

English 10 Ethnic Studies Course

Grades:	10
Length:	Full Year
Environment:	Classroom-based
Honors:	None
Subject:	English (“b”)
Discipline:	English
Institution:	Santa Ana Unified School District

Course Overview

This course will have students enhance transferable literacy skills such as rhetorical reading and writing specified by the California Common Core Standards, while developing student knowledge of multicultural literature for a representative education in American literature. Students will read, analyze, and respond to a broad range of nonfiction and fiction selections written by primarily authors of color.

Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global narratives and histories through the interdisciplinary lens of Ethnic Studies. By studying the histories and intersectionalities of, identity, ethnicity, indigeneity, ancestry, national origin, diaspora, racism, hegemony, and culture, students will develop respect and empathy for individuals, and groups of people locally, nationally, and globally. By participating in a student or community-centered Project Based Learning Assignment or Issues to Action or Youth Participatory Action Research process, students will build self-awareness, solidarity, self-determination and foster active consciousness, social engagement and agency. Students will deepen their awareness of how language works in effectively communicating ideas.

Core Texts

- *Americanized: Rebel Without a Green Card* by Sara Saedi (Narrative)
- *Juliet takes a Breath* by Gabby Rivera
- *Just Mercy* (Original or Adapted for Young Adults) *The True Story of the Fight for Justice* by Bryan Stevenson
- *Orange County, A Personal Memoir* by Gustavo Arellano

Unit 1: Identity and Intersectionality

This first unit explores identity through the lens of intersectionality. With a focus on indigeneity and roots, students will consider the construction of identity through the nuances and complexities of an individual’s lived experiences often in response to hegemony and normalization. Through different readings and sources, students will be asked to discuss and respond to essential and guiding questions.

Essential Questions

- What is identity? How is an individual identified by society? How does an individual identify themselves?
- Why is it important to recognize the nuances and complexities of an individual’s identity?

- What elements of an individual's past goes into the construction of their identity?
- How does intersectionality inform our own identity and the identity of others?
- What are the dangers of imposing a singular identity on a person?
- Why is it tempting to impose a singular identity on a person?
- What are the advantages and disadvantages of embracing an intersectional identity?
- What does oppression mean and how is it carried out in the creation of an identity?
- What is hegemony?
- Why does hegemony discourage the identification of intersecting identities?
- Is intersectionality a threat to hegemony? Why or why not?
- Describe how the recognition of intersectionality may be a threat to hegemonic forces.

Guiding questions for “The Intersectionality Wars” and “The Urgency of Intersectionality” by Kimberlé Crenshaw may include:

- How does Crenshaw define and describe intersectionality?
- What was her intention in creating this term?
- From watching the Ted Talk video, what is the importance of recognizing and addressing issues of intersectionality? What example can you provide of intersectionality?

Guiding questions for *Americanized: Rebel Without a Green Card* by Sara Saedi may include:

- What are some dominant preconceived notions about Iran and the Middle-East in the U.S.? What are some stereotypes around immigrant parents, or muslim parents that exist in the U.S.? How does Sara Saedi's memoir help break-down those stereotypes?
- What are the various aspects of the narrator's identity that she copes with through-out the memoir? Why is the concept of “intersectionality” important to consider when analyzing and understanding her experience as a young Iranian immigrant growing up in the United States?
- Describe the tone in the narrator's voice as she seeks to educate the reader about the experiences of Iranian-Americans. What might be the purpose of her use of satire, verbal and dramatic irony through-out the memoir?
- A recurring motif in Sara Saedi's memoir is the experience of the “immigrant child guilt complex.” Provide examples of how Sara and her sister experience this. What are ways in which they cope with this emotional complex?
- How does Sara Saedi's memoir discuss the topic of “Xenophobia”? How do you see xenophobia and bigotry expressed in your community, and the media? In what ways can we create more awareness around the impacts that Xenophobia and bigotry have on immigrants and Americans with Middle-Eastern origins?

Performance Task: Students will scan the resources provided below and choose a topic within one of the documents to analyze. After conducting a deep analysis of their topic, students will 1) write a report, 2) record an investigative report style video (like Frontline) on their topic or 3) create a powerpoint presentation with voiceover that explains the important findings and policies that are recommended to help provide equity on their chosen topic.

Core Text:

- *Americanized: Rebel Without a Green Card* by Sara Saedi
- The Intersectionality Wars (Kimberlé Crenshaw) :
<https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

- The Urgency of Intersectionality, Kimberlé Crenshaw, Ted Talk:
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=e

Supplemental Text:

(add ch. 1 of a Different Mirror and questions)

- The Intersectionality Wars (Kimberlé Crenshaw) :
<https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>
- The Urgency of Intersectionality, Kimberlé Crenshaw, Ted Talk:
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=e
- Learning for Justice (website) relevant articles (non-fiction)
- Zinn Education Project
- Intersectionality 101: <https://www.youtube.com/watch?v=w6dnj2IyYjE>
- “Bibi” (video): <https://www.learningforjustice.org/classroom-resources/film-kits/bibi/streaming>
- “Afro-Latina” by Elizabeth Acevedo: <https://www.youtube.com/watch?v=tPx8cSGW4k8&t=157s>
- “Hair” by Elizabeth Acevedo: https://www.youtube.com/watch?v=0svS78Nw_yY&t=104s
- “Ain’t I a Woman?” Sojourner Truth
https://thehermitage.com/wp-content/uploads/2016/02/Sojourner-Truth_Aint-I-a-Woman_1851.pdf
- “My Identity” by Yasmin Mistry:
<https://www.learningforjustice.org/classroom-resources/texts/my-identity>
(video) <https://www.youtube.com/watch?v=vNK4lmr37VM&t=76s>
- “The House on Lemon Street” <https://www.alyve.org/english/docs/apat/07lemon.pdf>
- Prison Writings: My Life is My Sundance by Leonard Peltier: excerpt available:
<https://www.learningforjustice.org/classroom-resources/texts/prison-writings>
- The Iraq War Blog: An Iraqi Family’s Inside View of the First Year of the Occupation (StudySync)
- **Source 1: [An Intersectionality-Based Policy Analysis Framework](#)**
- **Source 2: [An Intersectionality Based Policy Analysis Framework: Critical Reflections on a methodology for advancing equity](#)**

Unit 2: Oppression & Hegemony in the Criminal Justice System

In this second unit, students will continue to explore the reality of oppression and hegemony. This unit will focus on the presence of hegemonic forces as evidenced through the United States criminal justice system. Through different readings and sources, students will be asked to discuss and respond to essential and guiding questions.

Essential Questions

- How do the descriptors of incarceration in the US reveal hegemony?
- What is the relationship between racism and hegemony? Is racism the cause or the consequence of hegemony?
- What is the relationship between racism and incarceration?
- How is institutional and internalized racism evident in the US criminal justice system?
- Describe the emotional and mental health impact of oppression in the US criminal justice system.
- Describe the ways in which hegemony promotes racism in the US criminal justice system.

Guiding questions for *Just Mercy* by Bryan Stevenson may include:

- What are the tactics used by the US criminal justice system to promote hegemony?
- How is socio-economic status related to oppression and hegemony in the criminal justice system?
- Which details of Walter’s story reveal forces of oppression and hegemony? Which of these details is most egregious? Why?
- How are women, children, and people experiencing mental illness treated in the US court system?
- Consider the title. How is this related in the fight against oppression and hegemony?

Performance Task:

1. The performance task for this unit will require the students to write a report about the history of oppression and hegemony of the criminal justice system. In this report, students will begin by 1) explaining the history, 2) the current practices, and 3) the result of the current practices of the criminal justice system; then students should 4) look up organizations (Equal Justice Initiative, etc.) that are working towards transforming the justice system and write a synopsis describing their work, or look up an individual who has a story of resilience, resistance and/or success and write a synopsis.
2. Watch minutes 5-43 of the following talk from Bryan Stevenson at Stanford University: <https://www.youtube.com/watch?v=x5DfVmtKgzw> Use the information provided in this talk and in the book to summarize the problem of over-incarceration in the United States and to provide solutions to these situations. Carefully consider claims and counter arguments. Be sure to use valid reasoning and relevant, sufficient evidence.

Core Text:

- *Just Mercy* (Adapted for Young Adults) *The True Story of the Fight for Justice* by Bryan Stevenson

Supplemental Text:

- Teaching the New Jim Crow resources: <https://www.learningforjustice.org/magazine/publications/teaching-the-new-jim-crow>
- “What does California owe it’s incarcerated firefighters?” <https://www.theatlantic.com/politics/archive/2021/07/california-inmate-firefighters/619567/>
Breathing fire: female inmate firefighters on the front lines of California’s wildfires by Jaime Loewe

Unit 3: Epistemologies and Counter-Narratives

In the third unit, students will be introduced to the idea of counter-narratives through the understanding of differing epistemologies. Focus will be given to identifying master narratives and the purpose they serve as well as identifying counter-narratives and their purpose. Key discussions include the relationship between ideology and epistemology as well as relationship between narratives and power, oppression, healing, and identity transformation. Through different readings and sources, students will be asked to discuss and respond to essential and guiding questions.

Essential Questions

- What is the master narrative? Identify social constructs which support, maintain, challenge or support the master narrative.
- What role does a racial top down perspective play in the development of a master narrative?
- What epistemologies establish the master narrative?

- What is the counter narrative? Identify social constructs which support, maintain, challenge or support the counter narrative.
- What epistemologies establish the counter-narrative?
- How can epistemology be used to promote healing and identity transformation?
- How has epistemology been used to promote power and oppression?

Guiding questions for *Juliet takes a Breath* by Gabby Rivera may include:

- How does the main character in the novel represent a voice that is marginalized in hegemonic society? Why is it important to read about characters with complex and marginalized identities?
- What makes *Juliet Takes a Breath* a Coming of Age story? Describe how the main character internalizes external conflicts through the novel, and how they are able to find a path of their own.
- How does this book push the reader to explore their own assumptions and biases on race, gender, feminism, and sexuality?
- Explore any of the various motifs through-out the novel: air and breathe, blood as symbolism, literacy, feminism and gender. How do these motifs become themes through-out the novel? What might be Gabby Rivera’s overall message and purpose for weaving these motifs together in the novel?

Performance Task:

1. At the end of the unit, students will write a literary analysis essay responding to *Juliet Takes a Breath* by Gabby Rivera analyzing how the main characters *Coming of Age* and the concept of intersectionality are insync.
2. Another option. Students will write a research paper in MLA style about a woman of color, LGBTQ, or trans activists or artists whose social justice work or artwork speaks on intersectionality. Students will provide detailed examples on how the activists or artists work provides a critical perspective, and educates audiences on intersectionality. Students should provide more than one source, including visual or multimedia sources.

Core Text:

- *Juliet takes a Breath* by Gabby Rivera
- “The Danger of a Single Story” Chimamanda Ngozi Adichie
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en

Supplemental Text:

- *All American Boys* by Jason Reynolds and Brendan Kiely
- Learning for Justice (website) relevant articles (non-fiction)
- The Zinn Education Project (website) relevant articles (non-fiction)
- The Whisperers: Private Life in Stalin’s Russia (StudySync)
- “The Ballad of Birmingham” by Dudley Randall (StudySync)
- The Immortal Life of Henrietta Lacks (StudySync)
- Hotel Rwanda (StudySync)
- Civil Peace, Chinua Achebe (StudySync)
- “We need more.” Taylor Fagins (song) <https://www.youtube.com/watch?v=BDf2Yl3nSmY>
- *Barracoon: The Story of the Last “Black Cargo,”* Zora Neale Hurston:
https://soundcloud.com/harperaudio_us/barracoon-by-zora-neale-hurston
- The View From the Trenches, Civil Rights Teaching
<https://www.civilrightsteaching.org/traditional-narrative/view-from-trenches>

Unit 4: Local Counter-Narratives

Following the previous unit which focused on defining *epistemology*, *dominant narratives* and *historical hegemony*, in this unit students will question the dominant narratives for the accounts of local and contemporary histories of Orange County. Students will read counter-narratives and develop counter-narratives of their own using different forms of media and technology. Through different readings and sources, students will be asked to discuss and respond to essential and guiding questions.

Essential Questions

- Who are the original (Indigenous) peoples of Orange County?
- What is written about the Ajachemen and Tongva people's history and culture?
- How do dominant historical accounts impact the way we view the living Ajachemen and Tongva peoples?
- What are some themes found in contemporary narratives by Ajachemen and Tongva tribal members?
- What are the current ethnic and socio/economic demographics of Orange County?
- Does the dominant history of Orange County include and represent the multi-cultural and multilayered history of its location?
- What narratives are missing in the dominant history of Orange County?
- What are some published counter-narratives that depict experiences of people of color in Orange County?
- What is the history of Little Texas in Santa Ana?
- What are some narratives and themes about African-American life in Little Texas (S.A.) between 1950's-1990's?
- What is the history of gentrification of downtown Santa Ana? What are some pros and cons of urban development in downtown Santa Ana?
- What are the connections between economic development and housing displacement in downtown Santa Ana?

Guiding questions for *Orange County, A Personal Memoir* by Gustavo Arellano may include:

- Gustavo Arellano's memoir is structured with alternating chapters of his family's history and Orange County's history. How does Gustavo Arellano's decision for the structure of the book impact the reader's understanding of the memoir as a counter-narrative of Orange County's history?
- What are some "suburban myths" or illusions about Orange County associated with T.V. shows, propaganda, or the tourist industry to Orange County? What parts of the population are visible, and which sectors of the population are not? How does Gustavo's book address these illusions, and dispel them?
- Gustavo Arellano addresses the issue of gentrification at various points in the book. What is his message to the reader about the reasons for gentrification, and how it impacts the region?
- Arellano adds sections containing facts about various cities in the county along with restaurant recommendations. What might be his purpose for doing this? How does food play a role in the development of a county where people of many ethnic origins share living space? What do you notice about the specific restaurants he suggests to the reader?
- Consider the family stories Gustavo Arellano decides to include in the book. What are the themes he wants the reader to learn about his family's journey to Orange County, their settlement and concentration?

Performance Task:

1. At the end of the unit, students will write a short memoir in the form of a narrative-essay about their family's origins or story-of-migration to Orange County. Students will practice developing narrative elements such as plot, characters, conflict, setting, etc. and will practice developing sensory language to enhance details in their memoir.

2. Another option. In connection to the core text for this unit, Gustavo Arellano's *Orange County, A Personal Memoir* is to have students write a newspaper article, or visual and oral presentation providing a restaurant review and recommendation for a local ethnic restaurant located in Orange County. Students will need to research the restaurant, conduct an interview with a manager or customer, provide history of the establishment, menu and how the restaurant contributes to the local culture.
3. Another option is to have students develop and share a multi-media presentation (short video, social media slide/post, google-slide presentation, etc) about the "suburban myths" or illusions about Orange County associated with T.V. shows, propaganda, or the tourist industry to Orange County detailed in Gustavo Arellano's memoir. Students will present specific examples of those myths, how those myths have erased the marginalized histories of people of color in Orange County, and listing historical facts about people of color in Orange County to counter those myths.

Core Text:

- *Orange County, A Personal Memoir* by Gustavo Arellano

Supplemental Text:

- "Papaavetam/Water People" Poem by Megan Dorame
- "Santa Mariposa de Las Piedras" Poem by Deborah A. Miranda
- *A Different Shade of Orange* by Robert A. Johnson (excerpts)
- [Latino City: Urban Planning, Politics and The Grassroots](#) by Erualdo R. Gonzales (excerpts)
- "Rethinking the Coast with the Tia't Society" (mini-documentary) KTEC
- Indigenous Voices of San Juan Capistrano, Personal Interviews by OC Public Libraries (You-Tube)
- "The Black Beach Club in Huntington Beach" Article by the California Historical Society
<https://californiahistoricalsociety.org/blog/huntington-beach-and-the-black-beach-club-erased-from-history/>
- Time-line of Anti-Blackness in OC
<https://www.ocweekly.com/an-incomplete-embarrassing-timeline-of-anti-black-moments-in-orange-county-6426783/>
- OC history: Japanese-American site makes 'Most Endangered' list:
<https://archive.kpcc.org/blogs/multiamerican/2014/07/18/17025/oc-japanese-american-most-endangered-wintersburg/>
- Unseen Histories of Orange County's Little Saigon:
<https://storymaps.arcgis.com/stories/2d36a8f1e795467280cf8876476addc0>
- The Gentrification of Santa Ana: From Origin to Resistance:
<https://www.kcet.org/shows/city-rising/the-gentrification-of-santa-ana-from-origin-to-resistance>

Unit 5: Action and Community Engagement (Literacy in Action, Project SoapBox)

In this unit students will be participating in a student or community- centered Project Based Learning Assignment, Action Civics and Project Soapbox (Mikva Challenge). The goals for this unit should be focused on student projects that foster self-awareness, civic action that promotes solidarity to social issues that students care about, self-determination, active consciousness, social engagement and agency. Through research, civic action and other sources, students will be asked to discuss and respond to essential and guiding questions.

Essential Questions

- What are important social issues that people in Santa Ana face?

- What is a social, environmental, educational, housing, or health issue that students care about?
- What issues affect young people in Santa Ana?
- What is civic responsibility?
- What have students learned in this course thus far that may help them develop a project?
- What is a concrete task that student-groups can develop in order to take a proactive responsibility on an issue students care about?
- What concrete steps will students need to take to develop a civic action project?
- What are the six lessons of youth activism that Soraya Latiff shares in her TedTalk? Which lessons resonate with students as they develop their civic action project for this class?
- Compare how youth activism has changed over time from the 1950's to today.

Guiding Questions for “*Six Lessons of Youth Activism*” by Soraya Latiff may include:

- What are the six lessons that Soraya Latiff shares regarding Youth Activism?
- Why is it important for you to learn to tell your story?
- What does Soraya mean when she says "Our very agency to act is what keeps us all accountable to actualize and enact liberty and justice for all" Latiff says " Our agency is transformative, and it is love."?

Core Text:

- “Six Lessons of Youth Activism” TedTalks
https://www.ted.com/talks/soraya_latiff_six_lessons_of_youth_activism
- Project Soapbox of the Issues to Action Curriculum, Mikva Challenge (available through the history curriculum specialist in SAUSD)

Supplemental Text:

- *Meet the Santa Ana Activist who Spent Her Teenagehood at City Hall, (Article)*
<https://voiceofoc.org/2021/02/meet-the-santa-ana-activist-who-spent-her-teenagehood-at-city-hall/>
- *Santa Ana Activist Argue More Green Space and Affordable Housing are Key to Fighting the Pandemic’s Spread (Article)*
<https://www.kcet.org/shows/power-health/santa-ana-green-space-and-affordable-housing>
- *Santa Ana Remembers Late Activists Miriam Lopez in a City Where the Youth Fight for Their Future (Article)*
<https://voiceofoc.org/2021/01/santa-ana-remembers-late-activist-miriam-lopez-in-a-city-where-the-youth-fight-for-their-own-futures/>
- *Pedagogy of the Oppressed* by Paulo Friere (excerpts)
- Black Lives Matter <https://blacklivesmatter.com/about/>
- Ted Talk How to Turn Fear into Action - March for Our Lives -
https://www.ted.com/talks/emilia_allard_how_to_turn_fear_into_action
- We.org
- The SEE Summit <https://digitalpromise.org/students-for-equitable-education-summit/>

Textbook and Resources

Books & Literary Texts				
Title	Author	Publisher	Edition/Year	Website
Americanized: Rebel Without a Green Card	Sara Saedi	Penguin Random House		

Juliet Takes a Breath	Gabby Rivera	Penguin Random House		
Just Mercy: A Story of Justice and Redemption	Bryan Stevenson	Penguin Random House		
Orange County: A Personal History	Gustavo Arellano	Scribner A Division of Simon & Schuster		
A Different Mirror, Ch. 1	Ronald Takaki	Bay Back Books		
Ain't I a Woman	Sojourner Truth			https://thehermitage.com/wp-content/uploads/2016/02/Sojourner-Truth_Aint-I-a-Woman_1851.pdf
The House on Lemon Street	Maria Fleming			https://www.alyve.org/english/docs/apat/07lemon.pdf
All American Boys	Jason Reynolds and Brendan Kiely	Simon & Schuster	2013	
The Whisperers: Private Life in Stalin's Russia	Orlando Figes			(StudySync)
The Immortal Life of Henrietta Lacks	Rebecca Skloot			(StudySync)
The Ballad of Birmingham	Dudley Randall		1965	(StudySync)
Hotel Rwanda	Keir Pearson and Terry George		2004	(StudySync)
Barracoon: The Story of the Last "Black Cargo"	Zora Neale Hurston, Deckle Edge		2018	
Papaavetam/Water People	Megan Dorame		2019	https://theoffingmag.com/backoftheenvelope/papaavetam-water-people/
A Different Shade of Orange	Robert A. Johnson		1969	
Latino City: Urban Planning, Politics and	Erualdo R. Gonzales	Routledge	2017	

The Grassroots				
Project Soapbox of the Issues to Action Curriculum	Mikva Challenge			(available through the history curriculum specialist in SAUSD)
Articles				
Title	Author	Publisher	Edition/Year	Website
The Intersectionality Wars (Kimberle Crenshaw)	Coaston, Jane	VOX	May 28, 2019	https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination
Prison Writings: My Life is My Sundance	Leonard Peltier	Learning for Justice		https://www.learningforjustice.org/classroom-resources/texts/prison-writings
Source 1: An Intersectionality-Based Policy Analysis Framework	Ed. Elena Hankivsky	Institute for Intersectionality		https://drive.google.com/file/d/1pm6NMoFHKj7ZWn0KzM_OancYLeJsk4on/view
Source 2: An Intersectionality Based Policy Analysis Framework: Critical Reflections on a methodology for advancing equity	Ed. Elena Hankivsky	Institute for Intersectionality		https://drive.google.com/file/d/16lSQtdWSCGeuyYQy5iW8FbYVALuhHsxQ/view
What Does California Owe Its Firefighters? Breathing Fire: Female Inmate Firefighters on the Front Lines of California's Wildfires	Jaime Loewe	The Atlantic	July 27, 2021	https://www.theatlantic.com/politics/archive/2021/07/california-inmate-firefighters/619567/
The View from the Trenches	Charles Payne	Civil Rights Teaching		https://www.civilrightsteaching.org/traditional-narrative/view-from-trenches
The Black Beach Club in Huntington Beach	Erik Skindrud	California Historical Society	2/21/21	https://californiahistoricalsociety.org/blog/huntington-beach-and-the-black-beach-club-erased-from-history/
An Incomplete, Embarrassing Timeline of Anti-black Moments in	Gustavo Arellano	OC Weekly	5/30/13	https://www.ocweekly.com/an-incomplete-embarrassing-timeline-of-anti-bl

Orange County				ack-moments-in-orange-county-6426783/
OC history: Japanese-American site makes 'Most Endangered' list		KPCC		https://archive.kpcc.org/logs/multiamerican/2014/07/18/17025/oc-japanese-american-most-endangered-wintersburg/
Unseen Histories of Orange County's Little Saigon	Jane Huynh	Story Maps	12/15/20	https://storymaps.arcgis.com/stories/2d36a8f1e795467280cf8876476addc0
The Gentrification of Santa Ana: From Origin to Resistance:	Erualdo R. Gonzalez, Carolina S. Sarmiento	KCET	9/13/17	https://www.kcet.org/shows/city-rising/the-gentrification-of-santa-ana-from-origin-to-resistance
Meet the Santa Ana Activist who Spent Her Teenagehood at City Hall	Brandon Pho	Voice of OC	2/28/21	https://voiceofoc.org/2021/02/meet-the-santa-ana-activist-who-spent-her-teenagehood-at-city-hall/
Santa Ana Activist Argue More Green Space and Affordable Housing are Key to Fighting the Pandemic's Spread	Gabriel San Roman	KCET	2/2/21	https://www.kcet.org/shows/power-health/santa-ana-green-space-and-affordable-housing
Santa Ana Remembers Late Activists Miriam Lopez in a City Where the Youth Fight for Their Future				https://voiceofoc.org/2021/01/santa-ana-remembers-late-activist-miriam-lopez-in-a-city-where-the-youth-fight-for-their-own-futures/
Websites				
Title	Author	Organization		Website
Learning for Justice - Educational Resources		Learning for Justice		https://www.learningforjustice.org/magazine/our-new-name-learning-for-justice

Teaching People's History		Zinn Education Project		https://www.zinnedproject.org/
Teaching the New Jim Crow		Learning for Justice		https://www.learningforjustice.org/magazine/publications/teaching-the-new-jim-crow
Black Lives Matter				https://blacklivesmatter.com/about/
We.org				We.org
The SEESummit				https://digitalpromise.org/students-for-equitable-education-summit/

Films and Videos				
Title	Author	Organization	Website	
The Urgency of Intersectionality	Kimberle Crenshaw	Ted Talk	https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en	2016
Intersectionality 101		Youtube	https://www.youtube.com/watch?v=w6dnj2lyYjE	2016
Bibi		Learning for Justice	https://www.learningforjustice.org/classroom-resources/film-kits/bibi/streaming	
Afro-Latina	Elizabeth Acevedo	Youtube	https://www.youtube.com/watch?v=tPx8cSGW4k8&t=157s	2015
Hair	Elizabeth Acevedo	Youtube	https://www.youtube.com/watch?v=0svS78Nw_vY&t=104s	2014
My Identity	Yasmin Mistry	Learning for Justice	Lesson: https://www.learningforjustice.org/classroom-resources/texts/my-identity Video: https://www.youtube.com/watch?v=vNK4lmr37VM&t=76s	
Just Mercy: Race and the Criminal Justice System	Bryan Stevenson	Youtube	https://www.youtube.com/watch?v=x5DFVmtKgzw	2017

with Bryan Stevenson				
The Danger of a Single Story	Chimamanda Ngozi Adichie	Ted Talk	https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en	
We need more	Taylor Jalen Fagins	Youtube	https://www.youtube.com/watch?v=BDf2YI3nSmY	
Rethinking the Coast with the Tia't Society	Mini-documentary	Youtube	https://www.youtube.com/watch?v=aJSIv7KZmzA	
Indigenous Voices of San Juan Capistrano, Personal Interviews by OC Public Libraries	OC Public Libraries	Youtube	https://www.youtube.com/watch?v=hj0WiltLehE&list=PLzBpBkVIM3wj6p7ASWnMnT189gmmt7Z34	
Six Lessons of Youth Activism	Soraya Latiff	TedTalks	https://www.ted.com/talks/soraya_latiff_six_lessons_of_youth_activism	2020
How to Turn Fear into Action - March for Our Lives	Emilia Allard	Ted Talk	https://www.ted.com/talks/emilia_allard_how_to_turn_fear_into_action	