

# English 9 Honors Ethnic Studies Course

<b>Grades:</b>	9
<b>Length:</b>	Full Year
<b>Environment:</b>	Classroom-based
<b>Honors:</b>	Honors
<b>Subject:</b>	English (“b”) Honors
<b>Discipline:</b>	English
<b>Institution:</b>	Santa Ana Unified School District

## Course Overview

Title and unit titles adopted from: Pajaro Valley High School approved UC “a-g” course titled “English: Ethnic Studies” & Santa Ana Unified School District’s approved UC “a-g” course titled “English 9 Honors.”

Students in this course will read and analyze a broad range of nonfiction and fiction selections written primarily by authors of color, deepening their awareness of how language works in effectively communicating ideas. The course provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills in preparation for honors-level work in the sophomore year leading to Advanced Placement and/or International Baccalaureate courses. Through texts that range from essays, speeches, articles, historical documents, novels, plays, poetry and short stories, students will analyze the use of elements of literature and nonfiction using the SAUSD Ethnic Studies Five Guiding Pillars for interdisciplinary learning. As they develop their writing skills and respond to claims, students will learn to formulate arguments and use textual evidence to support their position. To improve their listening, speaking, and civic engagement skills students will engage with a variety of media types. Students will build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations.

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, indigeneity, ancestry, national origin, diaspora, racism, hegemony, ethnicity, and culture, students will develop respect and empathy for individuals, groups of people locally, nationally, and globally.

By participating in a student/community-centered Project Based Learning Assignment or Youth Participatory Research Project, students will build self-awareness, solidarity, self-determination and foster active consciousness, social engagement and agency. The project along with a comprehensive written exam will allow students to demonstrate higher order thinking skills, problem solving, critical thinking, and investigation and inquiry techniques.

### Core Texts

- *Damselfly* by Chandra Prasad (Novel)

- *Ceremony* by Leslie Marmon Silko (Novel)
- *The Bubbly Black Girl Sheds Her Chameleon Skin* by Kirsten Childs (play)
- *The Distance Between Us* by Reyna Grande (Youth edition, memoir)
- *The Best We Could Do, An Illustrated Memoir* by Thi Bui (Graphic novel & memoir)
- “Mosquita y Mari” by Aurora Guerrero (Film)\*
- “A Mile in Our Shoes: American Muslims” (Newsela Text-Set non-fiction articles)\*

### Supplementary Text

- *Santa Ana's Fairy Tales* by Sarah Rafael Garcia (Fiction, Short Stories)

## Unit 1: Race, Ethnicity, and Identity in America

The first unit provides an introduction to the key terms of race, ethnicity, racism, hegemony, master-narrative, oppression, assimilation, acculturation, nativism, discrimination, and intersectionality. With a focus on national origin, 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:

- What is “identity?”
- What is the difference between race, ethnicity, national origin?
- What are the origins of race, racism and white supremacy in the United States?
- How has race been socially constructed?
- What are the origins of “blood-quantum” being a measure for “race”?
- What does it mean to be “colorblind?”
- What does it mean to be American?
- What does oppression mean and how is it carried out?
- What is prejudice, stereotype, and discrimination?
- How do stereotypes affect our own identities and why do they negate us of 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 does social media impact how a person identifies themselves?
- How do we define ourselves?

Guiding questions for *Damselfly* by Chandra Prasad (Novel) may include:

- “*Elements of Plot*” *Focus*: Identify the sequence of events using the elements of plot. How does the author’s choice for the sequence of the novel affect the reader? How does nature’s abundance impact the setting and tone of *Damselfly*?
- *Focus on “Conflict”*: How do the various forms of conflict throughout the novel influence character relationships? How do each characters’ identity conflicts affect the way they behave on the island? How would that behavior differ if the characters stayed in Drake Rosemont?
- Like Chester and Ming, Sam is mixed-race (half South Asian, half Caucasian). In what ways does Sam’s multiracial identity seem to affect her sense of self both on and off the island?

- How do the teens in the novel begin to use the mainstream definitions of race and power in their interactions with one another?
- If the kids in *Damselfly* eventually return to their society, how might life be different for each of them as a result of having spent time on the island?

## Core Assignments

1. During the unit students will engage in a lesson that discusses the traditional literary canon and the history of neglected literature written by Black and Indigenous People of Color (BIPOC) authors in the United States. The objective of the lesson will be for students to survey, research, discuss and critique the fact that books written by people of color in the United States are not typically assigned as mandatory readings in the public school systems. Through structured academic discussion (socratic seminar, philosophical chairs, etc.) students will discuss facts and identify potential harms that occur when there is misrepresentation or lack of representation of texts written by BIPOC in assigned texts.
2. At the end of the unit, using information from group discussions, research and readings, students will write: a personal narrative, video, storyboard, or timeline. Students will reflect on their national origins, family ethnic roots, as well as past experiences with discrimination, privilege and disadvantage.
3. Students will be provided with a choice to complete one of the following creative projects for the novel in this unit: (a) Create a comic or graphic novel of at least ten panels that retells a pivotal scene in *Damselfly* (b) Re-create one of Anne Marie's pieces of art including a few paragraphs explaining the significance of the artwork as it relates to her character's experiences. (c) Create a newscast report for *Damselfly* based on one's interpretation of the novel's plot and conflict among the characters.

## Core Text:

- *Damselfly* by Chandra Prasad (Novel, fiction)

## Supplemental Text:

- Chapter 1 from *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki (Non-Fiction)
- *A Young Peoples' History of the United States* by Howard Zinn; and relevant articles found in *The Zinn Education Project* (Website, Non-Fiction)

## Unit 2: African American Literature

In the second unit, students will explore the experience of African Americans through literature 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:

- What role does African American literature play in the identity-development of the United States?

- How has African American literature reflected the struggles that African-American communities have experienced by region?
- How has society defined beauty, truth, and goodness?
- How has the development of images, often stereotypes, reduced or magnified an individual, particularly Black identity?
- What role does self-determination play in the trajectory of the African American Community?
- What role does self-determination play in the trajectory of African American art, literature and aesthetics?
- What is internalized oppression and internalized racism? How may changing the beauty standards to embrace “dark” and “black” as beautiful be a way to resist the common standards of beauty?

Guiding questions for *The Bubbly Black Girl Sheds Her Chameleon Skin* by Kirsten Childs (a play) may include:

- How do the narrator’s character traits develop throughout the play?
- What are the definitions for racial and beauty standards the narrator receives and internalizes throughout the play?
- Define and analyze how her internal conflicts are a result of the messages she receives about racial and beauty standards. How do those internal conflicts develop or change?
- How does the first scene of the play set the tone for the rest of the play? How does the playwright’s choice to include the allusion of the 4 little girls who were killed in the Black Church in Alabama in the 1960’s affect the reader? How does that allusion affect the tone and mood? Why is this event significant in history?
- How may the main character of the play embody or symbolize the playwright?
- What is the overall message of the playwright, as supported by the text and the final scene? How might this play be particularly significant to young women of color, or anyone who doesn’t embody the mainstream standards of “beauty”?

## Core Assignments

1. In the beginning of the unit, students will create a group oral presentation using google-slides, prezi, a video, or poster on one of the following topics: the role of African-American Literature, the role of African-American youth in the Civil Rights movement; the Black Lives Matter Movement, or internalized racism & oppression in regards to skin color and standard of beauty as perceived by the media. The purpose of the presentation will be for students to research and inform each other on various introductory topics that segway to reading the core text for the unit.
2. Students will develop a processed formal writing assignment (essay) by comparing and contrasting the themes in *The Bubbly Black Girl Sheds Her Chameleon Skin* by Kirsten Childs to another short fiction piece written by a person of color about standards of beauty. In preparation for the essay, students will analyze each piece deeply, using the three levels of reading approach, in which they first find meaning directly in the text (reading on the line); then they analyze what they read by interpreting, classifying, comparing, contrasting, and finding patterns in the texts (reading between the lines).

Finally, students move beyond the text to connect to an Ethnic Studies framework/analysis (reading beyond the lines).

**Core Text:**

- *The Bubbly Black Girl Sheds Her Chameleon Skin* by Kirsten Childs (Play, fiction)

**Supplementary Text:**

- Article on “The Birmingham Church Bombing in 1963” (Non-fiction)

## **Unit 3: Chicano/a and Latinx Literature**

In the third unit students will inquire about histories, current narratives, and topics relating to Chicano/a and Latinx communities throughout the United States. By reading and analyzing primary nonfiction and fiction texts written by Chicano/a and Latinx authors, as well as a variety of supplementary texts, students will be asked to discuss and respond to the following questions:

- What is the historical context of Chicano/a and Latinx literature?
- How did the various ethnic and language identities within this community develop?
- Who are some major authors during the period of major literary art production in the Chicano/a and Latinx community?
- How do various Chicano/a and Latinx authors write on the topic of identity in their work?
- What are some contemporary issues affecting the Chicano/a and Latinx communities?
- What are various themes in contemporary Chicano/a and Latinx literature?
- How does the media portray the issue of immigration and crime?

Guiding questions for *The Distance Between Us* by Reyna Grande may include:

- What are the characteristics of a memoir? How are the characteristics of a memoir developed by the author?
- How does economic-poverty affect Reyna’s family in the beginning of the novel?
- How are the children in the story affected by their parents’ migration to the U.S.?
- How does the author’s use of figurative language impact the reader’s understanding of the setting, plot and characters throughout the novel?
- What are some metaphorical symbols that are significant to understanding how Reyna feels as a child in Mexico, and in her journey to the U.S.? (i.e. the trains that pass through Iguala and the train station in Iguala, her grandmother’s house, new clothes, the U.S./ Mexico border, her parent’s picture frame, the helicopter, etc.)
- How does the author use these symbols to make connections between complex ideas presented in the memoir?
- How does immigration status, language, and belonging to multiple nationalities impact Reyna’s identity development in the second half of the novel?
- What is the role that education plays in Reyna’s self-empowerment and journey to independence?

## Core Assignments:

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

- A. Write an argumentative/expository essay on the following prompt:  
“Read 2-3 articles that discuss how the U.S. media portrays immigration. Take a stance on whether you believe the mainstream media correctly portrays the issue of immigration and crime. Use evidence from the non-fiction articles as well as details from the plot and characters in “The Distance Between Us,” by Reyna Grande to support your stance.
- B. Create a newscast, or newspaper article about a social issue currently affecting the Chicano/a or Latinx community and share it with the journalism or Student-Media group as a submission for publication and/or broadcasting.
- C. Youth Project Action Research, Issues to Action projects or Project Based Learning Lessons - Students will choose an issue that affects them the most or that they are most passionate about. They will do in-depth research and analysis as well as develop a process for improvement. One day a week will be dedicated to working on this community engagement project.

## Core Text:

- *The Distance Between Us* by Reyna Grande (novel, non-fiction)

## Supplementary Text:

- *The House on Mango Street* by Sandra Cisneros (novel in vignettes, fiction)
- “A Voice” by Pat Mora (Study-Sync/adopted text, poetry)
- “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (Study-Sync/adopted text, literary essay, nonfiction)
- “A Celebration of Grandfathers” by Rudolfo Anaya (Study-Sync/adopted text, literary essay, nonfiction)
- “Freeway 280” by Lorna Dee Cervantes (Study-Sync/adopted text, poetry)

## Unit 4: Asian American Literature

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-American minority and read texts from various Asian American authors. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- What is the history of the term, “model minority”? What political purposes did it have in its formation?
- What does the term “monolithic ethnic minority” mean? How does lumping all Asian groups under the category “Asian American” affect the specific ethnic groups within the Asian American community such as the Pacific Islanders and Southeast Asian communities?
- How does the Asian-Diaspora present itself in Asian-American Literature?

- Why is it important to understand the role of the U.S. in the War in Vietnam in order to understand the Southeast Asian refugee experience?
- What role did Asian Americans play in the growth and development of our community? Focus on the development of Little Saigon in Orange County.
- What opportunities do students have to enact positive change for Asian Americans, especially with the rise of Anti-Asian Violence across the U.S.? (Discuss the hurtful stereotypes that have led to scapegoating Asian Americans which has caused violence and displacement in the past)

Guiding questions for *The Best We Could Do, An Illustrated Memoir* by Thi Bui may include:

- How does the story of Thi Bui's family's survival from poverty, war, escape, and resettlement in the US. inform our understanding of the refugee experience in the United States?
- How does this narrative challenge the model minority myth that assumes Asian Americans have attained social and economic success and do not experience racism?
- What is the relationship between form and content in this book? Think about how racial/national/gender differences are visually depicted in this book? How do the text and images work together? What kind of argument is this text making? What is its visual rhetoric?
- What are the various depictions and point-of-views of the characters to their ancestral homeland, Vietnam? How do these various point-of-views represent conflict in the text? How is the conflict developed or resolved?
- What does the reader learn about the impact that the Asian-American diaspora have on the various generations of Asian immigrants and their progeny?
- What genre would you classify this book as and why? What does it mean to be Asian American, according to this book? To what extent should we read this book as representative as opposed to singular and why? Why does the narrator suggest that the defining inheritance of her family history is a "Refugee Reflex"?
- Bui's preface notes tells us that instead of writing out her family's history in chronological order, she follows instead an alternative logic guided by the shapes of her own and her parents' memories. What are the relative virtues of this form of history-writing, an "illustrated memoir", as the subtitle suggests?
- What might be the difference between an oral and a written/recorded history, between a micro-history based on multiple intertwined voices rather than a history based on institutionalized *grand narratives*?
- Trace the character development for each central character. Identify internal and external traits for each. What are central moments in the plot that contribute to any changes in internal traits? What are the limitations of the narrator at the beginning of the story? Does the narrator succeed in her attempts to learn how her mother and father became the way they are?

## Core Assignments

1. Working in groups, students will prepare for an academic discussion (philosophical chairs or Socratic seminar) in response to the use of language and multilingualism

in the illustrated novel. Prior to the discussion students will read academic articles about the subject. After the discussion, students will write an extended paragraph response or essay to one of the discussion prompts providing textual evidence from the academic article and the core text. See pages 24 & 25 of Teaching Guide for *The Best We Could Do*.

**Possible discussion questions and assignments may include:**

- The narrator’s two parents have considerably different relationships to the colonial French language as well as the Vietnamese language of their birth. Compare and contrast their two attitudes. What is the effect of so clearly detailing the differences between them? What are the similarities and differences between the narrator and her parents as they relate to the Vietnamese language?
- Do you agree with Tran’s argument that “literary dubbing” may be a strategy to restore the voices of a minority within a majority language? Why and why not?
- What is the effect of having different translational strategies for the different languages of the familiar self, colonialism, adopted home, and imagined reader?
- Students will rewrite and present one crucial scene from the perspective of its other characters by creating a storyboard—using the elements of a comics page.
- After students present their story-boards, they will write a paper responding to one or more of the following questions:
  - How does the narrative change dependent on point of view?
  - Would you integrate the several perspectives, or would you keep them apart?
  - What are some contradictions both within one character’s narrative and across different characters’ narratives?
- Characters sometimes openly correct each other’s version of events. In literary studies, such ‘unreliable’ narration is understood as a common device indicating a deeper complexity or tension at work. What do these contradictions suggest about the nature of traumatic experience, familial intimacy, and the many stories we tell about ourselves?

2. Continue working on YPAR, Action Civics or Project Based Learning Project.

**Core text:**

- *The Best We Could Do, An Illustrated Memoir* by Thi Bui
- *The Best We Could Do: A Teaching Guide* by Thi Bui

**Supplementary Text:**

- *Vietnamese Americans: Lessons in American History* Anthology by various authors (Article, non-fiction)
- “First They Killed My Father, A Daughter of Cambodia Remembers” by Loung Ung (Study-Sync/adopted text, non-fiction)

- 'Model Minority' Myth Again Used As A Racial Wedge Between Asians And Blacks by Kat Chow (Code Switch, NPR)
- "Little Saigon, a Cultural Heritage Site" by Christy Ko Kim (Preserve Orange County)
- Atlanta Attack Exposes Dangerous Sexualization of Asian Women by Soo Kim (Newsweek)

## Unit 5: Indigenous/Native American Literature

In this unit, students will study the experience of Indigenous/Native American People both historically and in terms of contemporary issues by reading and interpreting informational and literary texts. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- Who are the First Nation Peoples of Orange County? What do recorded historical narratives by Acjachemen tribal leaders and elders tell us about their tribe's identity and culture? What do the narratives tell us about Orange County that we did not know before? How can we incorporate this knowledge into our class?
- How has Western colonization affected First Nation peoples?
- What role has cultural and language assimilation played in the experience of First Nations peoples?
- What role has the removal of ancestral-land, ancestral-knowledge, and ancestral traditions played in the experience of First Nations people as told by Native American authors?
- What do textual accounts written by Native American authors say about the effects of boarding schools, and/or Western education on First Nations people?
- What are common themes in Indigenous Native American literature?
- Who were the Navajo Codetalkers during WWII? What role did they have in the war? How did their special role impact their life once they returned home after the war? (WWII focus due to Core Novel)
- What challenges continue to face First Nations?
- What opportunities do students have to enact positive change for First Nations?

Guiding questions for *Ceremony* by Leslie Marmon Silko (novel, fiction) may include:

- What themes and conflicts develop in the novel in relation to the following topics: cultural hybridity, colonial-impact in a post-colonial world, Western vs. Laguna-Pueblo point of views, continuity of time, and dualism?
- Consider the style in which the novel is written. How does Silko's use of her own Laguna pueblo story-telling tradition impact the way the story is told? How does it impact the reader's understanding of the story and Tayo, the main character?
- What are recurring symbols that are fundamental to understanding the structure of the novel? What do those symbols signify (ie. four cardinal directions, colors, natural elements, spiritual deities, etc.)?
- What are the themes conveyed by Leslie Marmon Silko in regards to the individual person's relationship with the world, and the world's relationship with the individual?
- Consider terms such as "linear" and "circular" notions to describe the concept of

time. How is time (past, present and future) presented in the structure of the novel by the author? Why is it crucial to consider a circular “non-Western” notion of time while reading this novel in order to truly understand the themes presented by the author?

## Core Assignments

1. Using research-based methods students will collaborate in groups to create and present a powerpoint presentation after accessing primary texts to report on any of the following time-periods/topics: Native American History of the Southwest: Colonization, Removal and Relocation, Laguna Pueblo History & Culture, Acjachemen History, The Navajo Code-Talkers of WWII, etc.
2. Students will write a processed Expository Essay or Literary Response Essay, with the opportunity to develop multi-drafts, and self-reflect using writing workshops or writing circles.

Prompts may include:

- (Literary Analysis) How do Tayo’s Laguna-Pueblo stories and language help the reader understand Tayo’s illness?
  - What are recurring symbols that are fundamental to understanding the structure of the novel? What do those symbols signify (ie. four cardinal directions, colors, natural elements, spiritual deities, etc.)?
  - (Ethnic Studies Analysis) As readers, what are the limitations of reading this novel through a Western perspective of time? What are the limitations of labeling Tayo’s illness as “Post Traumatic Stress Disorder?” What are the limitations of labeling Tayo’s dreams and visions if we label them the way Western literature labels such stories: folk, myth, or magic-realism?
3. Continue working on YPAR, Action Civics or Project Based Learning project.

## Core Text:

- *Ceremony* by Leslie Marmon Silko (Novel)

## Supplementary Text:

- *Crazy Brave: A Memoir* by Joy Harjo (memoir, non-fiction), *American Sunrise* by Joy Harjo (poetry)
- “An Indian Father’s Plea” by Robert Lake-Thom (Study-Sync/adopted text, non-fiction)
- *Bury My Heart at Wounded Knee* by Dee Brown (Study-Sync/adopted text, historical non-fiction)
- “Native Words Native Warriors” National Museum of the Native Americans Smithsonian
- “News from Native California” for articles on local history and interviews by Ajachmen tribe leaders (Magazine, non-fiction articles, art & poetry)
- Remarks by the President in a Ceremony Honoring the Navajo Code Talkers (Website)

## Unit 6: Gender Identity and LGBTQ Community

The sixth 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:

- What is gender? What is the difference between biological gender and chosen gender identity?
- How are the definitions of gender culturally or socially constructed?
- What is the definition of gender fluidity?
- How has women's inequality been enforced throughout U.S. history?
- How does liberation and justice for women of color look like in the U.S.?
- How does heterosexism discriminate against the LGBTQ community and how have people organized for the representation LGBTQ rights?
- What is patriarchy, sexism, and homophobia?
- How does patriarchy affect the lives of women?
- How does patriarchy and homophobia affect the lives of LGBTQ BIPOC?
- How does patriarchy affect the lives of men?

Guiding questions for *Mosquita y Mari* by Aurora Guerrero (Film, 2012) may include:

- To what extent do you feel informed about issues important to the LGBTQ community (for example, same-sex marriage, homophobia)? To what extent do you care about these issues? Do you feel you have been sufficiently educated about human sexuality?
- How are homosexual relationships perceived at your school? Are homosexual students or adults treated any differently than heterosexuals? If so, by whom?
- Do you think homophobia is morally different from racism? Why or why not?
- Which of the five central characters did you most relate to? Which one reminded you most of yourself? Who did you like the most? Who did you like the least? Why?
- How would you describe Yolanda (Mosquita) at the beginning of the film? What is her family like? What is her social life like? How does she spend most of her time?
- How would you describe Mari? What is her family like? What about her social life? How does she spend her time? (San Francisco Film Society)
- How would you describe Yolanda at the end of the film? Has her relationship with her family changed? Has her personality or perspective changed? In what ways does she behave differently than you might have expected after first meeting her character?
- Yoli and Mari never discuss it, but the secrecy and caution with which they approach their relationship imply a great deal about the familial and cultural expectations to which they feel bound. How do you think lesbian relationships (among teens, for that matter) are perceived in (predominantly Catholic) Chicano/a communities?

### Core Assignments

1. Students will write a short informational paper that reflects on key issues faced by LGBTQ famous people in history that have challenged sexism and/or heterosexism.
2. Students will develop a poster that promotes acceptance and respect for the LGBTQ community and create an awareness campaign in their campus by placing the posters around the school. The class can create a written message and have peers announce it in the morning announcements to help spread awareness about the purpose of the poster campaign.
3. Students will practice letter formatting and formal writing by writing a letter to Yolanda or Mari in the point of view of the other character. If students write from the point of view of Yolanda, they will write a letter for Mari. Vice versa, if students write a letter from the Point-of-view of Mari, they will write a letter for Yolanda. Students will need to consider the point-of-view of the character they are writing on behalf of and they will express their thoughts about a particular time in the story (at the end of the story or years later.)
4. Continue working on YPAR, Action Civics or Project Based Learning project.

**Core Text:**

- *Mosquita y Mari* by Aurora Guerrero (Film)

**Supplementary Text:**

- *Go Tell it on The Mountain* by James Balwin (Literary essay, non-fiction Study-Sync/adopted text)
- *Hunger: A Memoir of (My) Body* by Roxanne Gay (Study-Sync/adopted text, literary essay, non-fiction)
- “Racial Divide in the LGBTQ Community” (Newsela, non-fiction)

## Unit 7: 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 the personal or communal identity of some Arab/Muslim Americans?
- How do negative stereotypes of Arab/Muslim Americans affect them emotionally?
- How do stereotypes work to dehumanize people?
- 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 Arab/Muslim Americans right to privacy?
- What is Xenophobia and Islamophobia?
- What is the difference between Sunni and Shi'a Muslims?
- What are some themes in literary works written by Arab-Americans?

Guiding questions for “A Mile in Our Shoes: American Muslims” (Newsela Text-Set) may include:

- What do these stories show about the experience of being Muslim? What other words might the individuals here use to describe themselves? What experiences do you share with individuals in this collection?
- How are the individuals in this collection different from each other? What successes and challenges are unique to people in this group? What perspectives are missing?
- What are some challenges that affect individuals in this group that others might have a hard time understanding? What do you think others can do to understand the challenges these individuals face? What are some assumptions that people might make about individuals who identify with this group?
- How has the tragedy of 9/11 and stereotypes negatively affect individuals who identify with and who 'look' Arab or Muslim?
- What can communities do to support individuals in this group against hate crime and discrimination? What can you do?

## Core Assignments

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 counter-stereotypes or counter-narratives 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 a way to counteract or deconstruct it. Handbooks should include a diverse range of topics and sources (news media, print media, advertising, textbooks, popular media (film, music, visual art, etc.).
2. Students present the results of their YPAR, Action Civics or Project Based Learning project.

## Core Text:

- "A Mile in Our Shoes: American Muslims" (Newsela Text-Set non-fiction articles)

## Supplementary Text:

- *Looking for Palestine: Growing Up Confused in an Arab American Family* by Najla Said (Study-Sync/adopted text, literary nonfiction essay)
- *My Body is Not Your Battle Ground*, by Mohja Kahf (Study-Sync/adopted text, literary nonfiction essay)
- *My Grandmother Washes Her Feet in the Sink at the Bathroom at Sears* by Mohja Kahf (Poetry)
- *In-Between Cultures, A Granddaughters Advantage* by Hayan Sharara (Study-Sync/adopted text, literary analysis essay)
- *Driving My Own Destiny* by Manal al-Sharif (Study-Sync/adopted text, nonfiction),
- Article: "Decades After a Palestinian American was Assassinated in California, Two Suspects in His Killing are Living Openly in Israel" by David Sheen, (Nonfiction news article)

## Textbook and Resources:

Textbook				
Title	Author	Publisher	Edition	Website
A Different Mirror for Young People: A History of Multicultural America	Ronald Takaki	Seven Stories Press	2012	
A Young Person's History of the United States	Howard Zinn	Seven Stories Press	2007	
Beyond Heroes and Holidays	Enid Lee, Deborah Menkart, Margo Okazawa-Rey	Teaching for Change	2007	

Literary Texts				
Title	Author	Publisher	Edition	Website
Does My Head Look Big in This	Randa Abdel-Fatta	Orchard Books	2008	
Contortionist Tongue	Dania Aya Alkhoul	Moon Tide Press	2020	
Driving My Own Destiny	Manal al Sharif	(Available in Study-Sync)	2013	
Borderlands: La Frontera	Gloria Anzaldua	Aunt Lute Books	1987	
Go Tell It to the Mountain	James Baldwin	Knof (Available on Study-Sync)	1953	
Bury My Heart at Wounded Knee	Dee Brown	Holt, Reinhart, Winston (Available in Study-Sync adopted text, )	1970	
The Best We Could Do and The Best We Could Do: Teaching Guide	Thi Bui	University of Oregon	2017	<a href="https://cpb-us-e1.wpmucdn.com/bl ogs.uoregon.edu/">https://cpb-us-e1.wpmucdn.com/bl ogs.uoregon.edu/</a>

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Efren Divided	Ernesto Cisneros	Harper Collins	2020	
Woman Hollering Creek	Sandra Cisneros	Penguin Random House	1991	
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Hunger: A Memoir of (My) Body	Roxanne Gay	Harper Collins (Available on Study-Sync)	2017	
American Sunrise	Joy Harjo	WW Norton and Co.	2019	
Crazy Brave	Joy Harjo	WW Norton and Co.	2012	
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My Body is not Your Battle Ground	Mohja Kahf	(available in Study-Sync)	1998	<a href="https://www.marvinvos.nl/texts/my-body-is-not-your-battleground/">https://www.marvinvos.nl/texts/my-body-is-not-your-battleground/</a>
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An Indian Father's Plea	Robert Lake-Thom	Teacher Magazine (Available on Study-Sync)	1998	<a href="https://cyc-net.org/cyc-online/cycol-0612-lake.html">https://cyc-net.org/cyc-online/cycol-0612-lake.html</a>
Ceremony	Leslie Marmon Silko	Penguin Books	2006	

Black Elk Speaks	John G. Neihardt	State University of New York Press	1961	
Born a Crime	Trevor Noah	Spiegel & Grau	2016	
SanTanas Fairy Tales	Sarah Rafael Garcia	Raspa Press	2017	
Infinite Divisions: An Anthology of Chicana Literature	Tey Diana Rebolledo, Eliana Suarez Rivero	University of Arizona Press	1993	
Looking for Palestine: Growing Up Confused in an Arab American Family	Najla Said	Riverhead Books (Available in Study-Sync)	2013	
Percepolis	Marjane Sartrapi	L'Association	2003	
In-Between Cultures, A Granddaughters Advantage	Hayan Sharara	(Available in Study-Sync adopted text, )		
The Hate U Give	Angie Thomas	Harper Collins	2017	
Vietnamese Americans: Lessons in American History Anthology	Various Authors	Inc. Orange County Asian Pacific Islander Community Alliance	2001	
Scholarly Articles				
Title	Journal	Authors	Vol/Issue/Date	Website
Who are Arab Americans?	Arab American	Helen Hatab Samhan		<a href="http://arabvoices.net/docs/whoarearabamericans.pdf">http://arabvoices.net/docs/whoarearabamericans.pdf</a>
Civil Liberties and the Otherization of Arab Americans		Amaney Jamal		<a href="https://drive.google.com/file/d/1HcxQCGoarZX5IG329v1dn8aWOC9iaMw/view">https://drive.google.com/file/d/1HcxQCGoarZX5IG329v1dn8aWOC9iaMw/view</a>

<i>Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects</i>	Journal of Middle East Women's Studies  Published By: Duke University Press	Amaney Jamal and Nadine Naber, eds.	Vol. 5, No. 2 (Spring 2009), pp. 83-85 (3 pages)	
A Mile in Our Shoes		Newsela Text Set		<a href="https://newsela.com/subject/other/166936?utm_source=email&amp;utm_campaign=share&amp;utm_medium=web">https://newsela.com/subject/other/166936?utm_source=email&amp;utm_campaign=share&amp;utm_medium=web</a>

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Title	Author	Organization or resource type		Website
Stereotypes and American Educators		Arab American Anti Discrimination Committee		<a href="https://www.adc.org/arab-stereotypes-and-american-educators/">https://www.adc.org/arab-stereotypes-and-american-educators/</a>
Thi Bui's The Best We Could Do: A Teaching Guide	Thi Bui	University of Oregon		<a href="https://cpb-us-e1.wpmucdn.com/bl ogs.uoregon.edu/dist/0/310/files/2018/05/TBWCD-Curriculum-Guide-2018-19_v3a-1sqz8gg.pdf">https://cpb-us-e1.wpmucdn.com/bl ogs.uoregon.edu/dist/0/310/files/2018/05/TBWCD-Curriculum-Guide-2018-19_v3a-1sqz8gg.pdf</a>
Mountain Movers The Student Activism and the Emergence of Asian American Studies	Russell Jeung, Karen Umemoto, Harvey Dong, Eric Mar, Lisa Hirai Tsuchitani, Arnold Pa	UCLA Asian American Studies Center	2019	<a href="http://www.aasc.ucla.edu/aascpress/mm/">http://www.aasc.ucla.edu/aascpress/mm/</a>
Native Words Native Warriors		National Museum of the American Indian Smithsonian		<a href="https://americanindian.si.edu/nk360/code-talkers/introduction/">https://americanindian.si.edu/nk360/code-talkers/introduction/</a>

News from Native California	David Peri (Coast Miwok), Lucy Lozinto Smith (Dry Creek Pomo), Kathleen Smith (Bodega/Dry Creek Pomo), and Laura Somersal (Wappo/Dry Creek Pomo)	Heyday's Native publishing		<a href="http://newsfromnativecalifornia.com/">http://newsfromnativecalifornia.com/</a>
What are some typical misperceptions and stereotypes Westerners hold about Islam and the Middle East and visa versa?		PBS		<a href="http://www.pbs.org/wgbh/globalconnections/mideast/questions/types/index.html">http://www.pbs.org/wgbh/globalconnections/mideast/questions/types/index.html</a>
Teaching Tolerance to help teachers		Teaching Tolerance		<a href="http://www.tolerance.org">www.tolerance.org</a>
Zinn Education Project		Zinn Education Project		<a href="https://www.zinnedproject.org/if-we-know-our-history-without-history-matters-taino">https://www.zinnedproject.org/if-we-know-our-history-without-history-matters-taino</a>
Little Saigon, a Cultural Heritage Site	Preserve Orange County	Christy Ko Kim	12 Feb 2020	<a href="https://www.preserveorangecounty.org/tracts/2020/2/13/little-saigon-conservation-of-a-cultural-community">https://www.preserveorangecounty.org/tracts/2020/2/13/little-saigon-conservation-of-a-cultural-community</a>

Arab American Institute				<a href="https://www.aaiusa.org/">https://www.aaiusa.org/</a>
Islam in America		PBS		<a href="https://www.pbs.org/opb/historydetectives/feature/islam-in-america/">https://www.pbs.org/opb/historydetectives/feature/islam-in-america/</a>

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California Apologize to Chinese Americans	TIME	Ling Woo Liu	22-Jul-09	<a href="http://content.time.com/time/nation/article/0%2C8599%2C1911981%2C00.html">http://content.time.com/time/nation/article/0%2C8599%2C1911981%2C00.html</a>
Hate Crimes Against American Muslims Most since 9/11	New York Times	Eric Lichtblau	17-Sept-2016	<a href="https://www.nytimes.com/2016/09/18/us/politics/hate-crimes-american-muslims-rise.html">https://www.nytimes.com/2016/09/18/us/politics/hate-crimes-american-muslims-rise.html</a>
Atlanta Attack Exposes Dangerous Sexualization of Asian Women	Newsweek	Soo Kim	18 Mar 2021	<a href="https://www.newsweek.com/georgia-atlanta-shootings-sexualization-asian-women-1577131">https://www.newsweek.com/georgia-atlanta-shootings-sexualization-asian-women-1577131</a>
Model Minority Myth again used as a wedge between Asians and Blacks	NPR	Kat Chow	19-Apr-17	<a href="https://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks">https://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks</a>

Yes There's Racism in the LGBT Community But There Is More Outside It.  Racial divide in the LGBT community	Washington Post	Andrew Flores  Adapted by Newsela staff	06Nov-2019	<a href="https://newsela.com/read/lib-lgbt-racial-divide-in-community/id/57472/">https://newsela.com/read/lib-lgbt-racial-divide-in-community/id/57472/</a>
How to reduce negative stereotypes of Muslims in the media	Duke Today	Steve Hartside, Forrest Norman	29-Mar-17	<a href="https://today.duke.edu/2017/03/how-reduce-negative-stereotypes-muslims-media">https://today.duke.edu/2017/03/how-reduce-negative-stereotypes-muslims-media</a>
Four Black schoolgirls killed in Birmingham church bombing	A & E Television Networks	History.com Editors	9-Feb-2010	<a href="https://www.history.com/this-day-in-history/four-black-schoolgirls-killed-in-birmingham">https://www.history.com/this-day-in-history/four-black-schoolgirls-killed-in-birmingham</a>

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Same Love	Macklemore	Macklemore		<a href="http://www.youtube.com/watch?v=hIVBg7_08nQ">http://www.youtube.com/watch?v=hIVBg7_08nQ</a>
Coming Out Queer People of Color		Mini Documentary		<a href="https://www.youtube.com/watch?v=EQ9ZITGXzOM">https://www.youtube.com/watch?v=EQ9ZITGXzOM</a>
Mosquita y Mari	Aurora Guerrero	San Francisco Film Society	2012	<a href="https://tubitv.com/movies/549581/mosquita-y-mari?start=true&amp;utm_source=google-feed&amp;tracking=google-feed">https://tubitv.com/movies/549581/mosquita-y-mari?start=true&amp;utm_source=google-feed&amp;tracking=google-feed</a>
This is what LGBTQ is like around the world		Ted Talk		<a href="https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world#t-592764">https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world#t-592764</a>

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The danger of a single story	Chimamanda Ngozi Adichie	Ted Talk	7-Oct-2009	<a href="https://www.youtube.com/watch?v=D9lhs241zeg">https://www.youtube.com/watch?v=D9lhs241zeg</a>

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Remarks by the President in a Ceremony Honoring the Navajo Code Talkers	George W. Bush	The White House	2001	<a href="https://georgewbush-whitehouse.archives.gov/news/releases/2001/07/20010726-5.html">https://georgewbush-whitehouse.archives.gov/news/releases/2001/07/20010726-5.html</a>

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