLATO Course Native American Studies: Contemporary Perspectives is a semester-long course that examines the current social, economic, religious, and political issues faced by Native Americans. Some lessons discuss Native American professionals and their accomplishments, the positive effects of various Native American organizations on the people they serve, and the role of warriors in Native American societies. Other lessons expand to include a global perspective by introducing the issues of Indigenous people. Students will need a notebook for taking lesson notes and a computer with Word and PowerPoint (or equivalent) software. The primary method for submitting the course assignments and activities is through the drop box provided within the LMS. Having a computer that supports a thumb drive might be necessary, depending on the teacher's requirements to submit the course activities. For oral presentations, students may require access to visual aids such as poster boards, or be able to create visual aids on the computer. A lab activity interspersed throughout the course forms a cumulative assessment that covers the learning outcomes of the course and gives students an opportunity to synthesize the concepts of the course as they demonstrate their learning in the form of a project.

Prerequisites

(None)

Corequisites

(None)

Course Content

Lesson 1: Worldviews and Paradigms

In this lesson, students will study two ways of thinking: reductionism and holism. They will understand the effects of secularism on Native American and non-Native American interactions. The lesson describes the different ways in which Native Americans and Westerners live together as a family, share wealth, and interact with the natural environment.

Activity: In this activity, students will define secularism and describe the role of secularism in Native American and non-Native interactions. Students will answer questions on the influence of secularism on Native American and non-Native paradigms and explain the differences that influenced Native American and non-Native interactions. They will answer these questions in a well-developed seven to nine-sentence paragraph, using correct grammar and citing specific examples to support their ideas.

Lesson 2: Spirituality

This lesson introduces students to the unifying characteristics of Native American spirituality and the sacred items and symbols used in their traditional practices. This lesson also explains how the habits, outward appearances, lifestyles, and beliefs of the Europeans affected the Native Americans and vice versa. It briefly discusses how the Native American tribes, under the US government, were initially denied the right to practice certain religious ceremonies, but later, activism and legislation paved the way for more freedom.

Activity: In this lesson, the activity is divided into two parts. In the first part, students will answer questions in two or three sentences regarding the primary difference between the Civilization Regulations of 1880 and the American Indian Religious Freedom Act (AIRFA) of 1978. They will also explain the difference between animism, monotheism, and polytheism. In the second part, students will write a paragraph consisting of seven to nine sentences explaining the differences between traditional Native American spiritual beliefs and Western practices.

Lesson 3: Language

This lesson describes the importance of oral tradition in Native American communities and traces the development of their written languages. Students will learn to identify the influence of Native American languages on English that is spoken in the United States. They will also identify the stages of Native American languages, their use, and their decline. Later, they will be introduced to organizations dedicated to preserving and perpetuating the use of Native American languages.

Activity: In this activity, students will answer five open-ended questions, in two to three sentences, related to Native American language. In the final question, students will explain, in a paragraph, the changes that they would face if they were no longer able to speak their first language.

Lesson 4: Traditional Health Practices

This lesson will help students understand the role of spirituality and the natural world in Native American philosophies of health and health practices. Students will be able to compare and contrast the preventative, curative, and holistic philosophies of health. They will learn about symbols and common elements, such as the medicine wheel and the sweat lodge. They will also study the effects of European diseases on the Native American population.

Activity: In this activity, students will answer five open-ended questions in a paragraph, in which they will compare and contrast the preventive, curative, and holistic philosophies of health. They will describe the role of spirituality and the natural world in Native American philosophies. Finally, students will explain the effects of diseases from Europe on the Native American populations.

Lesson 5: Contemporary Health Issues

This lesson introduces students to healthcare coverage that the government provides and describes how personal beliefs and experiences influence the use of health services and traditional medicine. Students will gain a basic understanding of the primary differences between Native American health statistics and those of the general population. This lesson briefly explains the development of the Indian Health Service, which strives to deliver healthcare services that incorporate Indigenous beliefs and customs along with modern practices.

Activity: In this activity, students will answer two open-ended questions in a well-developed paragraph. The questions will be based on the distrust that many Native American people have on the Indian Health Service and other public health services. Students will explain the term "culturally acceptable" and its relation to contemporary Native American health care.

Lesson 6: Contemporary Social Issues

This lesson focuses on the various social issues faced by Native American society. Students will interpret statistics, graphs, and charts and analyze causes and theories related to the social status of Native Americans. They will understand the difference between tribal colleges and federal boarding schools. They will learn how mentors, clubs, and community organizations empower youth with protective factors to avoid teen violence.

Activity: In this activity, students will answer questions, in a well-developed paragraph of seven to nine sentences, with specific examples to support their answers. They will answer questions on the differences between tribal colleges and the federal boarding schools of the past. Students will also answer a scenario-based question which asks them to imagine themselves starting a club or an organization to foster protective factors for teens and youths. They will include what activities or services their club would offer.

Lesson 7: Contemporary Economic Issues

This lesson begins by discussing the various economic issues faced by the Native American society. Students will learn how the tribal communities, in spite of their overall improvement, lag behind US averages in terms of income and employment. This lesson explains the policy of self-determination, which has allowed Native Americans to make decisions and control the programs that operate in their own communities.

Activity: In this activity, students will answer questions, in a well-developed paragraph of seven to nine sentences, and cite specific examples to support their ideas. They will mention the factors that contributed to the differences in the median income for various ethnic groups. They will also mention the factors that improved the socioeconomic condition in reservation communities. Students will answer questions on how the federal policies of self-determination for Native American people have been beneficial to tribal communities.

Lesson 8: Visual Arts

This lesson looks at several examples of Native American artistic expression as well as historical, cultural, and legal aspects of Native American artwork. Students will learn about visual arts in the Western worldview and in the traditional Native American worldview, and understand the purpose of the Indian Arts and Crafts Act of 1990.

Activity: In this activity, students will answer questions, in a well-developed paragraph, with specific examples to support their ideas related to visual arts. They will describe the differences between visual arts in the Western worldview and in the traditional Native American worldview. Students will explain how certain images and symbols become meaningful to them. Further, students will explain the pros and cons of the Indian Arts and Crafts Act of 1990.

Lesson 9: Images in Mass Media

This lesson begins by explaining and giving examples of the terms "media," "image," "stereotype," and "bias." It introduces students to the ways Native American people are stereotyped, potential reasons for the occurrence of stereotyping, and its negative effects. Students will study how Native Americans and their culture are portrayed in commercial advertising. They will look at examples of media that are owned or operated by Native American people or focused on Native American issues. This lesson also discusses ways to evaluate Native American media content for accuracy, bias, and stereotypes.

Activity: In the first part of this activity, students will give their opinion, in a paragraph of seven to nine sentences, on the effects of television on young viewers. Students will recommend different ways to counter the negative effects of stereotyping. In the second part, students will identify and locate a Native American image in the media with the help of an internet search engine, such as Google Images, and compose a three-paragraph essay in response to the questions provided by the teacher.

Lesson 10: Mascots and Logos

This lesson shows students how the use of Indian logos, nicknames, and mascots is a common practice in American professional sports as well as in colleges, universities, and high schools. This lesson discusses the impressions that non-Indians have of Native Americans and the hurt felt by Indians because of the inappropriate use of their dance, music, and regalia in games. Students will learn about organizations such as the American Indian Resource Center and the American Indian Movement, which strive to eliminate Native American imagery and change the perception that many non-Native Americans have of Indian people.

Activity: In this activity, students will answer questions, in a well-developed paragraph consisting of seven to nine sentences, on the difference between a costume and regalia. They will summarize two perspectives of the debate on the use of Native American imagery in sports and as team mascots. Students will list three actions the NAACP called upon its members to do with regard to Native American imagery in sports and its impact on others.

Lesson 11: Contemporary Professionals

This lesson introduces students to many Native American role models. Students will understand how these role models are a positive socializing influence on other people's lives. This lesson also discusses the experiences and challenges faced by these professionals.

Activity: In this activity, students will answer questions, in a paragraph of seven to nine sentences, on the significance of the STS-113 Endeavour mission. They will also write a PSA to promote positive Native American role models of any age group in any field or educational setting. The PSA could be a television commercial, a radio announcement, a

skit, an interactive graphic on a website, or anything else. It should be between 30 and 60 seconds in length.

Lesson 12: Contemporary Organization

In this lesson, students will learn that Native American organizations exist at all levels. Students will study how these organizations help Native Americans with almost any issue, such as legal representation, employment, government aid, treaty disputes, health, and housing. Students will be introduced to organizations dedicated to Native American youth and education, which increase Native American youths' self-esteem and cultural awareness; focus on child welfare; and prevent child abuse, neglect, and sexual exploitation.

Activity: In this activity, students will answer questions, in a paragraph of seven to nine sentences, on the existence of Native American organizations at different levels and the purpose each level serves. They will also examine why many organizations are dedicated to Native American youth and their education.

Lesson 13: Veterans and the Warrior Tradition

This lesson discusses the role of the warrior in Native American societies. Students will learn the personal qualities essential to a warrior, such as mental, physical, and spiritual strength, devotion, wisdom, honor, and pride. This lesson will discuss how the tradition of a Native American warrior has changed in response to key events in US military history. The lesson looks at a few of the contributions and sacrifices that Native Americans have made for the country. Lastly, it focuses on the Native American women veterans who continue to preserve and bring honor to their warrior heritage.

Activity: In this activity, students will answer questions, in a paragraph of seven to nine sentences, describing at least four objectives or skills taught in Ojibwe warrior games. They will consider the warrior tradition in traditional Native American societies and today's US military in current American society.

Lesson 14: The Modern Pow Wow

This lesson will explain the history and purpose of Native American pow wows. It will teach students about the common elements found in these unique cultural gatherings. This lesson discusses the difference between male and female roles in a group drum and the difference between a competition and a traditional pow wow. Students will learn how pow wows are a good way for non-Native Americans to experience the Native American lifestyle.

Activity: In this activity, students will answer questions, in a paragraph of seven to nine sentences, explaining a pow wow in general terms. They will explain women's and men's roles in a group drum and compare and contrast competition pow wows with traditional pow wows.

Lesson 15: Indigenous People Worldwide

In this lesson, students will learn how to identify an Indigenous person. The lesson covers the case studies of selected Indigenous groups and summarizes the effects of colonization, decolonization, and modern development on Indigenous people. Students will compare and contrast the experiences of Indigenous people in other countries with the experiences of Native American people. Finally, they will learn the purpose of the United Nations Draft Declaration on the Rights of Indigenous Peoples.

Activity: In this activity, students will answer questions, in a paragraph of seven to nine sentences, on the issues relating to development that Indigenous people face. They will identify similarities and differences in the experiences of the Saami, Maori, and Yanomami people and Native American people.

Writing Assignments

Along with the submissions with every lesson, the course also has four lab activities interspersed throughout the course.

In the lab activity Freedom of Religious Practice for Native American People, students will read Joy Harjo's speech and write a four-paragraph essay (with seven to nine sentences per paragraph) with the help of the questions provided. Students will follow the given requirements for organizing the essay. In addition to content and organization, students will be evaluated on the correct use of grammar, punctuation, spelling, and sentence structure.

In the lab activity Art WebQuest, students will access the website of the National Museum of the American Indian and several online exhibitions. In the first part, students will browse the online exhibitions and identify an artistic work for each of the categories by listing the name and web address of the online exhibition. They will identify why they believe the artworks they selected fit the category and explain whether they fit into more than one category. In the second part, students will select one of the several online exhibitions to explore that they feel will meet the requirements of the director of the local museum. They will keep a notebook and jot down answers to the questions to make a complete report. In the third part, students will compose a recommendation to the director in a three-paragraph essay with the help of the notes that they took throughout the Art WebQuest activity. They will be evaluated on the correct use of grammar, punctuation, spelling, and sentence structure.

In the lab activity Analyze an Argument, students will read two opinion pieces about the former "Warrior" mascot of Marquette University athletic teams and identify the emotional, factual, legal, and ethical arguments made by each author. Their task is to read the article and analyze each perspective in a written essay. Each paragraph in the essay should consist of seven to nine sentences. Students will follow directions for the organization of the essay. They will be evaluated on the correct use of grammar, punctuation, spelling, and sentence structure.

In the lab activity Indigenous People Worldwide, students will read the UN Draft Declaration on the Rights of Indigenous Peoples and the US Bill of Rights and write a four-paragraph essay, with seven to nine-sentence paragraphs, explaining the differences and similarities between them. They can use the given Venn diagram to organize their thoughts as they read. Students will follow the directions to write in an organized manner. They will be evaluated on the correct use of grammar, punctuation, spelling, and sentence structure.

Native American Studies: Historical Perspectives (Opportunities for Learning, Irwindale)

Basic Course Information

Record ID: C5ANDG

Institution: Opportunities for Learning, Irwindale, CA

Honors Type: (None)

Length of Course: Half Year

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Online

Transcript Code(s): (None)

Public Notes: (None)

Overview

PLATO Course Native American Studies: Historical Perspectives is a semester-long course that helps students understand Native American tribes. The course provides useful information about the concept of Native American cultures, along with different ways of identifying a Native American person. Some lessons will discuss the difficulties of treaty negotiation between tribal nations and the federal government. Other lessons will discuss the United States Indian Boarding School Initiative and the reason it was implemented. Students will need a notebook for taking lesson notes and a computer with Word and PowerPoint (or equivalent) software. The primary method of submitting the course assignments and activities is through the drop box. Having a computer that supports a thumb drive might be necessary depending on the teacher's requirements to submit the course activities. For oral presentations, students may require access to visual aids such as poster boards or be able to create visual aids on the computer. A lab activity interspersed throughout the course forms a cumulative assessment that covers the course's learning outcomes and gives students an opportunity to synthesize the concepts of the course as they demonstrate their learning in the form of a project.

Prerequisites

(None)

Corequisites

(None)

Course Content

Lesson 1: The Arctic and Subarctic

In this lesson, students will understand the concept of diversity among Native American cultures and know the different ways of identifying a Native American person. They will learn about the different cultural regions of the Native American groups on the North American continent as well as the cultures of Arctic and Subarctic regions.

Activity: This activity is divided into two parts. In the first part, students will answer short questions on the lifestyle and culture of Native Americans and answer questions about the Arctic and Subarctic regions. In the second part, students will describe the three methods of identifying a Native American person in one to two well-organized paragraphs.

Lesson 2: The Southwest, Northwest, and Great Plains

In this lesson, students will review the cultural regions of native people in North America. Students will discover how the climate of the Southwest influenced the development of cultures there and learn about the cultures of the Northwest Coast. This lesson also briefly discusses how the nations of the Great Plains lived.

Activity: This activity is divided into two parts. In the first part, students will answer short questions about the lifestyles of the Tulalip and Navajo people. In the second part students will answer, in one to two well-organized paragraphs, questions about the culture of the Tulalip people and describe the term "Sioux." Students will also name the dwelling type most commonly used by the Lakota.

Lesson 3: The Great Lakes, Northeast, and Southeast

In this lesson, students will review the major native cultural regions and explore the Native American cultures of the Great Lakes region. Students will learn about the different cultures of the Northeast and study the Native American groups that lived in the Southeast.

Activity: In this activity, students will briefly answer questions about the Anishinaabek, from the Great Lakes region, and about the Iroquois nation. Further, students will describe in one to two paragraphs the camps and movements of the Anishinaabek and their family structure.

Lesson 4: Early Interaction with European Settlers

In this lesson, students reflect on the meaning of Inter Caetera and explore the origins of European land claims in North America. Students will also consider Indigenous people's perspectives on colonization. In addition, students will think about the initial governmental documents between European governments and the tribal nations.

Activity: This activity is divided into two parts. In the first part, students will answer in brief about Inter Caetera and the Paris Peace Treaty of 1783. In the second part, students will briefly explain why Inter Caetera was issued by the Pope and identify the country that was in charge of the early interactions between the tribal nations and European nations. Then students will be given certain terms such as liberty, personal freedom, political freedom, and economic freedom, based on which they will be asked to evaluate the text of Inter Caetera in at least two thorough well-organized paragraphs.

Lesson 5: Native American People and the English Colonies

This lesson analyzes the sections of English colonial governing documents that pertain to relations with tribal nations. It explains why tribal confederacies were created and tracks how the evolving European American presence in their homeland affected Native American people. Further, students will interpret the effects of ethnocentrism on tribal and federal relations. They will understand the intention of the Northwest Ordinance with regard to tribal nations.

Activity: This activity is divided into two parts. In the first part, students will answer in brief about the Native American people and the English Colonies. In the second part, students will write a detailed paragraph on the importance of the Northwest Ordinance to Native American people and US relations.

Lesson 6: The US Constitution and Native American Policy

This lesson analyzes the constitutional provisions related to tribal nations and chalks out the important court cases that interpret the tribal–federal relationship. It brings into focus the concept of sovereignty and describes how it relates to tribal nations. Students will learn to define different types of trust relationships.

Activity: In this activity, students will write one detailed paragraph about "trust" in the context of Native American people and US relations. In a later activity, students will evaluate whether the US Supreme Court supported the rights of Native American people, citing examples wherever necessary.

Lesson 7: Native American Treaty Rights

This lesson begins by stating that a treaty is a formal binding agreement between sovereign nations. Students will understand the difficulties of treaty negotiation between tribal nations and the federal government. They will analyze the canons of treaty construction and how they affect treaty disputes. This lesson also explores the trilateral governing relationship between tribal, federal, and state governments. Further, this lesson explains how the case study of Ojibway fishing rights relates to the enforcement of Native American treaty rights in general.

Activity: This activity is divided into two parts. In the first part, students will answer questions in two to three complete sentences about the treaties with Native American tribes and how Native American people recognize land ownership differently than European Americans and colonists. In the second part, students will write answers in the form of an essay about the law governing Native American tribal sovereignty.

Lesson 8: Removal, Relocation, Allotment, and Assimilation Research Sources and Citations

This lesson looks at how the federal policy regarding Native American people has changed since the growth of the United States and explains the effects of the Dawes Severalty Act on tribal nations. Students will comprehend the lasting impact of the removal policy on tribal nations, as well as consider the effects of federal assimilation programs. Students will also assess the difference between the intended effect and actual effect of the Dawes Allotment Act on native individuals and communities.

Activity: This activity is divided into two parts. In the first part, students will answer short questions about reservation lands, the Dawes Allotment Act, and European American cultural traits. In the second part, students will explain from where the reservation system evolved and define what it means to be held “in trust.”

Lesson 9: Tribal Reorganization

This lesson explains the importance of the Indian Citizenship Act and assesses how the Indian Reorganization Act changed the structure of tribal governments. It helps students in analyzing the choice of Native American people to move to urban centers. Students will trace how the work of the Indian Claims Commission led to the termination policy.

Activity: In this activity, students will write a paragraph about the influence of boarding schools on urban migration of Native American people. Further, students will be asked to write a paragraph on John Collier and his beliefs about the Indian policy.

Lesson 10: Acts of Termination and Self-Determination

This lesson explores the implementation and effect of the termination policy on native communities and defines the concept of self-determination with regard to Native American tribes. Students will discuss how tribes get recognized at the federal and state levels. This lesson explains the advantages of federal tribal recognition.

Activity: In this activity, students write one paragraph about the story of the Klamath tribe's fate and the choices the members of the Klamath tribe were given at the time of termination. Students will also discuss the importance of federal tribal recognition to the prosperity of Native American tribes.

Lesson 11: A Boarding School Initiative

In this lesson, students will understand the United States Indian Boarding School Initiative and the reason for its implementation. The lesson discusses how Indian children were recruited to attend boarding schools. Finally, students will identify two types of American Indian boarding schools.

Activity: In this activity, students are asked to compare and contrast the Merriam Report and Richard Pratt's views on how American Indian children should be educated. Students will describe how boarding schools were detrimental to Native American culture.

Lesson 12: Life at the Carlisle Boarding School

This lesson describes the life of Indian children at the Carlisle Indian School and explains the outing system. The lesson also presents the effects of the boarding school experience by reading the words of Indian children. Students will analyze a historical document associated with the United States Indian Boarding School Initiative.

Activity: In the first part of this activity, students will write three to four sentences about Captain Richard Henry Pratt. In the second part, students will describe Pratt's assimilationist philosophy.

Lesson 13: The Long-Term Effects of Boarding Schools

This lesson analyzes the success of assimilation of Native American people through the eyes of both European Americans and Native Americans. Students will learn about the link between boarding schools and Pan-Indianism. They will describe the conditions of life for Indian people in the early twentieth century. The lesson explores Richard Pratt's perspective on helping Indian people. Finally, the lesson discusses the long-term ramifications of boarding schools.

Activity: In this activity, students will describe in three to four sentences the concept of Pan-Indian identity and how the Indian boarding school era is generally thought of as

a negative experience for the ancestors of Native American people. Students will also explain the relationship between dominant and subordinate groups in the context of Native American tribes. Further, with the help of examples, students will explain the relationship between the boarding school experience, the current state of Native American communities, and "spirit sickness."

Lesson 14: Resistance to Early European Settlers

This lesson considers different perspectives and experiences and helps students learn about various types of resistance. The lesson talks about the retaliation of native people against Spanish and English rule.

Activity: For this activity, students will be given definitions of words such as assimilation, passive resistance, collaboration, negotiation, and more. Based on these definitions, students will answer questions in two to four sentences with a proper explanation. Further, students will write two to three sentences on each of the following topics: the difference between the words "discover" and "invade," the catalyst for the Pan-Indian activism movement, and Bartolomé de las Casas.

Lesson 15: Resistance on the Battlefield and in the Courts

This lesson discusses the tribal alliances with European and other tribal nations, as well as the Native American individuals who led resistance efforts. The lesson examines the importance of major Supreme Court cases. It will help students understand why some nonnative individuals disagreed with the removal policy.

Activity: In this activity, students will answer questions in two to three complete sentences about Native American tribes, as well as the separate arguments about Cornplanter and Red Jacket with regard to the survival of the Native American way of life. Students will also answer questions about Senator Theodore Frelinghuysen. In the second part of the same activity, students will cite examples for the fight of the Native American people against the removal from their lands on the battlefield and in the courts.

Writing Assignments

Along with the submissions for every lesson, there are also four lab activities interspersed throughout the course.

In the lab activity Native American Diversity, students will answer questions based on a table given to them regarding the American Indian and Alaska Native population for the United States, regions, states, and Puerto Rico from 1990 and 2000.

In the lab activity Carlisle Boarding School, students will explain the meaning of a sentence taken from the course material. They will name and explain the main purpose of the two

types of boarding schools that existed during the 1800s and 1900s. Further, students will name and describe at least two differences that were mentioned in the course material of Captain Richard Pratt's survey of the teachers at the Carlisle School in 1900. Students will also explain how Pan-Indianism arose from the boarding school system. In the second part of the same activity, students will write a report about Native American off-reservation boarding schools. Students can use the internet as a research tool.

In the lab activity Richard Pratt, students will be given a link to a speech that Richard Pratt delivered at the nineteenth annual National Conference of Charities and Correction in 1892, titled "The Advantages of Mingling Indians with Whites." Students will answer questions about the speech.

In the lab activity Learning about Activism, students will answer questions in a three to six-sentence paragraph on the main issues that fuel Native American activism, the characterization of Native American activism during the early years of contact with the Europeans, the court case *Cherokee Nation v. Georgia* (1831), the arguments about Indian Removal, and one of the events of the American Indian Movement (AIM) in the 1970s. In the second part of the activity, students will write a two-page double-spaced report about Native American activism with the help of provided course material.

Lesson 16: Environmental Concerns

This lesson will help students understand the relationship that Native American people historically had with the natural world. The lesson defines the characteristics of environmental racism and examines an environmental issue of concern to Native American people.

Activity: In this activity, students will describe in one to two paragraphs the Great Law of Iroquois, Native American people's view about the ownership of land, the Yucca Mountain project, Winona LaDuke and Carrie Dann, and environmental racism.

Lesson 17: Political Advocacy: Late Nineteenth Century to Today

This lesson covers civil rights activism by Native American people. Students will understand why Native American groups organized to advocate for their legal and political rights. The lesson presents several influential people and groups that emerged to fight for Native American rights. Finally, students will analyze the struggle and the outcomes of these Native American activist groups.

Activity: In this activity, students will write two to three sentences about the first Pan-Indian rights group, the takeover of Alcatraz Island, and the protest of the Trail of Broken Treaties. Further, students will write two to three paragraphs about the American Indian Movement using specific examples from the text.

Lesson 18: Tension in the West

This lesson analyzes the effect of the California Gold Rush on Native American people living in California. The lesson marks the importance of the precedent set by the Lewis and Clark Expedition and explains the importance of the buffalo to the Native American people of the Plains. Students will evaluate how life changed for Native American people on the Plains during the nineteenth century. Finally, they will explore the forms of violent and nonviolent resistance displayed by the tribes of the Plains.

Activity: In this activity, students will answer questions in two to three sentences about the Native American people of California and the hardships they faced. Further, students will be given a situation, based on which they will write a well-reasoned paragraph.

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