

# Ethnic Studies

**Course Title:** Ethnic Studies

**Length of Course:** Full Year (Two semesters)

**Subject Area:** History/Social Science Elective

**Grades:** 7-8th Grades

**Prerequisites:** Not required

## **Overview**

This course was designed by taking the High School approved Ethnic Studies Course, made it grade level appropriate and aligned it to the SAUSD Ethnic Studies Six Guiding Pillars for interdisciplinary learning - to guide course creation and implementation.

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

Through historical documents and historical interpretations (both print and film), students will be able to (1) discuss their identities, including race, ethnicity, culture, and nationality, (2) describe the ways in which these categories are socially constructed and how they affect students' lives and the lives of others, (3) participate in grassroots community organization, and (4) explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.

This course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. The course develops academic skills in reading, analysis, and writing of historical narratives. The course gives students a broad opportunity to work with and understand the variety of perspectives that shapes the richness and complexity of the United States as well as our city.

### **Core Text:**

A Different Mirror For Young People: A History of Multicultural America, by Ronald Takaki

A Young People's History of the United States, By Howard Zinn

Beyond Heroes and Holidays, By Enid Lee

### Resources:

Discovering Gifts in Middle School by Jeanne Gibbs

Conquest and Historical Identities in California (1769-1936) by Lisbeth Haas

## **SEMESTER 1**

### **Unit 1 - Introduction to Ethnic Studies**

Unit Overview: Students will understand why communication, collaboration, and caring are vital to create a healthy learning environment.

#### Essential Question:

- Why is building community important?
- “Dream Quilt,” p. 267, Discovering Gifts in Middle School
- “Finding All We Have in Common,” p. 272, Discovering Gifts in Middle School
- “Interview Circle,” p. 285, Discovering Gifts in Middle School

Performance Task: Tribal poster

### **Unit 2 - Who Am I? Exploring Race, Ethnicity, Culture, and Identity**

Unit Overview: Students will examine laws and representations in popular culture that have constructed race in the American mind, as well as how we continue to reinforce these categories today. They will also analyze how communities of color have mobilized and helped to enforce justice and equality for all.

#### Essential Question:

- How has race and ethnicity shaped our identities?
- What are the origins of race and racism in the U.S.?
- Is there such a thing as race? How has race been socially constructed?
- How have people of color challenged racist laws in the United States?
- Analyze the civil rights victories for racial equality, how have you benefited from the civil rights victories?

#### Resources Used:

1. “The Hidden Origins of Slavery,” A Different Mirror, Ch 3. pgs. 47-62
2. Black and White,” Chapter 2, pgs. 23-38, A Young People's History of the United States

3. “My Story, Our Story?” A Different Mirror, Introduction, pgs. 1-3
4. “Orange County Civil Rights: A History of an Enduring Struggle for Equality.”

Performance Task: “I am From/We are From...Soy De/Somos De...” Poem, Identity Poster and Artist Statement Gallery Walk.

### **Unit 3 - Why Ethnic Studies? Why In Our schools?**

Unit overview: Students will understand how the Master Narrative in school curriculum may negate or deem invisible the histories and cultures of people of color in the United States. Students will understand that they are part of a historical legacy in the struggle to achieve a college education and understand the need for themselves to pursue a post secondary education..

#### Essential Question:

- What is Ethnic Studies?
- Why is there a need for Ethnic Studies in our schools?
- Does the textbook represent the lives, the issues, and the history of people who live in our community?
- How are people of color portrayed in your textbook?
- Is there recognition for the work and contributions of communities of color to the building of the U.S. or has that information been omitted or just mentioned a few sentences, paragraphs or pages?
- If it has been omitted what is the message being taught about who built America?
- What is the Master Narrative?
- And what is a counter narrative?
- Why is it important for underrepresented students of color to attend college?

#### Resources used:

1. “Why a Different Mirror?” A Different Mirror, Chapter 1, pgs. 5-15
2. Analyze a U.S. History textbook
3. “Calls for Change,” A Different Mirror, pgs. 297-316
4. “The Legacy of the Third World Liberation Front student strike at SF State“ documentary (8:35 minutes), Youtube video
5. Current Racial/Ethnic Enrollment Statistics of local colleges and universities in Orange County, Go to [collegedata.com](http://collegedata.com) and look up statistics on the local colleges  
Census Data: <http://www.census.gov/quickfacts/table/PST045215/06059>

Performance Task: Students will conduct a critical analysis of a U.S. History textbook in pairs. Each pair will be assigned a section of the U.S. textbook, and create a Google Slide to present their concerns and alternative perspectives on how the histories of people of color are presented in the textbooks. Students will answer the essential questions - how are people of color portrayed in your textbook? Is there recognition for the work and contributions of communities of color to the building of the U.S. or has that information been omitted? If it has been omitted what is the message being taught about who built

America? Why is it important for students of color to attend college? Individual student maps/plans to get to college.

#### **Unit 4 - Why Are Stereotypes Harmful? Challenging Stereotypes and Scapegoating**

Unit Overview: Students will understand how stereotypes hurt individuals as well as whole groups by supporting discriminatory thinking and institutional racism. Then students will understand the social and material consequences of these stereotypes throughout history.

##### Essential Questions:

- What is media?
- What is social media?
- What is the difference between media and social media?
- What is a stereotype?
- How is media and social media used to spread racial stereotypes?
- How do stereotypes affect our own identities and how do they take away our individuality?
- How can stereotypes affect our thinking of different ethnic groups?
- How do media stereotypes of different ethnic groups lead to the scapegoating and discrimination of marginalized communities in the United States?
- How do stereotypes lead to implicit bias in the schools, workplace and institutions?
- What are the impacts of racial stereotypes?

##### Resources Used:

1. Stereotypes in the media
  - a. Asian Americans
    - “Asian American” (poem), Beyond Heroes and Holidays, p. 387
    - [“What Kind of Asian are You?”](#) Youtube
    - [“Voices: Who is Vincent Chin?”](#) Youtube
  - b. Latinos
    - [“Latin American Stereotypes in the Media.”](#) Youtube
  - c. African Americans
    - [“A History of Black Stereotypes Onscreen”](#) Youtube
    - [“History of African Americans - Past to Future”](#) Youtube
  - d. Native Americans
    - “Bias in Children’s Movies: Pocohantas,” p. 126-130, Beyond Heroes and Holidays
    - [“How Hollywood stereotyped the Native Americans”](#) Youtube
    - Ch. 2 “Removing the ‘Savages’”. A Different Mirror
    - Ch. 4. “The Road to Roservation”, A Different Mirror
    - Ch. 9 “Dealing with the Indians”, A Different Mirror
    - Ch. 7 “As Long as Grass Grows or Water Runs Through”, A Young People’s History of the United States

- “Indigenous in Plain Sight” Ted Talk Youtube
- e. Arab/Muslim Americans  
 “Arab Stereotypes and American Educators,” p. 132-136, Beyond Heroes and Holidays  
[Little Arabia website](#)
- f. Lesbian, Gay, Bisexual, and Transgendered Communities  
 “[The Gay Best Friend - How It Became a Stereotype](#)”, Youtube  
[“Wanda Sykes Takes Us Through the History of the LGBTQ+ Movement”](#),  
 Youtube  
 “Growing Up Gay,” Beyond Heroes and Holidays, pgs. 98-101

Performance Task: Using social media, find an example that promotes a racial stereotype and contrast the stereotype with true facts about that ethnicity. Write a narrative essay about an event in your life in which you or someone you know felt dehumanized by being stereotyped. What would help to turn the event into an empowering experience in which learning occurred with those doing the stereotyping as well as those who were being stereotyped.

#### **Unit 5 - Why is it important to be involved in our communities?**

##### **Issues to Action - Mikva Challenge Civic Engagement Project**

This culminating project will extend throughout the Spring Semester.

Unit Overview: Students will identify social problems in their community, collect their findings and analyze them in order to create and conduct action plans to address the social problem of their choosing. Through the Action Civics Issues to Action Mikva Challenge Curriculum, students will conduct Project Soapbox, come to consensus as a class on which issue is the most important, and then create a class plan to conduct research, and engage in civic participation. This could be any number of civic work within the areas of educating the community, to participating in voice to power mechanisms, i.e., meetings with organizational, institutional or political leaders, letter writing, writing op eds, attending board meetings for the city or school boards, etc.

##### Essential Questions:

- What are social problems?
- What types of social problems exist in your/our community?
- Why is it important to confront social problems in our community?
- What issues are you most passionate about in your community?
- What organizations address social problems in our community?
- How do we conduct research on social problems in our communities?
- How do we analyze findings from community research?
- How do we create action plans to address social problems in our community?
- What is the vision for how to address this community issue?

1. Project Soapbox (Mikva Challenge)
2. Issues to Action (Mikva Challenge) Process will be utilized

- a. Identify social problems
- b. Collect Data about the problem: Survey, research, etc.
- c. Analyze data
- d. Create action plans to address social problems and create positive community change

Resources Used:

1. Project Soapbox - Mikva Challenge
2. Action Civics - Mikva Challenge

Performance Task: Students will participate in Project Soapbox in which they will choose an issue that is important to them. They will then do research on that issue and create a 2 minute speech on what the issue is and a solution. There will be a class competition that will extend to the county, state and national level. From the issues brought to light through the speeches, the class will hold a discussion on them and brainstorm which issue to adopt as a whole class. Once the issue is identified the class will go through the Issues to Action steps in the curriculum to conduct research and map out a plan that can culminate in one or several presentations. This project will extend until the end of the year. The students at the end of the year should reflect on their work as engaged members of their community. Some will continue this work beyond the class.

**Unit 6 - What have immigrants endured and how have they contributed to building our nation?**

Unit Overview: Students will explore how the United States is a nation of immigrants. They will understand the various factors that push people out of their home countries and pull them to the United States. Students will learn how people have resisted the scapegoating of immigrant communities throughout history.

Essential Questions:

- How have immigrant communities contributed to the United States?
- What is a scapegoat?
- Why have immigrants been scapegoats in certain points of U.S. history?
- Who benefits from this scapegoating?
- What are the effects of this scapegoating?
- In what ways have communities of color resisted xenophobia and anti-immigrant laws and action

Resources Used:

1. Ch. 8 “From China to Gold Mountain”, A Different Mirror
2. Ch. 10 “The Japanese Money Tree”, A Different Mirror
3. “The meaning of Ethnicity and the American Countryside” Conquest and Historical Identities in California p. 68-75,
4. Ch. 5 “Racial and Ethnic Identities and the Politics of Space” Conquest and Historical Identities in California
5. “Turn Children Away? There’s No Way,” Beyond Heroes and Holidays, pgs. 413-416

6. "Up from Mexico," A Different Mirror, pgs. 237-255
7. "Anti-Immigration Rhetoric -- 19th Century," Beyond Heroes and Holidays, pgs. 290
8. "New Waves of Newcomers," pgs. 317-328, A Different Mirror
9. "War in Iraq, Conflict at Home," A Young People's History, pgs. 403-420
10. "Linguistic Human Rights and Education," Beyond Heroes and Holidays, pgs. 186-189

Performance Task: Students create a visual timeline of anti-immigrant legislation and how immigrant communities responded to them. Also, students will identify a community issue to address within the Issues to Action (Mikva Challenge) process and begin doing research on that issue.

### **Unit 7 - What have women of color and the LGBTQIA+ communities endured and how have they made some gains towards justice and equality?**

Unit Overview: Students will research the ways that women have been oppressed in the economic and social spheres of society. They will also explore how intersections of race, class, and gender have created various struggles for women, and how they have resisted male domination.

#### Essential Questions:

- What is patriarchy?
- What is homophobia?
- What is transphobia?
- What is the difference between sexual orientation and gender identification?
- Why do people fight the acceptance of the LGBTQ+ community?
- What role does your father play in your home?
- What role does your mother play in your home and what is the difference between the two roles?
- How has women's inequality been enforced throughout history?
- How does patriarchy affect the lives of men?
- How have women of color struggled for justice throughout history?
- What causes homophobia?
- How does heterosexism discriminate against the LGBTQ+ community?
- How has the LGBTQ+ communities of color and trans communities of color fought against racism and transphobia within the LGBTQ+ community?

#### Resources:

1. "The Women of Early America," A Young People's History of the United States, pgs. 89-103
2. "The Flight From Ireland," pgs. 114-124, A Different Mirror
3. "[The Root: How Racism Tainted Women's Suffrage](#)," NPR
4. [Miss Representation](#) - documentary, Youtube
5. [The Mask you Live In](#), documentary, Youtube (purchase)

6. [“Queer and Undocumented: How My Sexual Identity and Immigration Status Inform My Commitment to Equality”](#) by Tony Ortuno
7. “Hell Hath No Fury like a Drag Queen Scorned: Sylvia Rivera’s Activism, Resistance, and Resilience”  
<http://outhistory.org/exhibits/show/tgi-bios/sylvia-rivera>

Performance Task: Students will write a biographical sketch of a famous person in history that has challenged sexism, homophobia, transphobia, and/or heterosexism. Students continue to work on class civic engagement project. Several students may participate in presenting their findings from their Action Civic Projects at an Ethnic Studies conference. The final project will be the culmination of their work as a class on working towards civic engagement and understand their power and influence in the community.

Core Text Resources:

Gibbs, Jeanne, Tribes - Discovering Gifts in Middle School, Center Sources Systems LLC, Windsor, CA 2007.

Lee, Enid, Menkart, Deborah, Okazawa-Rey, Margo., Beyond Heroes and Holidays, A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development, Teaching for Change, Washington D.C., 2006

Tataki, Ronald, A Different Mirror for Young People, A History of Multicultural America, Seven Stories Press., New York, 2012.

Zinn, Howard, A Young People’s History of the United States, Seven Stories Press, New York, 2009

<b>Films and Videos</b>			
<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Website</b>
What kind of Asian are You?			<a href="https://www.youtube.com/watch?v=DWynJkN5HbQ">https://www.youtube.com/watch?v=DWynJkN5HbQ</a>
Voices: Who is Vincent Chin?			<a href="https://www.youtube.com/watch?v=MWVvInj88Jo">https://www.youtube.com/watch?v=MWVvInj88Jo</a>
<a href="#">Latin American Stereotypes in the</a>			<a href="https://www.youtube.com/watch?v=7ca-S1">https://www.youtube.com/watch?v=7ca-S1</a>



<a href="#">Media</a>			<a href="#">ZxVrk</a>
<a href="#">A History of Black Stereotypes Onscreen</a>			<a href="https://www.youtube.com/watch?v=mEy9ZKf5NOo">https://www.youtube.com/watch?v=mEy9ZKf5NOo</a>
<a href="#">History of African Americans - Past to Future</a>			<a href="https://www.youtube.com/watch?v=36jpmfuC1fc">https://www.youtube.com/watch?v=36jpmfuC1fc</a>
<a href="#">HowHollywood stereotyped the Native Americans</a>			<a href="https://www.youtube.com/watch?v=_hJFi7SRH7Q">https://www.youtube.com/watch?v=_hJFi7SRH7Q</a>
<a href="#">The Gay Best Friend - How It Became a Stereotype</a>			<a href="https://www.youtube.com/watch?v=c89Q6Y226y4">https://www.youtube.com/watch?v=c89Q6Y226y4</a>
<a href="#">Wanda Sykes Takes Us Through the History of the LGBTQ+ Movement</a>			<a href="https://www.youtube.com/watch?v=wkzwDOCEDCo">https://www.youtube.com/watch?v=wkzwDOCEDCo</a>
<a href="#">Migration is Beautiful</a>			<a href="https://www.youtube.com/watch?v=LWE2T8Bx5d8">https://www.youtube.com/watch?v=LWE2T8Bx5d8</a>
Miss Representation Extended Trailer			<a href="https://www.youtube.com/watch?v=binIgPZvFIg&amp;list=PLbB-mPWVq8jTqgdIQh7FHpI0duek4f6NH&amp;index=3">https://www.youtube.com/watch?v=binIgPZvFIg&amp;list=PLbB-mPWVq8jTqgdIQh7FHpI0duek4f6NH&amp;index=3</a>
<a href="#">The Mask you Live In</a>			<a href="https://www.youtube.com/watch?v=qqEMcX1zvzE">https://www.youtube.com/watch?v=qqEMcX1zvzE</a>

<b>Websites</b>			
<b>Title</b>	<b>Author</b>	<b>Organization</b>	<b>Website</b>

Orange County Civil Rights: A History of an Enduring Struggle for Equality		Orange County Human Relations Commission	<a href="http://www.ochumanrelations.org/wp-content/uploads/2014/07/CivRightsPosters_7-14-16.pdf">http://www.ochumanrelations.org/wp-content/uploads/2014/07/CivRightsPosters_7-14-16.pdf</a>
<a href="#">Little Arabia website</a>			<a href="https://www.littlearabia.com/history">https://www.littlearabia.com/history</a>
The Root: How Racism Tainted Women's Suffrage			<a href="http://www.npr.org/2011/03/25/134849480/the-root-how-racism-tainted-womens-suffrage">http://www.npr.org/2011/03/25/134849480/the-root-how-racism-tainted-womens-suffrage</a>
Black Panther Party 10 Point Program		Black Past.org	<a href="https://www.blackpast.org/african-american-history/primary-documents-african-american-history/black-panther-party-ten-point-program-1966/">https://www.blackpast.org/african-american-history/primary-documents-african-american-history/black-panther-party-ten-point-program-1966/</a>
<b>Articles</b>			
<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Url</b>
Queer and Undocumented: How My Sexual Identity and Immigration Status Inform My Commitment to Equality	Tony Ortuno	Huffington Post	<a href="http://www.huffingtonpost.com/tony-ortuno/queer-and-undocumented_b_1672626.html">http://www.huffingtonpost.com/tony-ortuno/queer-and-undocumented_b_1672626.html</a>
Hell Hath No Fury like a Drag Queen Scorned: Sylvia Rivera's Activism, Resistance, and Resilience	Anna Klebine	Our History It's About Time	<a href="http://outhistory.org/exhibits/show/tgi-bios/sylvia-rivera">http://outhistory.org/exhibits/show/tgi-bios/sylvia-rivera</a>