

English 8 Ethnic Studies Course

Grades:	8
Length:	Full Year
Environment:	Classroom-based
Honors:	None
Subject:	English Language Arts 8
Discipline:	English
Institution:	Santa Ana Unified School District

Course Overview

Students in this course will read and analyze a broad range of nonfiction and fiction selections, deepening their awareness of how language works in effectively communicating ideas. Through texts that range from essays, speeches, articles and historical documents to novels, plays, poetry and short stories, students analyze the use of elements of literature and nonfiction using the Ethnic-Studies framework and a literature lens. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To improve their listening, speaking, and civic engagement skills students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work in a community setting. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative and expository styles.

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 framework of Ethnic Studies. 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 Action Civics (Issues to Action Mikva Challenge) Research, students will build self-awareness, solidarity, self-determination and foster active consciousness, social engagement and agency.

Core Texts

- *The Circuit* by Francisco Jimenez (Non Fiction, Novel)
- *Breaking Through* by Francisco Jimenez (Non Fiction, Novel)
- *Roll of Thunder, Hear My Cry* by Mildred Taylor (Historical Fiction, Novel)
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston (Nonfiction, Autobiographical Memoir)

Unit 1: Race, Ethnicity, and Identity in America

The first unit provides an introduction to the key terms of identity, diversity, acceptance and discrimination. With a focus on identity, students find ways to recognize what ethnic studies is and its role in the developing narrative that defines the “American immigrant.” Through different readings and sources, students will be asked to discuss and respond to the essential and guiding questions.

Essential Questions

- What is identity? How do we define ourselves?
- What is the difference between race, ethnicity, national origin?
- How do immigrants define themselves in the US?
- In what ways is the United States a “nation of immigrants”?
- What does it mean to be “colorblind” vs “color-conscious”?
- How can stereotypes affect our thinking of different social groups?

Guiding questions for “The All-American Slurp” by Lensey Namioka (short story) may include:

- What problems does the narrator’s family have when they go to dinner at their neighbors, the Gleasons?
- How do the members of the narrator’s family each tackle the problems that come from trying to learn English in their own way?
- At the Lin family dinner, the narrator’s family prepares for their neighbors; what happens that surprises the narrator?
- Identify how the immigrant experience of learning English affects each character as the story’s plot unfolds.
- Identify how the two dinner parties in the story shape the plot, using specific examples from these events in your response.

Guiding questions for “Saying Yes” by Diana Chang (poem) may include:

- How does the questioner in the poem re-phrase their questions? Why are they unsatisfied with her earlier answer(s)?
- What reasons does the speaker of the poem give for wanting to say yes twice? Be sure to cite evidence from the text.
- In “Saying Yes,” the speaker claims to be a part of two cultures. Identify ways in which the narrator in “The All-American Slurp” is also part of two cultures.
- In “Saying Yes,” the speaker tells the story of her identity. She describes how others often ask her to define herself. In “The All-American Slurp,” identify evidence that suggests how the narrator would answer the same questions about Chinese and American identity.
- Why does the speaker feel she has to straddle two cultures?

Guiding questions for “Thank You, Ma’am” by Langston Hughes (short story) may include:

- What event brought Roger and Mrs. Luella Bates Washington Jones into contact? What was Mrs. Jones’s immediate reaction to this event?

- Rather than call the police, what does Mrs. Jones do to Roger? How does Roger initially respond?
- What does Roger say when Mrs. Jones asks him why he tried to snatch her pocketbook? What does Mrs. Jones say in response? How do her words affect him?
- How do Mrs. Jones and Roger interact with each other at the beginning of the story? How does their interaction change as the story progresses? How do these changes enable the characters to overcome the challenges of their first interaction?
- How does Mrs. Jones' aversion to calling the police reflect the relationship between the Black community and the police?

Performance Tasks

At the end of the unit, students will write an expository essay in response to the readings in this unit:

- A. Response to Literature (Expository) essay
 1. "Saying Yes" and "The All-American Slurp" both feature distinct cultural settings. How does each text make use of Chinese and American cultures to influence the development of plot and character? Compare and contrast the relationships between setting, plot, and character in the two texts. Remember to support your ideas with evidence from the texts. In a discussion with your peers, use evidence from both texts as well as personal experience to respond to these questions.

Core Text

- "The All-American Slurp" by Lensey Namioka (Study-Sync/adopted text, fiction)
- "Thank You, Ma'am" by Langston Hughes (Study-Sync/adopted text, fiction)
- "Saying Yes" by Diana Chang (Study-Sync/adopted text, poetry)

Supplemental Text

- "Jing-Mei Woo: Two Kinds" by Amy Tan, <https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/4/2533/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf>
- Yeh Shen: A Cinderella Story from China, book
- "The Treasure of Lemon Brown" by Walter Dean Myers (Study-Sync/adopted text, fiction)

Unit 2: Chicano/a and Latinx Literature

In the second unit, students will analyze literary devices using poetry rooted in the Chicano/a family experience. In addition, experiences of family and identity will also be explored in this unit; as well as a variety of supplementary texts, students will be asked to discuss and respond to the essential and guiding questions.

Essential Questions

- What do we, as a society, know about the lives of immigrant laborers in America? These essential workers?
- What motivates people to overcome repeated challenges and to maintain hope in the face of extreme hardship? Are these challenges common in the Latino/a community?
- Did America fulfill the dreams of immigrants?
- Who is included in the label “Latino”?
- 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 youth?

Guiding questions for “*My Father is a Simple Man*” by Luis Omar Salinas (poem Study Sync) may include:

- Refer to one or more details from the text to explain the disagreement between the speaker and his father over fruit. Base your answer both on evidence that is directly stated and ideas that you infer from clues in the text.
- Use textual evidence to write three or four sentences that establish the father’s age.
- Note that Salinas structures his poem as a single free verse stanza. Remember that free verse describes poetry that does not rhyme or have a regular rhythm or meter. How does this poetic structure contribute to the development of the poem’s theme?
- In what ways is the speaker’s father a hero?

Guiding questions for “Freeway 280” (Study Sync) by Lorna Dee Cervantes (poem) may include:

- Why is the poem called “Freeway 280?” Is the poem just about a freeway?
- What do you think is the speaker’s main sentiment?
- What kind of industry was the neighborhood built around? What are the speaker’s feelings about this place now?

Guiding questions for “Elena” by Pat Mora (poem) may include:

- The speaker begins the poem by declaring, “My Spanish isn’t good enough.” Why would she feel this way about Spanish, her native language? Explain.
- Where were the speaker’s children born? Where do they live now? Explain, citing specific lines from the poem in your response.
- The speaker states that she is “embarrassed at the laughter” of the grocer, the mailman, and even her own children. Why is she embarrassed? What are these people probably laughing about?
- How does her experience reflect the pressure to fit in and be “American”?
- What is the image of an “American” and why does this make immigrants or children of immigrants feel like “others”?

Guiding Questions for “Born Worker” (Study Sync) by Gary Soto (short story) may include:

- What is internalized oppression?

- Why do you think José feels he is “destined to labor”? Support your answer with textual evidence.
- José doesn’t like his cousin Arnie, so why does he decide to go into business with him?
- Use details from the text to cite some of the major differences between Arnie and José.
- José doesn’t like his cousin because he feels Arnie is “lazy and, worse, spoiled by the trappings of being middle class.” What details does the author include in the story that reveal how Arnie really feels about José? Does he see José as his equal?
- Highlight the paragraph that presents the climax of the story. What do the characters’ responses to this event reveal about both José and Arnie, and how are their responses linked to the theme of the story?
- How does this story reflect internalized oppression of people of color?

Guiding Questions for “Abuela Invents the Zero” by Judith Ortiz Cofer (Short Story in Study Sync) may include:

- Describe Constancia’s relationship with Abuela prior to her grandmother’s visit to New Jersey. Cite details from the text to support your response.
- Refer to details from the text to explain why Constancia considers her grandmother to be, in her eyes, “ridiculous” and “bizarre.”
- How does Constancia respond when Abuela becomes lost in the church? Describe her reaction, and support your answer with textual evidence.
- Before Abuela’s arrival, which lines of dialogue in the story reveal that Constancia is unaware of the consequences her actions can have and that Constancia’s mother knows her daughter well and is trying to prevent any tension from occurring?
- Throughout the story, how does the author reveal the importance Constancia places on clothes and appearance, and how does this character trait serve to create a distance between grandmother and granddaughter?

Guiding Questions for *The Circuit* by Francisco Jimenez (autobiography/memoir) may include:

- Review the story titles. How does each title sum up what happens in that story?
- Are there any titles that you think do not fit the accompanying story? Why?
- Is there a title that hits home with you more than the others? Why? Would you change the title of any of the stories? If so, what would you change it to and why?
- Does each story stand alone? If so, how? If not, why not?
- Are the stories more effective combined? Could you read them in random order and still understand the message of each one and of the book as a whole?
- Which story is most powerful and why?
- How do these stories help build pride around one’s cultural and ethnic identity?

Performance Tasks:

At the end of the unit, students will write an expository essay in response to the readings in this unit:

B. Response to Literature (Expository) essay

An author's style is his or her unique way of putting words and sentences together. Diction, the author's word choice, is an important part of style, and in this case, includes the author's use of Spanish words and phrases. Write a multi-paragraph essay in which you analyze the effect of the author's choice to incorporate Spanish words and phrases into his story. How is using Spanish words connected to showing the author's pride in his identity as a Mexican American?

Core Texts:

- *The Circuit* by Francisco Jimenez (Audiobiography, memoir)
- "Abuela Invents the Zero" by Judith Ortiz Cofer (Study-Sync/adopted text, fiction)
- "Born Worker" by Gary Soto (Study-Sync/adopted text, fiction)
- "Elena" by Pat Mora (Study-Sync/adopted text, fiction)
- "Freeway 281" by Lorna Dee Cervantes (Study-Sync/adopted text, fiction)
- "My Father is a Simple Man" by Luis Omar Salinas (Study-Sync/adopted text, fiction)

Supplementary Texts:

- "Don't call me Puerto Rican, I am Ecuadorian" by Janill Briones (YouthCom Magazine)
https://youthcomm.org/story/dont-call-me-puerto-rican-im-ecuadorian/?story_id=NYC-2004-03-09
- "The Amigo Brothers" by Piri Thomas (Study-Sync/adopted text, fiction)
- "The Scholarship Jacket" by Marta Salinas,
<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZHlzYXJ0Lm9yZ3xtYXJsZXkktGFyay03LTgtY2FtYnJpZGdlfGd4OjE1NjY1ZmRiMjhhkMjlkODk> , or
<https://www.wtps.org/cms/lib/NJ01912980/Centricity/Domain/1174/The%20Scholarship%20Jacket.pdf> short story
- "Coming to America" by Patricia Smith, The New York Times: Upfront.
<https://upfront.scholastic.com/issues/2018-19/102918/coming-to-america.html#1120L>
- "For Migrant Kids, it takes Bravery and Hope to Reach U.S.". Newsela.
<https://newsela.com/read/migrant-kids-hope/id/2000000021/>

Unit 3: African American Literature

In the third 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 essential and guiding questions.

Essential Questions

- How have African-Americans been treated unfairly in the past?
- Why is it important to stand up to injustice when those around you do not?

- To what extent is collective action necessary to defeat injustice?
- How can we, as citizens, organize acts of civil disobedience?
- What are the repercussions of slavery still seen today?

Guiding questions for *Roll of Thunder, Hear My Cry* novel by Mildred Taylor:

- How can insensitive words be hurtful towards a person's identity?
- What examples of prejudice did the Logan family face in this novel?
- What were the short and long-term effects of discrimination on African-Americans in the rural south during the Great Depression in the United States?
- How was the Logan family treated unfairly in their small, rural town?
- What civil act of disobedience or "good trouble" did Papa Logan take against injustice? Why were his actions significant?
- What is empathy? How could the community have shown that Black lives matter in their town too?
- What is the difference between feeling proud and feeling superior toward another group of people?
- What did Dr. Martin Luther King, Jr. mean when he said, "A threat of injustice anywhere is a threat to justice everywhere"?
- How can people create a more fair and just society today?
- How is this novel relevant to you today?

Performance Tasks

1. As an introductory assignment into the unit, students will participate in a Google Jamboard to jot down what they know about slavery. Then, students will work in groups to create a circle map "What was slavery?" and include a framed question "What were some repercussions of slavery then and now?" The purpose of this beginning assignment is to introduce students to the topic of slavery, and how relevant it still is today.
2. Students will watch the Flocabulary biography video "Harriet Tubman and Courage" as a visual guide about this famous American heroine's experiences before, during, and after slavery. Students will learn how Harriet's organized acts of civil disobedience that contributed to the abolishment of slavery in the United States. Students will be able to discuss Harriet's character traits of courage and empathy. In addition, students will be provided with an alternate written text about Harriet Tubman.
3. Students will work in groups to research, define and present the following primary sources: (1) The Fugitive Slave Act of 1850, (2) The Emancipation Proclamation 1863, and (3) The 13th Amendment (1865). Students will learn why the United States supported the institution of slavery and the legal steps taken to dismantle slavery and, moreover, understand how these collective actions were necessary to defeat injustice.
4. Students will read and analyze the novel *Roll of Thunder, Hear My Cry* by Mildred Taylor to gain a great understanding of the economic and racial discrimination against African-Americans during the Great Depression Era in the United States. This assignment will include vocabulary development, guided questions, and plot devices to scaffold comprehension of the story, and culminate in an art project (i.e. Decades Project, One Pager poster, or Character Poster) to

demonstrate mastery of the unit. In addition, a pre-reading discussion is recommended to discuss with students the excessive use of derogatory terms used within this novel that reflect the racial conflicts of the era. Students will discuss and understand that comments based on race can be hurtful and demeaning, and most importantly it is behavior that dehumanizes a group of people, thus, it is never acceptable at any time.

5. Lastly, students will research the significance of the 1954 Brown vs. Board of Education Supreme Court case. Students will discuss the equalities that this landmark case legally established (*de jure*), but also the inequalities that still persist today (*de facto*) within a Socratic Seminar format. Then, students will write an argumentative essay utilizing the ethos, pathos, and logos rhetorical devices as a final demonstration of knowledge of this unit.

Core Texts:

- *Roll of Thunder, Hear My Cry* by Mildred Taylor (Historical Fiction, Novel)

Supplementary Texts:

- Harriet Tubman & The Underground Railroad by Douglas Jones, <https://va-rep.org/tour/guides/harriet.pdf> (informational text)
- Fugitive Slave Act 1850, The Americans, McDougal Littell Inc, <http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%206/FUGIT1.PDF> (primary source)
- Background on the Emancipation Proclamation, by Reading Like A Historian, Stanford History Education Group, https://www.losbanosusd.k12.ca.us/files/page/17380/Emancipation_Proclamation_1.pdf (primary source)
- “Separate Is Not Equal: Brown vs. Board of Education.” Smithsonian National Museum of American History, Behring Center, 2004, <https://americanhistory.si.edu/brown/resources/pdfs/unit1/9-13-15th-amendment.pdf> (13th, 14th, 15th Amendments, primary source)
- “Plessy v. Ferguson.” Oyez, www.oyez.org/cases/1850-1900/163us537. 29 Jul. 2021(primary source)
- “Harriet Tubman & Courage”, Flocabulary, <https://www.flocabulary.com/unit/harriet-tubman/> (biographical, video)

Unit 4: Asian American Literature

In this fourth unit, students will study and explore the experience of Asian Americans as immigrants and as native-born “outsiders”. Through different readings and sources, students will be asked to discuss and respond to the following essential and guiding questions.

Essential Questions

- How do Asian Americans in the United States define their ethnic and national identity?

- In what ways are Asian Americans represented as both “insiders” and “outsiders” in the United States?
- In what ways are Asian Americans made to feel like perpetual foreigners?
- How do our confrontations with justice and injustice help to shape our identity? How do these confrontations influence the things we say and do?
- What are the effects of an injustice that has not been acknowledged or judged?

Guiding questions for “Where the wind leads” by Dr. Vinh Chung may include:

- What kind of life did Chung’s father long for? Why didn’t things turn out exactly as he’d planned?
- How does the author’s own perspective influence his story? Is he proud of his family’s escape and their perseverance? Does he tell his family story with awe or disbelief? Or is his tone more distanced and calm?
- In what ways was the author “trapped between [two] worlds”?
- Present background information on the Vietnam War and Refugee Crisis. Background information on the Vietnam War needs to include the U.S. goals of defeating communism which was revealed as an effort to control the South Vietnam government politically and economically.

Guiding questions for “My Mother Really Knew” by Wing Tek Lum may include:

- Identify the lessons that the speaker of “My Mother Really Knew” learns about love from his relationship with his parents and the loss of his father.
- In the final stanza, the speaker’s mother explains “love” by comparing it to forces of nature. Explain and reflect upon the meaning of the final stanza. What is the mother trying to say? How does it shape our understanding of the rest of the poem?

Guiding questions for “Dear Miss Breed” by Joanne Oppenheim may include:

- What constitution amendments were violated when Japanese Americans were interned into concentration camps?
- What is institutional racism?
- Describe the conditions at the Poston Relocation Center. What made living there so difficult?
- *Dear Miss Breed* contains eyewitness accounts in two different media: [Babe](#) and Chiyoko’s oral history interviews, in which they recall events from many years later, and Louise’s letter to Miss Breed. Babe and Chiyoko both make very strong statements about the worst aspects of Poston: the unrelenting heat, the dust, and the poor quality of the housing provided. Contrast these two oral history interviews with Louise’s letter. How does the letter differ from the interview statements in content and tone, and what conclusions can you draw by contrasting these two different media?
- The Poston Relocation Center was named for Charles D. Poston, the first congressman from the Territory of Arizona and first superintendent of Indian

affairs in Arizona. Why do you think the government chose to name the relocation center after this man? What parallels can you find between the government's treatment of Japanese and Native Americans? Cite evidence from the text in your response.

Guiding questions for *Farewell to Manzanar* by Jeanne Wakatsuki may include:

- What does dehumanizing mean?
- In what ways was the mistreatment of the Japanese in Internment Camps dehumanizing?
- What is a *non-alien*?
- What does the word *instructions* usually mean? Are the items listed in the document instructions, or are they *orders*?
- When can we justify taking away a person's freedoms when they have not committed a crime?
- Why is it important to know about the injustice of interning Japanese Americans during World War II? How should it help guide our wartime policies today?
- How is the internment of Japanese Americans and forcing Native Americans onto reservations examples of institutionalized racism? How can this be prevented today?

Guiding questions for *Inside Out & Back Again* by Thanhha Lai

- Analyze and discuss Hà and her family's relationship to the war. Are they terrified of the conflict? Depressed? Hopeful? Or something else entirely? Focus on individual family members and the overall atmosphere and mood in Hà's household. Refer to specific evidence from the text as you discuss the war that "is coming/closer to home."
- In what ways does food connect people to the customs and traditions of their cultures? Is there a food or condiment like nước mắm that you eat with everything? Either in groups or as a class, discuss the ritualistic or cultural importance of food in both your family and your community. What can we learn about a culture from its culinary traditions? Cite examples from the text to support your analysis.
- At the start of this section, Miss Scott shares photographs of Vietnam with her class: images of war, starvation, despair, people fleeing, etc. But Hà is not impressed. How does Hà's knowledge of Vietnam compare to Miss Scott's and Mrs. Washington's? Write an essay of 300 or more words analyzing your own impression or understanding of your homeland compared with national or international attitudes. What do you think Hà might say to clear up any misconceptions and "set the record straight," so to speak, about Vietnam? What

would you say to set the record straight about your own homeland? Cite examples from the chapters to support your analysis.

Performance Tasks

1. Working in groups, students will prepare for an academic discussion in response to at least one or more of the texts written by an Asian American author. Questions for discussion may include: Why is the image of Asian Americans as the “model minority” detrimental to the Asian American and Pacific Islander communities?
2. Conduct a Socratic seminar on one of the articles to let students delve deep into the readings.
3. Write a literary response essay, or expository essay on themes of immigration and diaspora to analyze how Thi Bui (*Graphic Novel & Memoir*) discusses their ancestral homeland.
4. Continue to work on their YPAR, Civic Action, or Project-Based Learning Project.

Core text

- “Where the wind leads” by Dr. Vinh Chung (Study-Sync/adopted text, fiction)
- “My Mother Really Knew” by Wing Tek Lum (Study-Sync/adopted text, fiction)
- “Dear Miss Breed” by Joanne Oppenheim (Study-Sync/adopted text, fiction)
- *Farewell to Manzanar* by Jeanne Wakatsuki (Audiobiography, memoir)
- *Inside Out & Back Again*, by Thanhha Lai (Autobiography, memoir)

Unit 5: 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. Especially after 9/11/01 (The attack on the twin towers), Arab and Muslim Americans and anyone who resembles them, have been the target of hate crimes as well as unlawful institutionalized racism. Through different readings and sources, students will be asked to discuss and respond to the essential and guiding questions.

Essential Questions

- What are stereotypes?
- What are some common stereotypes about Arabs, Muslims, and the religion of Islam?
- Where do stereotypes come from and how are they often perpetuated?
- What challenges do Arab Americans or Muslims face in the United States?
- How did these stereotypes intensify after 9/11 and what did the Arab and Muslim community experience right after?
- How can we help students begin to deconstruct these stereotypes?
- How does learning about different cultures help to dispel stereotypes?
- What are some achievements or inventions that Arabs and Muslims have contributed to society?

Performance Tasks

1. To begin the lesson, ask students what they think when they hear the words “Arab, Muslims, and Arab men or women” and jot down responses on a piece of paper. Then, show the video *Arab: How You See Me* and discuss these perceptions with the students whole group and decide which responses are stereotypes or biases based on misperceptions from the media.
2. Next, students are to watch the videos “Mecca: National Geographic” and “Why Was the Islamic Golden Age of Science ... Golden?” whole group and jot down interesting facts learned from these videos. Discuss with students Arab and Muslim achievements and their contributions to society.
3. Then, students are to create a circle map based on their notes above. They are to label one side of the circle map “Negative Perceptions” and the other side “Positive Perceptions”. Discuss with students what they learned about the Arab American and Muslim community, and what this community has done to dispel these negative stereotypes.
4. Then, students will actively read the informational article “*Who Are the Arabs?*” and annotate the text including vocabulary, five Ws, and main idea. Discuss with students the positive aspects of Arab American influences and culture in the article.
5. Students can discuss within a Socratic seminar common stereotypes and biases against Arab Americans and Muslims in the United States. Are these stereotypes warranted? What is the media’s role in these stereotypes? How can society dispel these misperceptions?
6. To conclude the lesson, students will write a summary based on the following essential questions: “What did you learn about the Arab Americans community? And, how can society dispel the negative stereotypes associated with this community? Students will be able to demonstrate what life is like for Arab Americans and Muslims living in the United States, and how one can/should celebrate this community and its culture in order to refute stereotypes.
7. Continue working on YPAR, Action Civics Project or Project Based Learning Project.

Core text:

- Arab: How You See Me by Participant, YouTube, October 24, 2016, https://www.youtube.com/watch?v=O3ydbIUo0EY&list=PLGwAvE9XVTZ21lwcXd4ACZgCJu_3ygio&index=1
- Mecca: National Geographic by National Geographic, YouTube, August 6, 2009, https://www.youtube.com/watch?v=jM81wroj_MQ&list=PLGwAvE9XVTZ21lwcXd4ACZgCJu_3ygio&index=8
- Why Was the Islamic Golden Age of Science ... Golden by SciShow, YouTube, October 21, 2020, https://www.youtube.com/watch?v=cl3U9nILozc&list=PLGwAvE9XVTZ21lwcXd4ACZgCJu_3ygio&index=6
- *Who Are the Arabs?* by Steve Tamari, nonfiction Informational Text, https://beta-sfs.georgetown.edu/ccas/wp-content/uploads/sites/4/2019/07/Teaching_Unit-Who_Are_the_Arabs-508.pdf

- *At Risk of Prejudice: The Arab American Community* by Zeina Azzam Seikaly, Outreach Coordinator For Contemporary Arab Studies, Georgetown University, Washington, D.C.,
<https://www.socialstudies.org/sites/default/files/publications/se/6506/650604.html>

Supplementary Texts:

- *Arab Stereotypes and American Educators* by Marvin Wingfield and Bushra Karaman,
https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_arabstereotypes_english.pdf
- *Young Muslim Americans Are Feeling the Strain of Suspicion* by Kirk Semple, New York Times, Dec 14, 2015,
<https://www.nytimes.com/2015/12/15/nyregion/young-muslim-americans-are-feeling-the-strain-of-suspicion.html>
- A Student Perspective on Being Arab in America by Moody Instructional Media, YouTube, May 2, 2019,
https://www.youtube.com/watch?v=8gdUOSkkgbl&list=PLGwAvE9XVTZ21lwcX4d4ACZgCJu_3ykie&index=2
- Why We Need Arab American Heritage Month in 2020 by Now This News, YouTube, April 4, 2020,
https://www.youtube.com/watch?v=VujZGldsUFI&list=PLGwAvE9XVTZ21lwcX4d4ACZgCJu_3ykie&index=3
- Arab Contributions to Math and Science by izzitEDU, YouTube, September 3, 2019,
https://www.youtube.com/watch?v=xzIzPIX2Qxo&list=PLGwAvE9XVTZ21lwcX4d4ACZgCJu_3ykie&index=5

Unit 6: Indigenous/Native American Literature

In this unit, students will study and explore the experience of First Nations/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 essential and guiding questions.

Essential Questions

- How have stereotypes and symbols shaped American cultural identity?
- How have Native Americans been represented in American culture throughout history?
- Why is it important to appreciate and respect cultural differences?
- Why is the thinking that Native Americans do not exist anymore so harmful?
- Why is it important to not study Native American culture as folklore or to do role plays or demonstrate Native American Art with children?
- Why is it important to learn about the atrocities committed by the U.S. government towards Native Americans? But at the same time learn about their resistance and resilience?

- What impact did the U.S. boarding school system have on the Native American communities? How can this be addressed today?
- Why is it important to use the term genocide when teaching about the U.S. conquest of Native Americans?

Guiding questions for the nonfiction article [Are Native American Mascots Racists](#) may include

- What does the term “Redskins” mean to you? Why is this term offensive to Native Americans?
- How is using these types of terms dehumanizing for Native Americans?
- What arguments have been used to defend or oppose the use of Native American names and mascots?
- Should sports teams with Native American names and mascots be changed? Why or why not?

Performance Tasks

1. An introductory assignment to the unit will include watching the short video [Treatment of Indians from Discovery Education](#). The video explores how Native Americans have been erroneously portrayed in Hollywood films. Students will discuss stereotypes and misperceptions outlined in the video, then critique why this common practice was so prevalent in movie history.
2. We are going to read the poem “I’m Not the Indian You Had In Mind” on [facinghistory.org](#) three times, but we will be reading for three different purposes. After each read, you will write a two to three sentence response to the the prompt/purpose statement and then you will share your response with an elbow partner. (**Teacher:** You can choose to keep the same partner for each share out or you can have students change partner for each share out).
 - Read 1: Read the [intro to the poem and then the poem](#). Write two to three sentences sharing your initial emotional response to what you have read. Include, within your response, why you think you had the response that you did.
 - Read 2: For the second read, you will be comparing the viewpoints of two different people and how they view Native Americans. Read the quotes from the text [“Christopher Columbus-Hero or Villian?”](#) and then you will read “I’m Not the Indian You Had in Mind” for the second time. After reading both texts, take five minutes to compare the viewpoints of the different authors. How do they differ? Choose two [adjectives](#) to describe each author and explain your choice of [adjective](#) to your sharing partner.
 - Read 3: For the third read, you will read the poem a third time through the lens of the following questions:

Guiding Questions for “I am not the Indian you had in mind.”

1. What does the title of the poem mean?
2. Define the term stereotype. What stereotypes does King's poem evoke?
3. What is the impact of the repetition of the phrase "I'm not the Indian you had in mind"?
4. Do you experience a gap between how you see yourself and how others see you? What is the danger of stereotypes? What are effective ways to respond when you or someone you know is the target of stereotyping?

Answer questions 1-3 with your elbow partner and complete question 4 on your own.

Performance Task: Write an Editorial for a newspaper in which you explain how Native Americans have been misrepresented in North America and to the entire world. Your editorial must have a call to action in which you explain what you think should be done to rectify the injustices and atrocious treatment thrust upon Native Americans since the Europeans invaded North America and stole their land.

3. Then, in a whole or small group setting, students will be asked to think of sports teams that currently have Native American names and mascots. Students will keep a written record of findings.
4. Students will be presented with the primary source [State Reward for Dead Indians](#) from an 1863 excerpt in The Daily Republican newspaper to discuss and analyze where the term "Redskins" originated, its meaning, and why the word and any related symbols are offensive to Native Americans. ([Image of Newspaper Clipping](#))
5. Then, students will actively read the informational article "Are Native American Mascots Racist?" and annotate the text including vocabulary, five W's, and main idea. In addition, students will use the guided questions to understand the problems presented in the text.
6. Lastly, students will be asked to think of a solution to the problem of sports teams using Native American names and mascots. Students will refer back to his/her written record of sports teams and decide on acceptable new names and mascots that respect all cultures.

Core Texts

- "Are Native American Mascots Racist?", by Laura Anastasia, Junior Scholastic Magazine, 1 Sept. 2014, http://lmsplanner8.weebly.com/uploads/2/4/3/1/2431484/native_american_mascot_racist.pdf (Informational text)
- "I'm Not the Indian You Had in Mind." <https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/chapter-2/i-m-not-indian-you-had-mind>
- ["Christopher Columbus-Hero or Villian?"](#)

Supplementary Texts

- “State Reward for Dead Indians,” The Daily Republican newspaper, Winona, Minnesota, September 24, 1863 (primary source excerpt)
- [“Treatment of Indians”, Discovery Education 2005](#), (informational video)
- “Native American Traditions”, BrainPOP, 29 Jul. 2021, <https://www.brainpop.com/socialstudies/ushistory/nativeamericantraditions/> (informational video)
- *The Absolutely True Story of a Part-Time Indian* by Sherman Alexie (Study-Sync/adopted text, fiction)

Unit 7: Race, Gender Identity and LGBTQ+ Community

The fifth unit examines power through different genders and the discrimination of the LGBTQ+ POC community. Through different readings and sources, students will be asked to discuss and respond to the essential and guiding questions.

Essential Questions

- What is intersectionality? And how does this apply to queer people of color?
- What does it feel like to be belittled or criticized because of your identity?
- Discuss examples of the layers of oppression that queer people of color face?
- Why is it important to take action and stand up to injustice?
- How can we ensure that all people, regardless of race, gender, and sexual orientation are treated fairly in society?

Guiding Questions from the following biographical articles (informational text) :

- Compare and contrast the life experiences of LGBTQ+ authors: How are those experiences similar? How are they different?
- How have the POC authors grappled with racial and sexual identities?
- How do POC and LGBTQ+ authors authentically represent challenging issues such as fairness and justice in the characters presented in their books?

Performance Tasks

1. Students can watch the video “Transgender at 11: Listening to Jazz Jennings” and discuss the topic “Words Matter” and explore how negative stereotypes oftentimes perpetuate or reinforce violence against POC and the LGBTQ+ community. In contrast, positive words have the capacity to dismantle negative stereotypes and empower disenfranchised groups of people. Students will learn the importance of how words can break the cycle of oppression against POC and the LGBTQ+ community.
2. Next, present to students two Channel Kindness quotes - students will choose one quote and journal write what that quote means to them.
 - (1) “Love starts from within. You are of value, and you are beautiful. Never allow anyone to tell you otherwise” by Alfredo Hernandez
 - (2) “Your existence is precious. You may not know this now, but there are droves of people who love and accept you. Some days are going to be

difficult, but just know that after the storm, there will always be a rainbow”
by Ash Lopez.

3. Then, in jigsaw groups, students will read biographical articles (informational text) about the following LGBTQ+ young adult authors to compare and contrast their life experiences: (1) Langston Hughes, (2) Alex Sanchez, (3) George Takei, and (4) Ocean Vuong. Students will annotate (mark vocabulary, five Ws (Who What When Where Why), and main idea) articles and analyze guided questions to facilitate greater comprehension of text material.
4. Lastly, students can express what they have learned from this unit in a meaningful extension activity (i.e. one pager or group poster art project).
5. Students present findings in their Action Civics, YPAR or Project Based

Core text

- [Transgender at 11: Listening to Jazz Jennings, 2020/ABC News](#), by ABC News
- [Channel Kindness Quotes](#): Quote #1 by Alfredo Hernandez and Quote #2 by Ash Lopez
- [Langston Hughes Biography](#), English Language Arts, Informational Text, www.teacherspayteachers.com
- [Alex Sanchez Author Bio](#), English Language Arts, Informational Text, www.teacherspayteachers.com
- [Alex Sanchez Bio](#), www.alexsanchez.com, 2019
- [Why I love A Country That Once Betrayed Me](#) by George Takei, Common Lit 2014
- [Be Bold: A Profile of Ocean Vuong](#) by Rigoberto Gonzalez, Poets & Writers, 2019

Supplementary Texts

- A Dream Deferred and Dreams by Langston Hughes, [Poems](#)
- Felix Ever After by Kacen Callender
- King and the Dragonflies by Kacen Callender
- All Boys Aren't Blue by George M. Johnson, Young Adult, Nonfiction
- How to Be Remy Cameron by Julian Winters
- Running With Lions by Julian Winters
- From the Notebooks of Melanin Sun by Jacqueline Woodson
- The House You Pass On The Way by Jacqueline Woodson
- Little and Lion by Brandy Colbert
- Rainbow Boys by Alex Sanchez
- Juliet Takes A Breath by Gabby Rivera
- Queerleaders by M.B. Guel, Young Adult, Fiction
- Aristotle and Dante by Benjamin Alire Saenz
- The Culling by Steven Dos Santos
- The Mariposa Club by Rigoberto Gonzalez
- Butterfly Boy: Memories of a Chicano Mariposa by Rigoberto Gonzalez
- Chulito by Charles Rice-Gonzalez

- They called Us Enemy by George Takei, Young Adult, Autobiography
- Night Sky With Exit Wounds by Ocean Vuong,
- Laura Deen Keeps Breaking Up With Me by Mariko Tamaki
- A Line in the Dark by Malinda Lo
- Huntress by Malinda Lo
- For Today I Am a Boy by Kim Fu
- The Lost Girls of Camp Forevermore by Kim Fu
- Dear Twin by Addie Tsai
- Magic Fish by Trung Le Nguyen
- Sweet Dreams by Tama Wise (Maori LGBTQ author)
- Blue Boy by Rakesh Satyal
- Darius The Great Is Not Okay by Adib Khorram
- Tell Me Again How A Crush Should Feel by Sara Farizan
- Tell Me How You Really Feel by Aminah Mae Safi
- The Henna Wars by Adiba Jaigirdar
- A Map of Home by Randa Jarrar, Young Adult, Semi-Autobiographical Novel
- Being Jazz: My Life as a (Transgendered) Teen by Jazz Jennings

Textbook and Resources

Books & Literary Texts				
Title	Author	Publisher	Edition	Website
Welcome to America (poem)	Sara Abou Rashed			StudySync
The Other Side of the Sky (nonfiction novel?)	Farah Ahmedi and Tamim Ansary			StudySync
The Absolutely True Story of a Part-Time Indian	Sherman Alexie and Ellen Forney			StudySync excerpt
I Know Why The Caged Bird Sings (biography)	Maya Angelou	Randomhouse Trade Paperbacks	2009 edition	https://www.amazon.com/s?k=i+know+why+the+caged+bird+sings&i=stripbooks&ref=nb_sb_noss_1
Freeway 280	Lorna Dee Cervantes			Study Sync
Saying Yes (Poem)	Diana Chang			StudySync
Abuela Invents the Zero	Judith Ortiz Cofer			Study Sync
Funny in Farsi: A Memoir of Growing Up Iranian in America (novel)	Firoozeh Dumas	Random House Trade Paperbacks	1st Edition 2004	https://www.amazon.com/Funny-in-Farsi-Growing-Iranian-America/dp/0812968379/ref=sr_1_1?dchild=1&keywords=funny+in+farsi&qid=1627656346&s=books&sr=1-1
It Ain't So Awful, Falafel (novel)	Firoozeh Dumas	Clarion Books	Reprint Edition 2017	https://www.amazon.com/Aint-So-Awful-Falafel/dp/132874096X/ref=sr_1_2?crid=1W7DN7J3NOVJ6&dchild=1&keywords=it+aint+so+awful+falafel&qid=1627656460&s=books&prefix=it+aint+%2Cstripbooks%2C374&sr=1-2
The Skin I'm In (novel)	Sharon G. Flake	Little, Brown Books For Young Readers	20th Anniversary Edition 2018	https://www.amazon.com/SKIN-IM-20th-Anniversary/dp/1368019439/ref=sr_1_1?dchild=1&keywords=the+skin+i%27m+in&qid=1627655737&s=books&sr=1-1

Lily and Dunkin (novel)	Donna Gephart	Yearling	DGS Edition 2018	https://www.amazon.com/Lily-Dunkin-Donna-Gephart/dp/055353677X/ref=sr_1_1?dchild=1&keywords=lily+and+dunkin&qid=1627657270&s=books&sr=1-1
George (novel)	Alex Gino	Scholastic, Inc.	Reissued Edition 2017	https://www.amazon.com/George-Scholastic-Gold-Alex-Gino/dp/0545812577/ref=sr_1_1?dchild=1&keywords=george+by+alex&qid=1627657334&s=books&sr=1-1
Girl Mans Up (novel)	M.E. Girard	HarperCollins	1st Edition 2018	https://www.amazon.com/Girl-Mans-Up-M-Girard/dp/0062404180/ref=sr_1_1?dchild=1&keywords=girl+mans+up&qid=1627657176&s=books&sr=1-1
Kite Runner (novel)	Khaled Hosseini	Riverhead Books	1st Edition 2013	https://www.amazon.com/Kite-Runner-Khaled-Hosseini/dp/159463193X/ref=sr_1_1?dchild=1&keywords=kite+runner&qid=1627656966&s=books&sr=1-1
A Thousand Splendid Suns (novel)	Khaled Hosseini	Riverhead Books	Reprint Edition 2008	https://www.amazon.com/Thousand-Splendid-Suns-Khaled-Hosseini/dp/159448385X/ref=sr_1_2?dchild=1&keywords=kite+runner&qid=1627656966&s=books&sr=1-2
Harlem Dreams	Langston Hughes			https://www.acpsd.net/cms/lib/S02209457/Centricity/Domain/2434/Harlem_Dreams_by_Langston_Hughes.pdf
Thank you, ma'am (short story)	Langston Hughes			StudySync
I, Too (poem)	Langston Hughes			https://poets.org/poem/i-too
Farewell to Manzanar	Jeanne Wakatsuki Houston and James D. Houston	Dell	January 1, 1973	
The Circuit	Francisco Jimenez	University of New Mexico Press; 1st edition	October 1, 1997	
March: Book One (novel)	John Lewis	Top Shelf Productions	1st edition	https://www.amazon.com/March-Book-One-John-Lewis/dp/1603093001/ref=sr_1_1?dchild=1&keywords=march+book+one&qid=1627655689&s=books&sr=1-1
America (poem)	Claude McKay	Liberator	December, 1921	https://www.poetryfoundation.org/poems/44691/america-56d223e1ac025

The Treasure of Lemon Brown (Short Story)	Walter Dean Myers			StudySync
Elena	Pat Mora			Study Sync
The All- American Slurp (short story)	Lensey Namioka			StudySync
A Good Kind of Trouble (novel)	Lisa Moore Ramee	Balzer + Bray		https://www.amazon.com/Good-Kind-Trouble-Moore-Ram%C3%A9e/dp/0062836692/ref=sr_1_1?dchild=1&keywords=good+kind+of+trouble&qid=1627655483&s=books&sr=1-1
The Wind Done Gone (novel)	Alice Randall	Mariner Books		https://www.amazon.com/Wind-Done-Gone-Novel-ebook/dp/B008Z5Z4GM/ref=sr_1_1?dchild=1&keywords=the+wind+done+gone&qid=1627655115&s=books&sr=1-1
My Father is a Simple Man	Luis Omar Salinas			Study Sync
The Scholarship Jacket	Martha Salinas			https://docs.google.com/viewer?a=v&pid=sites&srcid=ZHlzYXJ0Lm9yZ3xtYXJsZXktcGFvay03LTgtY2FtYnJpZGdlfGd4OjE1NjY1ZmRiMjhhMjlkODk Or https://www.wtps.org/cms/lib/NJ01912980/Centricity/Domain/1174/The%20Scholarship%20Jacket.pdf
Young Muslim Americans Are Feeling the Strain of Suspicion	Kirk Semple	New York Times	December 14, 2015	https://www.nytimes.com/2015/12/15/nyregion/young-muslim-americans-are-feeling-the-strain-of-suspicion.html
Hidden Figures (novel)	Margot Lee Shetterly	William Morrow Paperbacks	Media tie-in edition	https://www.amazon.com/Hidden-Figures-American-Untold-Mathematicians/dp/0062363603/ref=sr_1_1?dchild=1&keywords=hidden+figures&qid=1627655868&s=books&sr=1-1
Born Worker	Gary Soto			Study Sync

Jing- Mei Woo: Two Kinds (Excerpt)	Amy Tan			https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/4/2533/files/2018/08/two-kinds-a-my-tan-1n17j7y.pdf Audio Recording: https://www.youtube.com/watch?v=G-SqvlmJCk
Roll of Thunder, Hear My Cry (novel)	Mildred Taylor	Puffin Books	40th Anniversary Special Edition 2016	https://www.amazon.com/Roll-Thunder-Hear-Cry-Anniversary/dp/110199388X
Hear America Singing (poem)	Walt Whitman			StudySync
Arab Stereotypes and American Educators	Marvin Wingfield and Bushra Karaman	Teaching for Change	2012	https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_arabstereotypes_english.pdf
Websites				
Title	Author	Organization		Website
Oyez		Supreme Court Resources		https://www.oyez.org/
Teaching Tolerance to help teachers		Teaching Tolerance		www.tolerance.org
Zinn Education Project		Zinn Education Project		https://www.zinnedproject.org/if-we-knew-our-history/whose-history-matters-taino
Matthew Shepard Foundation		Youth and Hate Crime Prevention Resources		https://www.matthewshepard.org/
Yeh Shen: A Cinderella Story from China				http://wiedmeyer.weebly.com/uploads/3/7/7/4/37740191/114_yeh-shen.pdf

Films and Videos				
Title	Author	Organization	Website	

Eyes on the Prize: America's Civil Rights Movement	Blackside	PBS History Series: American Experience 1987	https://www.pbs.org/wgbh/americanexperience/films/eyesontheprize/#film_description	
Harriet (2020) PG-13	Kasi Lemmons	Universal, A Comcast Company	https://www.amazon.com/Harriet-Cynthia-Erivo/dp/B07Z76LJRN/ref=tmm_dvd_swatch_0?encoding=UTF8&qid=&sr=	
Hidden Figures (2017) PG		20th Century Fox	https://www.amazon.com/Hidden-Figures-Taraji-P-Henson/dp/B01LTI1RHG/ref=sr_1_1?dchild=1&keywords=hidden+figures+dv&qid=1627656120&s=movies-fv&sr=1-1	
Dances With Wolves (1990) PG-13		20th Century Fox	https://www.amazon.com/Dances-With-Wolves/dp/B00Q3F0ITO	
A Student Perspective on Being Arab in America		Moody Instructional Media	https://www.youtube.com/watch?v=8gdUOSkqbl&list=PLGwAvE9XVTZ21lwcxXd4ACZgCJu_3ykio&index=2	
Why We Need Arab American Heritage Month in 2020		Now This News	https://www.youtube.com/watch?v=VujZGldsUFI&list=PLGwAvE9XVTZ21lwcxXd4ACZgCJu_3ykio&index=3	
Arab Contributions to Math and Science		izzitEDU	https://www.youtube.com/watch?v=xzIzPIX2Qxo&list=PLGwAvE9XVTZ21lwcxXd4ACZgCJu_3ykio&index=5	