Message

From: [redacted]
on behalf of [redacted]
Sent: 4/21/2024 5:17:00 PM
To: [redacted]
CC: Ismael Jimenez [redacted]
Subject: Re: lesson plans for World History / colonization / decolonization

Unbelievable and so inconsistent and sad...

That said, here is a lesson that fits with World History.

Quarter 2, Unit 1 - This is designed for a sheltered World History class but I think it can work with other classes.
The Bubonic Plague / "Black Death" and Covid 19

-
- *Enduring Understanding*: Plagues and pandemics have impacted the social, economic, and political life of humans for thousands of years.

Essential Questions: How did the Black Death affect daily life? How has Covid-19 affected daily life?

Possible connection to World History

Quarter 4 - Flu Pandemic

This places Philly in a global context
Early 20th Century (1918 - 1919 Flu Pandemic)

-
- *Enduring Understanding*: When people are in difficult situations, we learn how communities work together or are torn apart.

Essential Questions: What is the role of the government and communities during a pandemic?

Best

[redacted]

On Fri, Apr 19, 2024 at 8:33 AM [redacted] wrote:

> Thanks [redacted]! This issue of Rethinking Schools is all about this topic. We just are not allowed to put out anything right now. It's unbelievable....
>
> On Thu, Apr 18, 2024 at 8:52 PM [redacted] wrote:
>
> > Good evening. I'm sharing materials that may be beneficial to include in a World History unit on colonization / decolonization.
> >
> > - Zinn Education Project - Lesson plan by Bill Bigelow.
> > - *Teaching the Seeds of Violence in Palestine-Israel*

Message

From: Deborah Wei [redacted]
on behalf of Deborah Wei [redacted]
Sent: 10/17/2023 2:31:42 PM
To: Ismael Jimenez [redacted] Tyra Washington [redacted] Shaquita Smith [redacted]
Subject: Resources
Attachments: truthdig.com-Have We Learned Nothing.pdf; jewishcurrents.org-We Cannot Cross Until We Carry Each Other.pdf

In case anyone asks, I have been trying to look up resources that shouldn't be questioned. One is an independent journalism newsite made up of Palestinian and Israeli reporters:
https://www.972mag.com/

And the two articles attached. Haven't reviewed them but were recommended...

--
Deborah Wei
Curriculum Specialist - Social Studies
The School District of Philadelphia | Office of Curriculum and Instruction
[redacted]

Message

From: Deborah Wei [redacted]
on behalf of Deborah Wei [redacted]
Sent: 10/12/2023 2:32:33 PM
To: Nyshawana Francis-Thompson [redacted]
CC: Ismael Jimenez [redacted] Shaquita Smith [redacted] Tyra Washington [redacted]
Subject: Books

Hi Dr. Ny - Re: our conversation. Attached here and listed below are the books I recommend for our social studies team. The first book on the list, Side by Side was the one I thought that could be used for a teacher book group. It simply puts historical accounts of events as taught to students from an Israeli perspective and a Palestinean perspective. Because they are just excerpts of history texts used in schools, it seemed like a good jumping off point for teachers.

The other books (I attached Amazon links for them all) I think would be useful for our social studies team - not only to build our own background knowledge, but also to review (the young adult novels and graphic novel for that purpose).

Let me know how you think we should proceed. - Debbie

Israel/Palestine Book List for Social Studies Team

Side by Side: Parallel Histories of Israel-Palestine
by Sami Adwan (Editor), Dan Bar-On (Editor), Eyal Naveh (Editor), Peace Research Institute in the Middle East (Editor)
https://www.amazon.com/Side-Parallel-Histories-Israel-Palestine/dp/1595586830

More than twenty years ago, in the midst of widespread violence in Israel and Palestine, a group of Israeli and Palestinian teachers gathered to address what, to many people, seemed an unbridgeable gulf between the two societies. Struck by how different the standard Israeli and Palestinian textbook histories of the same events were from one another—whether of the Balfour Declaration or the 1967 War—they began to explore how a new understanding of history itself might open up different kinds of dialogue in an increasingly hostile climate. Their express goal was to "disarm" the teaching of Middle East history in Israeli and Palestinian classrooms.
The result is a riveting and unprecedented "dual narrative" of Israeli and Palestinian history. *Side by Side* comprises the history of two peoples, in separate narratives set literally side by side, so that readers can track each against the other, noting both where they differ as well as where they correspond. This unique and fascinating format, translated into English from Arabic and Hebrew, reveals surprising juxtapositions and allows readers to consider and process the very different viewpoints and logic of each side of the Israeli-Palestinian conflict.

The Ethnic Cleansing of Palestine
By Ilan Pappe
https://www.amazon.com/Ethnic-Cleansing-Palestine-Ilan-Pappe/dp/1851685553/ref=sr_1_1?crid=3MKAM6CVUYSXN&keywords=The+Ethnic+Cleansing+of+Palestine&qid=1697134784&s=books&sprefix=the+ethnic+cleansing+of+palestine+%2Cstripbooks%2C75&sr=1-1

Renowned Israeli historian, Ilan Pappe's groundbreaking book revisits the formation of the State of Israel.

The Way to Spring—Life and Death in Palestine
Ben Ehrenreich
https://www.amazon.com/Way-Spring-Life-Death-Palestine/dp/1594205906/ref=sr_1_1?crid=1J18T291NTKQP&keywords=The+Way+to+Spring%E2%80%94Life+and+Death+in+Palestine&qid=1697134904&s=books&sprefix=the+way+to+spring+life+and+death+in+palestine%2Cstripbooks%2C115&sr=1-1

From an award-winning journalist, a brave and necessary immersion into the everyday struggles of Palestinian life.
Over the past three years, American writer Ben Ehrenreich has been traveling to and living in the West Bank, staying with Palestinian families in its largest cities and its smallest villages. Along the way he has written major stories for American outlets, including a remarkable *New York Times Magazine* cover story. Now comes the powerful new work that has always been his ultimate goal, *The Way to the Spring*.

Enemies and Neighbours: Arabs and Jews in Palestine and Israel 1917-2017 by Ian Black (2017)
A history of the Arab-Israeli conflict, timed for the 100th anniversary of the Balfour declaration, that has achieved the rare distinction of being acclaimed by both Israeli and Palestinian historians for its rigour and impartiality.
https://www.amazon.com/Enemies-Neighbors-Palestine-Israel-1917-2017/dp/0802128602/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1697135059&sr=1-2

Young Adult Books

Jerusalem Chronicles From The Holy City
By Guy Delisle
(Darwin & Quarterly, 2012)

336 pg.
Graphic Novel
Jerusalem: Chronicles from the Holy City is a travelogue in the form of a graphic novel. The author/illustrator spends a year living in Beit Hanina near Jerusalem with his family.
https://www.amazon.com/Jerusalem-Chronicles-Holy-Guy-Delisle/dp/1770461760/ref=sr_1_1?crid=1T8FQZPSS52XU&keywords=Jerusalem+Chronicles+From+The+Holy+City+By+Guy+Delisle&qid=1697134944&s=books&sprefix=jerusalem+chronicles+from+the+holy+city+by+guy+delisle%2Cstripbooks%2C84&sr=1-1

DETERMINED TO STAY:
Palestinian Youth Fight for Their Village
by Jody Sokolower;
Introduction by Nick Estes

(Olive Branch Press, 2021)
Paperback : 230 pages
https://www.amazon.com/Determined-Stay-Palestinian-Youth-Village/dp/1623718880/ref=sr_1_1?crid=1LWQJSQ3P3G1U&keywords=DETERMINED+TO+STAY%3A+Palestinian+Youth+Fight+for+Their+Village+by+Jody+Sokolower%3B&qid=1697134987&s=books&sprefix=determined+to+stay+palestinian+youth+fight+for+their+village+by+jody+sokolower+%2Cstripbooks%2C181&sr=1-1

Silwan is a Palestinian village just outside the ancient walls of Jerusalem's Old City. *Determined to Stay* is the moving story of its people in the face of occupation.

--
Deborah Wei
Curriculum Specialist - Social Studies
The School District of Philadelphia | Office of Curriculum and Instruction
[redacted] | [redacted] | [redacted] [redacted]

Message

From: Ismael Jimenez [redacted]
on behalf of Ismael Jimenez [redacted]
Sent: 3/19/2025 3:56:03 PM
To: Jessica Tilli [redacted]
Subject: Re: Resources on Holocaust & Antisemitism

This is the guidance related to questions about these topics in the curriculum. DEI is bottom-lining all work. The committee is a great way to get on the ground floor of SDP plans.

Thanks,

On Wed, Mar 19, 2025 at 3:51 PM Jessica Tilli [redacted] wrote:

> You didn't share any information. I'm confused…isn't this social studies? Wouldn't teaching about the Holocaust be part of a scope and sequence for social studies? Why would it be through DEI?
>
> Jessica Tilli, Ed.D., PAEMST '20
> Director of Mathematics
> The School District of Philadelphia | Office of Curriculum and Instruction
> [redacted]
> T: [redacted]
>
> "What we learn with joy we never forget."
>
> On Wed, Mar 19, 2025 at 3:47 PM Ismael Jimenez [redacted] wrote:
>
> > Good afternoon Jess,
> >
> > Here is the information related to the work the district is planning to strengthen it's content offering around this subject through the DEI office. If interested in being involved in committee planning, you can register here.
> >
> > Next meeting is tomorrow. Hope this helps.
> >
> > Thanks,
> >
> > **Ismael Jimenez M.Ed.**
> > Director of Social Studies Curriculum
> > The School District of Philadelphia | Office of Curriculum and Instruction
> > [redacted]
> > Telephone: [redacted]
> >
> > You have to decide who you are and force the world to deal with you, not with its idea of you.
> > -James Baldwin
> >
> > On Wed, Mar 19, 2025 at 9:14 AM Jessica Tilli [redacted] wrote:

Just putting this at the top of your inbox. Thanks!!

On Fri, Mar 14, 2025 at 3:47 PM Jessica Tilli [redacted] wrote:

Hey Ish,

I was wondering what resources you share with social studies teachers about the holocaust and antisemitism. My kids' school district is looking to expand what they provide.

Thanks in advance!
Jess

--
Jessica Tilli, Ed.D., PAEMST '20
Director of Mathematics
The School District of Philadelphia | Office of Curriculum and Instruction
[redacted]
T: [redacted]

"What we learn with joy we never forget."

--
Jessica Tilli, Ed.D., PAEMST '20
Director of Mathematics
The School District of Philadelphia | Office of Curriculum and Instruction
[redacted]
T: [redacted]

"What we learn with joy we never forget."

--
Ismael Jimenez M.Ed.
Director of Social Studies Curriculum
The School District of Philadelphia | Office of Curriculum and Instruction
[redacted]
Telephone: [redacted]

You have to decide who you are and force the world to deal with you, not with its idea of you.
-James Baldwin

Message

From: Google Forms [redacted]
on behalf of Google Forms [redacted]
Sent: 1/20/2022 9:39:17 AM
To: [redacted]
Subject: Weekly Educator Email Announcement Request Form (2021-2022)

Google Forms

Thanks for filling out Weekly Educator Email Announcement Request Form (2021-2022)

Here's what was received.

Weekly Educator Email Announcement Request Form (2021-2022)

Please use this form to submit announcements for Meredith's weekly Tuesday morning email. Submissions should be in by Monday at 8am to be included in the email. If you have any questions, please email [redacted]

Top of Form

Email *

[redacted]

Title of Announcement *

Please be as concise as possible!

SDP Africana Studies Lecture and Workshop Series 3 Paid PD Opportunity

Category *

Professional Development Information

Announcement Message *

Please be as concise as possible! (No more than 4-5 sentences!!!)

Please join us for the 3rd Africana Studies PD Series on Saturday January 29th. Key note speakers will be Sharif El-Mekki for the Center for Black Educator Development and Jesse Hagopian from Rethinking Schools and Black Lives Matter at School. Sessions will include presentations on mental health, Black Lives Matter at School, teaching the music of the civil rights movement, and resistance in the Americas. Sign up on corner stone for this wonderful paid opportunity.

Relevant Links *

Links to embed into the announcement for more relevant information about the announcement.

https://drive.google.com/file/d/1yZr48_SnJKBPnjr04jy3e3zOpbx_UDnn/view?usp=sharing

Point of Contact (Name and Email Address) *

This should be the person that any questions pertaining to the announcement can be directed to.

[redacted]

How long would you like this announcement to run? *

1 week

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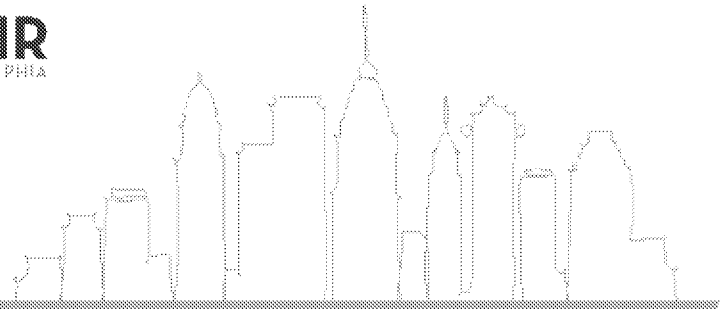
THE SCHOOL DISTRICT OF PHILADELPHIA

EQUITY COALITION

CAIR PHILADELPHIA

EQUITY in PRACTICE

FOCUS ON CAIR PHILADELPHIA



A series of community learning opportunities focused on equity, cultural awareness & social justice.

Join us virtually to learn more about CAIR Philadelphia

March 8 at 12PM

The Council on American-Islamic Relations (CAIR) is a nonprofit 501(c)(3), grassroots civil rights and advocacy group. CAIR is America's largest Islamic civil liberties group, with regional offices nationwide. Their mission is to enhance the understanding of Islam, protect civil liberties, promote justice, and empower American Muslims.

The Philadelphia School District has a growing population of Muslim students and staff. Join us for a conversation with the Council on American Islamic Relations (CAIR Philadelphia) to learn about their work with the district and best practices you use to support your Muslim students and colleagues.

Register at bit.ly/equitymar8

Can't make it? Sessions will be recorded and available on Youtube.

Message

From: Norman Macqueen [redacted]
on behalf of Norman Macqueen [redacted]
Sent: 11/16/2023 12:17:03 PM
To: Ismael Jimenez [redacted]
Subject: Re: Zoom Link for 12/15

Perfect, thanks Ish. And would it be 4 for the both or 2 for each? Appreciate you and I'm looking forward to doing this PD for peps!

On Thu, Nov 16, 2023 at 12:15 PM Ismael Jimenez [redacted] wrote:
Good question. Yes. Since it is 90 minutes. I believe it is up to 4 hours of preparation, but let me double check that next week.

On Thu, Nov 16, 2023 at 12:11 PM Norman Macqueen [redacted] wrote:
Question - do Keziah and I get a certain amount of paid hours to create and prepare for the PD?

On Thu, Nov 16, 2023 at 8:25 AM Norman Macqueen [redacted] wrote:
Norman MacQueen is inviting you to a scheduled Zoom meeting.

Topic: Palestine and Israel
Time: Dec 15, 2023 12:00 PM Eastern Time (US and Canada)

Join Zoom Meeting
[redacted]

Meeting ID: [redacted]
Passcode: [redacted]
One tap mobile
[redacted] US (Philadelphia)

Dial by your location
[redacted] US (Philadelphia)
Meeting ID: [redacted]
Find your local number: [redacted]

--
Ismael Jimenez M.Ed.
Director of Social Studies Curriculum
The School District of Philadelphia | Office of Curriculum, Instruction, and Assessment
[redacted]
Telephone: [redacted]

You have to decide who you are and force the world to deal with you, not with its idea of you.
-James Baldwin

Message

From: Ismael Jimenez [redacted]
on behalf of Ismael Jimenez [redacted]
Sent: 11/27/2023 3:58:44 PM
To: Kara Adams [redacted] Shaquita Smith [redacted]
Subject: Session Language Change for 12/15

Good afternoon Kara,

Can you change the description language for the following session:

Decolonizing the Curriculum: Brief History of Palestine and the Creation of Israel: Contextualizing the Current Conflict and Genocide

to

Decolonizing the Curriculum: Brief History of Palestine and the Creation of Israel: Contextualizing the Current Conflict

The session description should say this:
This professional development session for Grades 6-12 Teachers focuses on understanding the history of the ongoing conflict between Palestine and Israel, emphasizing the colonization of Palestine and the current challenges in Gaza and the West Bank.

The bolded are the changes. Please let me know when you are done.

Thanks,

--
Ismael Jimenez M.Ed.
Director of Social Studies Curriculum
The School District of Philadelphia | Office of Curriculum, Instruction, and Assessment
[redacted]
Telephone: [redacted]

You have to decide who you are and force the world to deal with you, not with its idea of you.
-James Baldwin

THE SCHOOL DISTRICT OF PHILADELPHIA

7th Grade Quarter 4

Unit 3: Contemporary North America (4 weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - Common Core
  - C3
- Quarter 4 Anti-Racist and Social Justice Supplemental

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

The unit on "Contemporary North America" is a comprehensive exploration of the complex and often painful history of these nations with focus on the United States and Canada. It delves into the impact of European colonization, which led to forced displacement, the seizure of ancestral lands, and the disruption of indigenous communities. Students will gain a deep understanding of the policies of cultural assimilation, including the operation of residential schools, and the profound trauma and intergenerational effects on indigenous individuals and communities. Treaty agreements between indigenous nations and U.S. and Canadian governments play a significant role in shaping legal relationships between these parties, yet many treaties were violated or disregarded, leading to disputes over land rights and sovereignty. Key historical events, such as the Gold Rush and forced relocations, had profound and lasting impacts on indigenous societies, including changes in social structures, economies, and cultural practices. The unit also explores efforts at reconciliation and redress made by governments, including formal apologies and acknowledgments of past wrongs. However, ongoing challenges, such as land rights, access to education, and the preservation of cultural heritage, continue to be central to the struggles faced by indigenous communities in the United States and Canada. Students will develop a deep appreciation for the enduring resilience and rich cultural heritage of indigenous people, as well as the pressing issues that still require attention and resolution.

Essential Questions	Big Ideas
❑ How were indigenous cultures and communities impacted by the actions of European settlers and the U.S. and Canadian governments? ❑ What were the primary methods used to assimilate indigenous people into the dominant culture, and what were the consequences of these efforts?	Colonization Displacement Cultural Assimilation Generational Trauma Reconciliation Assimilation Deculturalization

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❑ How did geography play a role in the mistreatment and displacement of indigenous people in the United States and Canada? ❑ What role did treaties and agreements play in shaping the relationship between indigenous nations and the U.S. and Canadian governments? ❑ What were the key turning points and significant events in the historical treatment of indigenous people in the United States and Canada? ❑ How have modern governments in the U.S. and Canada addressed historical injustices and sought reconciliation with indigenous communities? ❑ What are the ongoing challenges and issues faced by indigenous communities in the United States and Canada, and what efforts are being made to address these challenges?	Immigration Sovereignty Reparations Indigenous People Civil Rights Education Citizenship
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ The historical treatment of indigenous people in the United States and Canada was characterized by forced displacement, cultural assimilation, and violations of treaty agreements, resulting in lasting impacts on indigenous communities. ❑ Geography played a pivotal role in the mistreatment and displacement of indigenous people, as the seizure of ancestral lands and natural resources had profound consequences for their way of life. ❑ Assimilation policies, such as residential schools, aimed to erase indigenous cultures and languages, causing profound trauma and intergenerational effects that persist to this day. ❑ Treaties and agreements between indigenous nations and U.S. and Canadian governments shaped complex legal relationships, often leading to broken promises and disputes over land rights. ❑ Key historical events, including the colonization of indigenous territories, the Gold Rush, and the forced relocation of indigenous people, significantly impacted their social, cultural, and economic well-being.	**Students will be able to (transferable knowledge)...** • Summarize the historical context of European colonization in North America and how it impacted indigenous communities. • Describe the methods and policies employed to assimilate indigenous people into dominant European-American and Canadian culture. • Analyze the role of geography in the displacement and mistreatment of indigenous people, including the impact of land seizures and resource extraction. • Investigate the consequences of residential schools and other assimilation policies, including their long-lasting effects on indigenous individuals and communities. • Examine the significance of treaties and agreements in shaping the legal relationships between indigenous nations and the U.S. and Canadian governments. • Identify key historical events and turning points that played a pivotal role in the treatment of indigenous people, including the Gold Rush and forced relocations.

❑ Efforts at reconciliation and redress have been made in both the U.S. and Canada, such as formal apologies and the acknowledgment of past wrongs, but many challenges and disparities still persist. ❑ Ongoing issues, including land rights, access to education, and the preservation of cultural heritage, are central to the continued struggles of indigenous communities, and addressing these challenges requires legal, social, and political changes.	• Explore the efforts at reconciliation and redress made by governments in the U.S. and Canada, such as formal apologies and acknowledgment of past wrongs. • Investigate ongoing challenges and disparities faced by indigenous communities in the U.S. and Canada, including issues related to land rights, access to education, and the preservation of cultural heritage. • Compare and contrast the historical treatment of indigenous people in the United States and Canada, identifying similarities and differences in their experiences. • Formulate recommendations for potential legal, social, and political changes that could address ongoing challenges and promote a more just relationship between indigenous communities and governments.
	Transfer Skills
	Students will be able to independently use their learning to… • Reading Comprehension • Critical Thinking • Research Skills • Writing and Argumentation • Analyzing Perspectives • Geographic Literacy • Interdisciplinary Connections • Cultural Competency
Key Terms:	

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Assimilation: The process by which indigenous individuals and communities were encouraged or forced to adopt the cultural norms and practices of European-American and Canadian societies, often resulting in the suppression of their own cultural identity.
Bureau of Indian Affairs - Formed in 1824 to deal with Native Americans inside the United States. It is responsible for the U.S. government's relationship with Native American tribes
Colonization: The establishment and expansion of European colonies in North America, which led to the displacement and subjugation of indigenous populations.
Cultural Assimilation: The policy or practice of erasing indigenous cultures, languages, and traditions by enforcing European-American or Canadian cultural norms.
Displacement: The forced removal of indigenous communities from their ancestral lands, often resulting from land seizures, treaties, or government policies.
Gold Rush: A period of intense migration and prospecting for gold in the 19th century, which often led to the invasion of indigenous territories and conflicts over resources.
Interdependence: The dependence of two or more people or things on each other
Intergenerational Effects: The long-term impacts of historical trauma, such as those caused by the operation of residential schools, on succeeding generations within indigenous communities.
Land Rights: Legal claims to ancestral lands and territories, often at the center of disputes between indigenous nations and government authorities.
Residential Schools: Boarding schools established by governments to forcibly assimilate indigenous children into European-American or Canadian culture, often involving the suppression of indigenous languages and cultures.
Reservation - A legal designation for an area of land managed by a federally recognized Native American tribe under the U.S. Bureau of Indian Affairs rather than the state governments of the United States in which they are physically located.
Sovereignty: The right of indigenous nations to self-governance and decision-making within their own territories, as recognized by treaties and agreements.
Treaties: Formal agreements between indigenous nations and the U.S. or Canadian governments, which often addressed land rights, sovereignty, and other key issues.

Suggested Authentic Performance Task: Unearthing the Indigenous Land Rights Debate: A Path Forward

Prompt:
You are a journalist writing a newspaper or magazine article covering a current event relating to indigenous people in Canada, Mexico or the United States. Your job is to educate readers of the publication about various dimensions of the current event and both sides of the issue. By the end, you must make an argument as to what the solution to the problem should be. You will also make a recommendation for a new law or constitutional amendment that could protect indigenous populations and prevent a similar issue from happening again in the future. A successful result will show both sides of the debate, will provide a good summary of the event, reach a conclusion, provide a suggestion for a protective law, and will include at least one image.

Introduction:
Recent events have ignited a contentious debate concerning indigenous land rights in North America. In this article, we'll delve into the

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complexities of the issue, providing insights from both sides, and ultimately propose a solution to address this long standing problem.

Summary of the Current Event:
The current event revolves around a dispute between an indigenous tribe and a resource extraction company seeking to exploit natural resources on ancestral lands. The company argues that economic development and job creation are essential, while the indigenous tribe contends that this violates their rights, harms the environment, and threatens cultural heritage. Protests, legal battles, and social media campaigns have brought the matter into the public eye.

Both Sides of the Debate:

- Proponents of Resource Extraction:
    - Supporters argue that resource extraction can boost the economy, provide jobs, and promote energy independence. They emphasize the need for responsible and sustainable development while adhering to existing legal frameworks.

- Indigenous Rights Advocates:
    - Those in favor of indigenous rights stress the importance of respecting ancestral lands and preserving cultural heritage. They argue that current laws often favor resource companies and overlook indigenous rights, leading to the marginalization of these communities.

Proposed Solution:
The way forward involves a balanced approach that respects both economic development and indigenous rights. A negotiated settlement between the indigenous tribe and the resource extraction company, with strong government oversight, could provide a resolution. This should include adequate compensation for the tribe, environmental safeguards, and a commitment to protect cultural heritage sites.

Protective Law Recommendation:
To prevent similar issues in the future and safeguard the rights of indigenous populations, we recommend a new law or constitutional amendment that:

- Establishes clear guidelines for resource extraction on indigenous lands, emphasizing the need for informed consent, environmental sustainability, and cultural preservation.
- Empowers indigenous communities by ensuring their involvement in decision-making processes and the equitable distribution of economic benefits.
- Guarantees enforcement mechanisms and legal protections to hold companies accountable for violations.

Conclusion:
The indigenous land rights issue in North America is a complex matter with strong arguments on both sides. A balanced, negotiated solution, guided by a protective law, offers the best chance for harmonizing economic development with the preservation of indigenous rights and heritage. The path forward requires collaboration, empathy, and a commitment to justice.

Image:
Include an image depicting indigenous people advocating for their land rights, along with a resource extraction operation, to visually represent the issue.

Evaluation Rubric

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Suggested Pacing				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Topic 1: Historical Treatment of Indigenous people in North America				
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Topic 2: Case Study: Black Hills		Topic 3: Grassroots Indigenous Peoples' Identity Movement		
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Topic 3: Grassroots Indigenous Identity movement cont…			Topic 4: Contemporary US and Canadian government response to the mistreatment of Indigenous people.	
Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
Topic 5: Case Study: Keystone XL Pipeline Debate			Suggested Authentic Performance Task: Unearthing the Indigenous Land Rights Debate: A Path Forward	

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Optional Learning Experiences and Aligned Resources

Topic 1: Historical Treatment of Indigenous people in North America

Day 1: Introduction to Indigenous Cultures and Assimilation
Begin with a class discussion on what students know about Indigenous cultures in North America. As students share information, write common themes on the board. Transition to the concept of assimilation. Explain that assimilation is a process where one culture is absorbed into another, often with the dominant culture imposing its practices and customs. Provide a brief historical context, emphasizing its significance in relation to Indigenous people in North America. Mention that assimilation played a crucial role in the history of Indigenous communities and their interactions with European settlers and the U.S. government. Direct students to the Library of Congress site "Destroying Native American Cultures" and explore the available maps and primary source examples. Discuss the information and examples with the class. Assign a reading from the primary source set "Assimilation Through Education" from the Library of Congress (Teacher's Guide).

Transition between the small group analysis and larger class discussion about source set by showing students this video on the legacy of education being used as a form cultural genocide. Gather the students back for a class discussion after they have explored the resource. Begin by asking students to share what they've learned and any insights they gained from the primary sources they examined on the website. Inquire about any key terms or historical events that stood out to them. Discuss the impact of assimilation on Indigenous cultures. Encourage students to reflect on how assimilation affected the daily lives, traditions, and communities of Indigenous people. Explore the challenges faced by Indigenous communities as a result of assimilation, such as the loss of land, cultural practices, and self-determination.

Day 2: Analyzing Primary Sources
Begin the class by revisiting the concept of primary sources. Emphasize their significance in historical analysis, highlighting that primary sources provide firsthand accounts and perspectives from the past. Make certain to have students point to specific examples from the documents used during the previous class. Have the students discuss in small groups the value of primary sources in understanding historical events and the experiences of different groups, in this case, Native Americans.

Assign specific primary sources from Baylor University's educational website to pairs of students. Each pair will analyze a specific source, while considering the historical context, possible biases of the creator, and the message conveyed by the source.
Provide the questions below that guide their analysis and small group discussion:

- What is the main message or theme of the source?
- Who created the source, and what might their perspective or bias be?
- When and where was the source created, and what historical events or circumstances may have influenced it?
- Are there any symbols, imagery, or details in the source that stand out?

Have each group present their findings to the class. They can share their analysis, including the main message of the source, the creator's perspective, and the historical context. As each pair presents, encourage the rest of the class to ask questions and engage in a discussion about the sources. Highlight the importance of considering potential biases in primary sources and how these sources can provide insights into the historical treatment of Native Americans.

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Day 3: Historical Maps and Vocabulary
Begin the lesson by briefly reviewing the primary source analysis from the previous day. Ask students to share any significant findings and insights they gained from analyzing the primary sources. Discuss the sources that were analyzed and the key takeaways. Introduce the main focus of the day, which is the exploration of historical maps related to Native American reservations. Present the "Indian Reservation Map 1883" from Baylor University's resources. You can project the map on a screen or distribute printed copies to the students. Explain that this map provides insights into the location and size of Native American reservations in 1883. Emphasize that historical maps are valuable sources for understanding the geography of reservations during specific time periods. Engage students in an interactive discussion about the historical map. Ask questions that encourage critical thinking about the map's content:

- What do you notice about the distribution of reservations on the map?
- Are there any patterns or trends in the placement of reservations?
- How close are reservations to important resources like rivers, forests, or fertile land?
- What are the potential implications of reservation locations on the lives of Indigenous people?

Encourage students to analyze the map and share their observations. Discuss the significance of the geographical factors affecting Native American communities.

Provide students with vocabulary activity sheets that include key terms related to Indigenous history and assimilation. Key terms may include "reservation," "assimilation," "sovereignty," "displacement," and more. Ask students to review and practice these key terms by matching them with their definitions or using them in sentences. Encourage students to use colored pencils or markers to highlight important terms or create visual aids that help them remember the definitions.Collect and review the completed vocabulary activity sheets to assess students' understanding of the key terms.

Day 4: Indigenous People in Canada
Begin the lesson with a class by showing this video on the treatment of Indigenous people in Canada. Start by asking students what they never knew about the historical treatment of Indigenous communities in Canada covered in the video. Facilitate the discussion by providing additional context on key historical events and policies affecting Indigenous communities in Canada. Highlight topics such as residential schools, land rights, treaties, and cultural preservation. Introduce the PDF Slideshow detailing the treatment of First Nations (Indigenous) people of Canada in the 20th century. This slideshow offers insights into the challenges faced by Indigenous people during this period. Guide the students through the content, discussing the historical context, events, and challenges presented in the slides. Encourage students to take notes on significant information and events mentioned in the slideshow. This will help them better understand the experiences of Indigenous people in Canada during the 20th century.

Divide the class into pairs or small groups. Assign each group a specific tribe or Indigenous community in Canada. You can choose from a list of communities mentioned in the Aboriginal People of Canada Factbook. Instruct students to research their assigned tribe or community, focusing on their cultures, histories, and the specific challenges they faced during the 20th century. Have each pair or group present their research findings to the class. This allows students to share what they've learned about Indigenous communities in Canada and their unique experiences. After each

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presentation, open the floor for questions and discussions. Encourage students to ask clarifying questions and engage in meaningful conversations about the presented topics.

Day 5: Reflection and Discussion
Begin the final day of the lesson with a reflective writing exercise. Provide each student with a handout that includes a set of the following reflective questions.

- What did you find most significant or eye-opening during this week's lessons?
- How has your understanding of Indigenous cultures and their treatment evolved over the course of these lessons?
- What aspects of the lessons had the most impact on you, and why?
- Is there a particular topic, event, or perspective that stood out to you?

Give students 10-15 minutes to write their reflections. Encourage them to be thoughtful and express their feelings and insights. After the reflective writing exercise, split students into small groups to discuss question prompts. Begin by asking students to share their reflections. You can either call on individual students or have them volunteer to share their thoughts. Encourage students to discuss what they found most significant about the lessons and how their understanding of Indigenous cultures and their treatment has evolved. Facilitate the discussion by asking follow-up questions to dive deeper into specific aspects that students found impactful. Discuss the role of primary sources, the challenges faced by Indigenous communities, and the historical significance of assimilation.

Use the whiteboard to highlight key points. Discuss ways in which individuals and society can contribute to understanding and respecting Indigenous perspectives. Some possible topics to address include:

- Acknowledging and respecting Indigenous rights and sovereignty.
- Supporting cultural preservation efforts and initiatives.
- Promoting Indigenous voices and perspectives in education and media.
- Encouraging open dialogue and reconciliation efforts between Indigenous and non-Indigenous communities.

Encourage students to share their ideas on how they, as individuals, can contribute to these efforts and what changes they can make in their own lives to promote understanding and respect.

Topic 2:Case Study: Black Hills

Day 1: Understanding the Black Hills Land Claim
Begin by introducing the lesson by explaining how the class will delve into the historical events and legal disputes surrounding the land ownership of the Black Hills. Provide a brief overview of the Fort Laramie Treaty of 1868 and how it granted the Sioux Indian Nation the Great Sioux Reservation, including the Black Hills of South Dakota. Distribute printed copies of the historical background information to students. Alternatively, you can project the information on a screen for the class to read together. Encourage students to read the information carefully and take notes on key events, including the granting of the Black Hills to the Sioux Nation, Congress's actions in 1877, and the legal disputes that followed.

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Have a whole class discussion based on the following questions:

- Who originally owned the Black Hills according to the Fort Laramie Treaty?
- What actions did Congress take in 1877, and why?
- What were the legal disputes that followed, and how were they resolved?

Divide the class into small groups and provide each group with a set of discussion questions and scenarios related to land ownership:
Can land be owned? Why or why not?

- What factors should determine land ownership?
- How do you think the Sioux Nation felt about losing the Black Hills?
- How might the legal disputes have impacted the Sioux Nation and their relationship with the United States?

In their groups, students should discuss these questions and scenarios, sharing their thoughts and perspectives on land ownership and the historical events discussed in the reading.

Day 2: The Ethics of Land Ownership
Begin by summarizing the key points discussed in the previous lesson regarding the Black Hills land claim. Invite the groups from the previous day to present their discussions and findings on the ethics of land ownership.
Encourage a brief Q&A session after each presentation to allow other students to seek clarification or share their thoughts.

Facilitate a class discussion on the ethics of land ownership. Use the following key discussion points as a guide:
What are the ethical considerations when it comes to land ownership and land disputes?
How can historical events like the Black Hills land claim inform our understanding of these ethics?
What lessons can we learn from the historical treatment of Indigenous lands in the United States?
What responsibilities do governments and individuals have in addressing historical injustices related to land?
Step 3: Case Studies (15 minutes)

Provide students with a set of case studies related to contemporary land ownership and disputes, including Indigenous land claims and environmental conservation efforts.

In pairs or small groups, students should analyze these case studies and discuss the ethical dilemmas presented.

Step 4: Reflection (10 minutes)

Conclude the lesson by asking students to write a brief reflection on the ethical considerations surrounding land ownership. They should consider what they have learned about the Black Hills land claim and how it relates to broader issues of land rights and justice.

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Suggested Resources:
Oyez has the complete detailing of the Supreme Court case United States v. Sioux Nation of Indians. Students can listen to excerpts of the oral arguments (Part 1 = 60 minutes; Part II: 10 minutes) and transcripts can be downloaded and excerpted to focus on desired points. This would need to be highly curated, but can be well worth it to expose students to the actual inner workings and conversations of the Supreme Court.

This is the full text of the court decision.

The PBS NewsHour provides a great overview for background information.

Fort Laramie Treaty:
In the spring of 1868 a conference was held at Fort Laramie, in present day Wyoming, that resulted in a treaty with the Sioux. This treaty was to bring peace between the whites and the Sioux who agreed to settle within the Black Hills reservation in the Dakota Territory. The Black Hills of Dakota are sacred to the Sioux Indians. In the 1868 treaty, signed at Fort Laramie and other military posts in Sioux country, the United States recognized the Black Hills as part of the Great Sioux Reservation, set aside for exclusive use by the Sioux people. In 1874, however, General George A. Custer led an expedition into the Black Hills accompanied by miners who were seeking gold. Once gold was found in the Black Hills, miners were soon moving into the Sioux hunting grounds and demanding protection from the United States Army. Soon, the Army was ordered to move against wandering bands of Sioux hunting on the range in accordance with their treaty rights. In 1876, Custer, leading an army detachment, encountered the encampment of Sioux and Cheyenne at the Little Bighorn River. Custer's detachment was annihilated, but the United States would continue its battle against the Sioux in the Black Hills until the government confiscated the land in 1877. To this day, ownership of the Black Hills remains the subject of a legal dispute between the U.S. government and the Sioux.
Visit The National Archives for more information and for a copy of the actual treaty.

The transcribed version of the Fort Laramie Treaty is available through PBS

Modify the Indian Country Today article for the Sioux perspective on the Black Hills decision.

"In These Times" includes an article entitled "Land Claims: An Indigenous People's History of the United States" which is excerpted from a book entirely about Indigenous History in the USA. This article could be further modified, or teachers can simply ask students to analyze and interpret the artwork pictured in the article, available for download here:
Natives and Rushmore
Black Hills are not for Sale Mural

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Topic 3: Grassroots Indigenous people Identity movement

Indigenous groups of people across North America have been involved in grassroots movements to reassert and celebrate their cultures and identity. Use examples from the United States, Mexico and Canada to identify continuity and change, as well as patterns in these movements.
Guiding questions for this topic:

- What determines a person's culture?
- What makes someone Native American?
- What are the benefits and drawbacks of assimilation through history?
- Can and should assimilation be undone?

Day 1: Understanding Indigenous Identity and Culture
Start by discussing the importance of culture and identity in shaping individuals and communities. Introduce the concept of Indigenous identity and its significance. Distribute copies of the Declaration of Indian Purpose to each student. In small groups, have students read and analyze the document, focusing on the themes of culture, identity, and the rights of Indigenous people. Encourage them to identify key points made in the Declaration. Bring the class together and facilitate a group discussion based on the group's analysis. Discuss the main concerns and goals expressed in the Declaration of Indian Purpose.

Use the following questions to guide conversation:

- What key themes and concerns were expressed in the Declaration of Indian Purpose, and how do they relate to the broader concept of Indigenous identity and culture?
- How do the objectives of AIM (American Indian Movement) align with the preservation of Indigenous culture and identity, and what specific activities did AIM undertake to achieve these objectives?
- In what ways can the lessons from AIM's history and mission be applied to grassroots Indigenous movements in Mexico and Canada, and what patterns or commonalities do you see in their goals and activities compared to AIM?

Day 2: Grassroots Movements in the United States
Begin the class by revisiting the previous day's discussion about Indigenous identity movements and their importance.
Explain that today, they will explore a significant grassroots Indigenous movement in the United States, AIM. Distribute the resources related to AIM to each small group.Assign each group specific sections of the materials: Mission Statement, History, and a segment of the documentary "Taking AIM." In their groups, students should review and discuss the key objectives and activities of AIM as outlined in their assigned resources. Encourage them to take notes on key points and any quotes or examples that illustrate AIM's work.

Bring the class back together after the small group discussions. Have each group present the key points they've learned about AIM to the class. Each group should focus on their assigned resource but also reference the other resources to provide a comprehensive understanding of AIM.
As groups present, create a summary chart on the board to capture the main ideas about AIM, including its history, mission, and activities. After all group presentations, facilitate a brief class discussion. Ask students what patterns or commonalities they noticed in AIM's goals and activities

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compared to the broader themes of Indigenous grassroots movements using the following questions as guidance:

- What key objectives and activities of AIM (American Indian Movement) did you find were most significant for preserving Indigenous culture and rights, and how do they align with the broader goals of Indigenous grassroots movements?
- As you listened to the presentations and reviewed AIM's history, what patterns or commonalities did you notice in terms of the challenges and strategies used by AIM compared to other Indigenous movements in the United States, Mexico, or Canada?
- How can the lessons learned from AIM's mission and activities be applied to other Indigenous grassroots movements in North America? In what ways can these movements work collectively to achieve their shared goals related to culture, identity, and rights?

Day 3: Mexico's Indigenous Movements

Begin the class by introducing students to grassroots movements in Mexico, emphasizing the importance of these movements in defending Indigenous rights and autonomy. Show this brief video about Indigenous treatment in Mexico. Discuss the historical context of Indigenous rights in Mexico and the need for activism. Provide students with resources related to CIARENA and the Zapatistas, including background reading and Associated Press clips. Divide the class into two groups: one focusing on CIARENA and the other on the Zapatistas.

In their small groups, students should explore:

- The history
- Objectives
- Tactics of their assigned movement.

Encourage students to discuss and take notes on key points, significant events, and any examples that illustrate the activities of CIARENA and the Zapatistas. Remind students to consider the impact of these movements on Indigenous communities in Mexico.

Bring the class back together and have each group share their findings about CIARENA and the Zapatistas. Encourage groups to highlight the challenges and successes of these movements. Facilitate a class discussion about the significance of these movements and their role in advocating for Indigenous rights and autonomy in Mexico using the following discussion prompt questions:

- What were the key objectives and tactics employed by CIARENA and the Zapatistas in their efforts to defend Indigenous rights and autonomy, and how have these actions impacted Indigenous communities in Mexico?
- In what ways do the challenges and successes of CIARENA and the Zapatistas reflect the broader struggles faced by Indigenous communities in Mexico and other parts of North America? What common themes can be identified in their movements?
- How can the lessons learned from CIARENA and the Zapatistas be applied to other grassroots Indigenous movements, both in Mexico and in neighboring countries, as they work toward preserving their culture, identity, and rights?

Day 4: Grassroots Movements in Canada

Begin the class by discussing the reflections on the similarities and differences between Indigenous movements in the U.S.and Mexico. Encourage students to share their insights from the previously covered content. Provide students with resources related to Idle No More and the OKA Crisis, including websites and news clips. Divide the class into two groups, one focusing on Idle No More and the other on the OKA Crisis. In their small groups, students should explore the history, goals, and actions of their assigned movement.

Have each group present their findings about Idle No More and the OKA Crisis to the class. Each group should provide a brief overview of the movement's history, objectives, and notable actions. As groups present, create a comparison chart on the board to highlight key elements of each movement, such as their historical context, primary objectives, and notable actions. Facilitate a class discussion about the significance of Idle No More and the OKA Crisis in the context of Indigenous rights and culture in Canada using the following questions:

- How did Idle No More and the OKA Crisis impact the preservation of Indigenous rights and culture in Canada, and what were some of the key achievements of these movements in addressing Indigenous concerns?
- In what ways do the historical and cultural contexts of Idle No More and the OKA Crisis in Canada differ from grassroots movements in the United States and Mexico, and how might these differences influence the strategies employed by these movements?
- What can we learn from the experiences of Idle No More and the OKA Crisis about the power of grassroots Indigenous movements in advocating for their rights and autonomy, and how can these lessons be applied to support Indigenous communities across North America?

Encourage students to reflect on any commonalities they observed between these Canadian movements and the ones discussed in the United States and Mexico.

Day 5: Continuity, Change, and Patterns

Start the class by revisiting the key ideas about grassroots Indigenous movements in the U.S., Mexico, and Canada, which have been summarized on chart paper throughout the previous four days. Remind students of the key movements and their objectives in each country.

Divide the class into small groups and provide them with a set of guiding questions:

- What are the common themes or patterns in these movements across different countries?
- How have these movements changed or evolved over time?
- What are the enduring challenges and goals of these movements?

In their groups, students should discuss and formulate responses to these questions. Encourage them to draw from their knowledge of the movements discussed throughout the unit.

Have each group share their discussions and responses to the guiding questions with the class. Encourage groups to identify common themes and patterns across different countries, as well as the changes and evolutions that have occurred over time in these movements. Facilitate a class discussion based on the group presentations. Encourage students to compare and contrast the commonalities and differences they've identified in these movements. Discuss the enduring challenges and goals of grassroots Indigenous movements, as well as the significance of these movements in the broader context of Indigenous rights and culture.

Suggested Resources:

United States

- Beginning with the founding of the National Congress of American Indians in 1944, Native Americans established national organizations to demand a greater voice in determining their own destiny. In 1961, some 700 Indians from sixty-four tribes met in Chicago to attack termination and formulate an Indian political agenda and a shared declaration of principles. (Digital History Online Version).
- Declaration of Indian Purpose - Shortened Excerpt

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- Longer Excerpts from Declaration of Indian Purpose
- The University of Pennsylvania's Museum of Archeology and Anthropology's Native American Voices Exhibit: *Native American Voices: The People—Here and Now* presents contemporary topics that hold importance to many Native Americans today. There are four main themes presented in the exhibition: Local Nations, Sacred Places, Continuing Celebrations, and New Initiatives. This site contains videos of Native Americans' first hand accounts of current issues, photos of artifacts and a teacher's guide as well.
- American Indian Movement
- Mission Statement for AIM
- History of AIM
- Ten minute documentary *Taking AIM: The Story of the American Indian Movement* can be streamed via IMDB or YouTube
- The debate concerning Columbus Day vs. Indigenous People's Day is discussed in this TIME article which would likely need to be excerpted.
- Local Connection - Philadelphia officially replaces Columbus Day with Indigenous People's Day on February 8th, 2021 -
- Mayor Kenney replaces Columbus Day with Indigenous People's Day on Philly's city Calendar - Philly Voice
- Additional resource from KYW - Here

Mexico:

- CIARENA (Conservación Investigación y Aprovechamiento de los Recursos Naturales= Conservation, Investigation, and Use of Natural Resources) is a nonprofit organization working to advance and defend the rights and autonomy of indigenous communities in Mexico.
- Have students browse the Organization's Website to learn about issues and activism.
- Students can also use the Arena Blog to learn about specific issues and personal histories. The site is in Spanish, but can be translated.
- Zapatista National Liberation Army
- Background reading at Britannica
- Use these Associated Press clips to start discussion about the group's purpose and tactics as well as the perception of the group. Could they have achieved their goal in a different way?
- AP Two Minutes
- AP 4.5 minutes

Canada:

Idle No More

- Idle No More one of the largest Indigenous mass movements in Canadian history – sparking hundreds of teach-ins, rallies, and protests across Turtle Island and beyond. The impetus for the recent Idle No More events, lies in a centuries old resistance as Indigenous nations and their lands suffered the impacts of exploration, invasion and colonization. Idle No More seeks to assert Indigenous inherent rights to sovereignty and reinstitute traditional laws and Nation to Nation Treaties by protecting the lands and waters from corporate destruction.
- http://www.idlenomore.ca/
- In the summer of 1990, all eyes were on the small Quebec town of Oka for a showdown between Indigenous people, provincial police and eventually the Canadian army. The violent clash was triggered by something as seemingly simple as a golf course and as complicated as

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native burial traditions. The Oka Crisis drew worldwide attention, catapulting Indigenous land rights into the spotlight. http://www.cbc.ca/archives/topic/the-oka-crisis

- http://www.cbc.ca/archives/entry/oka-stand-off-begins
- http://www.cbc.ca/archives/entry/oka-crisis-ends (*Note: There is some explicit language in this clip)

Topic 4: Contemporary US and Canadian government response to the mistreatment of Indigenous people

Day 1: Introduction and Analysis of Canadian Apology

Begin the lesson by discussing the importance of acknowledging historical mistreatment and the role of government apologies. Explain that students will be studying how the U.S. and Canadian governments addressed the mistreatment of indigenous people.

Canadian Apology Analysis

Assign students to small groups.vIn their groups, students should:

- Watch an excerpt from "The Long Awaited Apology for Residential Schools."
- Read the short description of the apology.
- Analyze the provided photos and video clips related to residential schools.
- Discuss the impact of the Canadian government's apology and its limitations.
- Each group should prepare a brief presentation summarizing their findings.

Each group presents its analysis to the class, discussing the significance of the Canadian government's apology and its historical context.

Day 2: Analysis of U.S. Apology and Comparative Discussion

Briefly review the Canadian government's apology and its significance. Provide access to the suggested resources on the U.S. government's apology. Have students read or excerpt the article from Indian Country Today. Discuss the historical context and implications of the U.S. government's apology. Conduct a class discussion to compare and contrast the Canadian and U.S. government apologies. Use the whiteboard/chalkboard to create a Venn diagram, chart, or list to highlight similarities and differences. Encourage students to consider the impact, limitations, and legal aspects of both apologies. Have students reflect on the lessons and discussions of the past two days. Ask them to write a short paragraph about their thoughts on government apologies and their significance in addressing historical mistreatment.

Suggested Resources:

Canada

In June 2008, Canada's Prime Minister Stephen Harper and members of the House of Commons apologized to First Nations leaders for the mistreatment of their people, particularly residential schools. The Long Awaited Apology for Residential Schools is a 1 hour 25 minute video that can be excerpted, or students can read the short description on the site. The story can be read on this google doc.

For a shorter video on a similar topic, watch Trudeau's Apology to Survivors of Residential Schools in Newfoundland and Labrador. This is the link

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to the original youtube video which runs at 7 minutes and 24 seconds.

For background on residential schools, please see this Canadian Encyclopedia entry.
The information is also available as a pdf in the resource folder, along with the following photos:
Metlakatla School
RC Indian Residential School Study Time
Father Joseph Hugonnard, Principal, with students

This 2 minute Viceland video on Residential Schools can also be used for background.

This lesson from the Canadian Broadcasting Corporation asking students to write a letter from a residential school. The lesson plan directs students to pursue a series of clips in the archives A Lost Heritage: Canada's Residential Schools. If students do not have access to computers, choose clips to play for the whole class. Students take notes and prepare their letters on this note taking guide.

For other ideas, use this Canadian Broadcasting Corporation lesson plan about Davis Inlet people from Newfoundland and Labrador. The community was resettled by the Canadian government and problems, including alcoholism, persist. The plan suggests a specific search of the CBC archives, and studying of specific video and audio clips. If students do not have access to the computer, use this link to curate video and audio clips for the whole class. Use this graphic organizer for students to evaluate how well they worked in groups.

United States
President Barack Obama **signed off** on an apology to Native American peoples on the 45th page of the Defense Appropriation Act of 2010. This apology was not spoken or addressed to native populations. The disclaimer at the conclusion of the apology makes it clear that the apology does serve as a basis for any type of legal claim against the United States. This is the full text of HR 3326 which includes the apology.

Have students make a timeline or evaluate various apologies to natives from the US government over the years. Read or excerpt this article from Indian Country Today.

For background on Indian Schools, use this series of lessons from the Library of Congress. Most of the extensive plan and materials are available in pdf form in the resource folder:
Lesson Overview
Lesson Procedures
LOC Primary Source Analysis Tool

Images: Appearance:

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Outside Spokane School
Moqi Maidens Hopi
Carlisle Indian School 1
Carlisle Indian School 2
Cheyenne Bride and Groom

Dwellings:
Hopi Housetop
Sioux Tent
Wichita Grass House

Daily Life:
Hunter in Iowa
Piki Maker
Peyote Drummer
Hopi Grandmother Teaches Art

For background on reservations in the United States, use this series of lessons from the National Parks Service. The resource folder contains lesson plan, the Map Investigation, and the Primary Source Investigation

Topic 5: Case Study: Keystone XL Pipeline Debate

Day 1: Analyzing President William Kindle's Letter
Begin by discussing the importance of understanding current events and their impact on communities. Show this brief video explaining what is the Keystone Pipeline. Introduce the Keystone XL Pipeline debate as a controversial issue with significant implications for Native American land rights, the environment, and communities.

Distribute excerpted articles or articles assigned as part of a jigsaw reading.

Articles detailing aspects of the debate. (These can be excerpted and given as part of a packet of information; alternately, students can each be assigned one article as part of a jigsaw.)
CNN: "Keystone XL Pipeline: What do I need to know?"
BBC: "Keystone XL Pipeline: Why is it so disputed?"
PRI: Native American tribes unite to fight the Keystone Pipeline and government "disrespect"
The Guardian: Keystone XL Would destroy our native lands. This is why we fight.
The Independent: Donald Trump gives presidential approval on Keystone XL oil pipeline

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In pairs or small groups, students read and discuss the articles. Encourage them to highlight key arguments and points related to the Keystone XL Pipeline. Use the whiteboard to create a chart with two columns: "Pro" and "Con."
Have students share the arguments they found in the articles, categorizing them as supporting the pipeline ("Pro") or opposing it ("Con"). Discuss the main arguments from both sides and any questions or uncertainties that arise.

Day 2: Analyzing Perspectives
Start the class by explaining the significance of analyzing primary sources, in this case, a letter from a tribal leader. Emphasize that this letter provides a unique insight into the concerns of the Rosebud Sioux tribe regarding the Keystone XL Pipeline. Distribute copies of President William Kindle's letter to each small group. Instruct students to carefully read the letter, underlining or highlighting key points that express the tribe's perspectives and concerns. Also, have students engage the Four As protocol to ensure close reading of the document.

Discuss the following questions as a guide for their analysis:

- What are the main concerns expressed in the letter?
- How do the concerns relate to the Keystone XL Pipeline debate?
- Are there specific examples or incidents mentioned that highlight the tribe's perspective?
- What solutions or actions, if any, does President William Kindle suggest?

Have each small group partner with another group. Instruct students to share their analysis of the letter with their partners using the Four As Text Protocol. Facilitate a whole-class discussion based on the partner sharing.
Ask students to share the key points from the letter that stood out to them. Discuss how these concerns and perspectives connect to the broader context of the Keystone XL Pipeline debate.

Day 3: Creating Protest Posters and Presentations
Divide the class into two groups: "Pro" and "Con." In their respective groups, students create collaborative protest posters that reflect the key arguments for their side of the Keystone XL Pipeline debate.

- Eye-catching title related to the Keystone XL Pipeline debate
- Clear and concise slogans or messages summarizing the main arguments for or against the pipeline
- Visual elements such as relevant images or symbols (e.g., pipeline, Native American imagery, environmental elements) that support the chosen perspective.
- Bullet points or short statements highlighting key arguments and points from the articles they read.

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At least one question or thought-provoking statement related to the topic to engage the viewer's interest. Encourage students to use persuasive language and visuals to convey their messages effectively. After both groups have presented, conduct a class debate. Encourage students to respectfully argue their points of view, incorporating the information they've learned from the articles, President William Kindle's letter, and their own research.

Suggested Resources:
Letter detailing the positions of President William Kindle of the Rosebud Sioux tribe

Smithsonian: Trump Administration Approves Construction of Keystone XL Pipeline
Associated Press: XL pipeline halted as Biden revokes permit

Suggested Authentic Performance Task: Unearthing the Indigenous Land Rights Debate: A Path Forward

Prompt:
You are a journalist writing a newspaper or magazine article covering a current event relating to indigenous people in Canada, Mexico or the United States. Your job is to educate readers of the publication about various dimensions of the current event and both sides of the issue. By the end, you must make an argument as to what the solution to the problem should be. You will also make a recommendation for a new law or constitutional amendment that could protect indigenous populations and prevent a similar issue from happening again in the future. A successful result will show both sides of the debate, will provide a good summary of the event, reach a conclusion, provide a suggestion for a protective law, and will include at least one image.

Introduction:
Recent events have ignited a contentious debate concerning indigenous land rights in North America. In this article, we'll delve into the complexities of the issue, providing insights from both sides, and ultimately propose a solution to address this long standing problem.

Summary of the Current Event:
The current event revolves around a dispute between an indigenous tribe and a resource extraction company seeking to exploit natural resources on ancestral lands. The company argues that economic development and job creation are essential, while the indigenous tribe contends that this violates their rights, harms the environment, and threatens cultural heritage. Protests, legal battles, and social media campaigns have brought the matter into the public eye.

Both Sides of the Debate:
- Proponents of Resource Extraction:
  - Supporters argue that resource extraction can boost the economy, provide jobs, and promote energy independence. They emphasize the need for responsible and sustainable development while adhering to existing legal frameworks.

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- Indigenous Rights Advocates:
    - Those in favor of indigenous rights stress the importance of respecting ancestral lands and preserving cultural heritage. They argue that current laws often favor resource companies and overlook indigenous rights, leading to the marginalization of these communities.

Proposed Solution:
The way forward involves a balanced approach that respects both economic development and indigenous rights. A negotiated settlement between the indigenous tribe and the resource extraction company, with strong government oversight, could provide a resolution. This should include adequate compensation for the tribe, environmental safeguards, and a commitment to protect cultural heritage sites.

Protective Law Recommendation:
To prevent similar issues in the future and safeguard the rights of indigenous populations, we recommend a new law or constitutional amendment that:

- Establishes clear guidelines for resource extraction on indigenous lands, emphasizing the need for informed consent, environmental sustainability, and cultural preservation.
- Empowers indigenous communities by ensuring their involvement in decision-making processes and the equitable distribution of economic benefits.
- Guarantees enforcement mechanisms and legal protections to hold companies accountable for violations.

Conclusion:
The indigenous land rights issue in North America is a complex matter with strong arguments on both sides. A balanced, negotiated solution, guided by a protective law, offers the best chance for harmonizing economic development with the preservation of indigenous rights and heritage. The path forward requires collaboration, empathy, and a commitment to justice.

Image:
Include an image depicting indigenous people advocating for their land rights, along with a resource extraction operation, to visually represent the issue.

Evaluation Rubric

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Standards

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Common Core Standards	CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. CCSS.ELA-LITERACY.W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CCSS.ELA-LITERACY.W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. CCSS.ELA-LITERACY.W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. CCSS.ELA-LITERACY.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
C3 Standards	D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past. D2.Geo.6.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.Civ.1.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance and change of political power. D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.7.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. D2.His.1.9-12: Analyze evidence critically and demonstrate an understanding of how historians construct interpretations. D2.His.3.9-12: Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

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	D2.Geo.6.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. D2.Civ.1.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance and change of political power. D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.7.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. D2.His.1.9-12: Analyze evidence critically and demonstrate an understanding of how historians construct interpretations. D2.His.3.9-12: Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past. D2.Geo.6.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

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THE SCHOOL DISTRICT OF PHILADELPHIA

Grade 2, Unit 3: Global Communities: Physical Geography and Climate Change

Big Idea	**Global Communities:** Physical Geography and Climate Change
Time Frame	Quarter 3
Unit Overview	In this unit, students will embark on a comprehensive journey through Global Communities. Spanning ten lessons, the unit takes them on an exploratory adventure across various continents, oceans, and pertinent environmental issues. They will delve into the geography, culture, and significant aspects of North America, South America, Europe, Africa, Asia, Australia, and Antarctica while also gaining an understanding of the oceans and pivotal topics such as climate change, waste management, and environmental justice. The overarching aim of this unit is to cultivate a heightened sense of geographical awareness, cultural understanding, and environmental consciousness among young learners.
STANDARDS ADDRESSED IN THIS UNIT	
Common Core Literacy	RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RI.2.2: Identify the main topic of a multi-paragraph text and the focus of specific paragraphs within the text. RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RI.2.7: Explain how specific images contribute to and clarify text W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Social Justice Standards	**Identity:** The unit's exploration of diverse cultures and geographical locations allows students to talk about their own identities and understand the complexity of individual identities, fostering an interest in diverse ways of life. ● ID.K-2.1: I know and like who I am and can talk about my family and myself and name some of my group identities ● ID.K-2.3: I know that all my group identities are part of me—but I am always me. ● ID.K-2.5: I see that my family and I do things the same and different from how others do things, and I am interested in both. **Diversity:** Exposure to global diversity in the unit encourages comfort and friendliness towards people from different backgrounds, helping students recognize similarities and differences in cultural practices. ● DI.K-2.6: I like being around people who are like me and different from me, and I can be friendly to everyone. ● DI.K-2.7: I can describe some ways that I am similar to and different from people who share my identities and those with other identities. ● DI.K-2.10: I find it interesting that groups of people believe different things and live their daily lives differently. **Justice:** Discussions about global issues, such as environmental justice, may help students understand the unfair treatment of certain groups and recognize that life can be more challenging for some individuals due to factors that are not always fair. ● JU.K-2.12: I know when people are treated unfairly. ● JU.K-2.14: I know that life is easier for some people and harder for others, and the reasons for that are not always fair. **Action:** Lessons on environmental justice and climate change encourage students to care about and empathize with those who are treated unfairly while also empowering them to take action or inform adults about unfair situations they encounter. ● AC.K-2.16: I care about those who are treated unfairly. ● AC.K-2.17: I can and will do something when I see unfairness—this includes telling an adult.

NCSS C3 Standards	**D2.Geo.2.K-2.** Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. **D2.Geo.3.K-2.** Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. **D2.Geo.4.K-2.** Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. **D2.Geo.5.K-2.** Describe how human activities affect the cultural and environmental characteristics of places or regions. **D2.Geo.6.K-2.** Identify some cultural and environmental characteristics of specific places. **D2.Geo.10.K-2.** Describe changes in the physical and cultural characteristics of various world regions. **D4.6.K-2.** Identify and explain a range of local, regional, and global problems and some ways people are trying to address these problems. **D4.7.K-2.** Identify ways to take action to help address local, regional, and global problems.

Five Pursuits of Historically Responsive Education

Identity: Throughout this unit, students engage in an exploration of their own identities and the identities of individuals from diverse cultures worldwide. They develop a deep understanding of how various identities shape people's lives and perspectives, fostering a strong sense of self-awareness and appreciation for others.
Skills: This unit equips students with critical skills, including geographical knowledge, cultural understanding, and the ability to analyze global issues. These skills are essential for navigating an interconnected world and becoming informed global citizens.
Intellect: This unit encourages intellectual growth by encouraging students to explore historical and cultural contexts across regions and continents. They gain insights into the contributions of different societies to the global community in terms of art, culture, history, and environmentally sustainable practices.
Criticality: Students actively develop critical thinking and analytical skills as they examine the impact of bias, injustice, and privilege on a global scale. They learn to recognize stereotypes, analyze power dynamics, and engage in open-minded discussions about social justice issues, fostering a critical and empathetic perspective.
Joy: In this unit, students will express interest, curiosity, and excitement about learning about themselves and the world. Their exploration of diverse cultures, geographical wonders, and global issues is designed to spark joy in the learning process, creating a positive and engaging educational experience.

Enduring Understandings

Geographical Awareness: Through exploring continents and oceans, students will develop a deep understanding of global geography, gaining knowledge about diverse regions, cultures, and environments.
Cultural Appreciation: Students will appreciate and respect the cultural diversity of the world, recognizing both the uniqueness and interconnectedness of cultures across different continents.
Environmental Consciousness: The unit aims to instill environmental consciousness by addressing critical issues such as climate change, waste management, and environmental justice. Students will understand the importance of protecting the planet for future generations.
Identity Exploration: By comparing their own identities with those from various parts of the world, students will explore their sense of self and develop an appreciation for their cultural backgrounds.
Empathy and Social Justice: Through discussions on fairness, justice, and global disparities, students will cultivate empathy and a sense of responsibility to stand up against exclusion, prejudice, and injustice, both locally and globally.
Global Citizenship: The unit encourages students to see themselves as global citizens who can make a positive impact on the world by understanding and addressing global challenges. It promotes a sense of interconnectedness and shared responsibility for the planet's well-being.

Essential Questions

- How do geographical features and cultural diversity shape each continent's identity?
- What roles do individuals and communities play in addressing global environmental challenges?
- How do historical and contemporary issues influence our understanding of environmental justice?

Knowledge:

Students will know…

- The geographical locations and significant features of continents and oceans.
- Cultural aspects, traditions, and practices of diverse regions worldwide.
- Key environmental issues, including climate change and environmental justice.
- The interconnectedness of global issues and their impact on different communities.
- How to identify and appreciate the similarities and differences among cultures.

Assumed pre-knowledge:

- *Weather describes daily changes in temperature and precipitation.*

Skills
Students will be able to: • Locate and identify continents and oceans on a map. • Describe cultural practices and traditions of various regions. • Analyze and discuss environmental challenges and potential solutions. • Recognize the influence of geography on culture and environmental conditions. • Engage in respectful and open-minded discussions about cultural diversity. • Demonstrate empathy and a sense of responsibility towards global issues. • Take action to address local and global challenges related to fairness and justice. • Collaborate with peers to explore and appreciate the richness of cultural diversity. • Apply geographical knowledge to understand the world's interconnectedness. • Reflect on their own identities and cultural backgrounds in a global context.

Key Vocabulary/Terms		
• Continent • Mountain • Valley • Canyon • Plain • Coast • peninsula	• Climate • Greenhouse Effect • fossil fuels • Methane • Deforestation • Environment	• Environmental Justice • Globalization • Injustice • Collaboration • Geography

Assessment - Performance Task
Throughout this unit, you've explored Earth's geography, examined how humans impact their surroundings, and gained insights into the changing climate of our planet. In this project, your mission is to dive into the inspiring world of youth activists across the United States. Your task is to conduct research on several young changemakers, make a thoughtful

selection of one activist who resonates with you, and craft a presentation that allows your unique creativity to shine. Get ready to showcase your newfound knowledge!
Performance Task

ELD Practices, SPED Practices, Multi-Tiered Systems of Support Practices, Enrichment

ELD Practices:

- **Vocabulary Enrichment:** Provide English Language Learners (ELLs) with vocabulary lists related to the geographical locations, cultures, and environmental topics covered in the unit. Encourage them to use and practice these words in context.
- **Visual Supports:** Incorporate visual aids such as maps, images, and videos to enhance comprehension, making it easier for ELLs to grasp complex concepts.
- **Language Models:** Offer sentence frames and language models to assist ELLs in expressing their thoughts and observations about different cultures and global issues.
- **Active Participation:** Encourage ELLs to actively participate in discussions, group activities, and presentations to build their confidence and language skills.

SPED Practices:

- **Visual Supports**: Incorporate visual aids such as maps, charts, diagrams, and images to assist students with visual learning preferences or those who benefit from visual cues to understand complex concepts.
- **Small Group Instruction**: Use small group settings to provide targeted support to special education students
- **Multisensory Learning:** Engage students through multisensory activities incorporating touch, movement, and interaction with the environment.
- **Sentence Starters:** Provide sentence starters or sentence frames to help students express their thoughts and ideas when discussing various topics related to geography, culture, and the environment.
- **Explicit Vocabulary Instruction:** Incorporate explicit vocabulary instruction by introducing key terms related to geography, culture, and environmental issues. Use visuals, gestures, and real-life examples to reinforce vocabulary comprehension. Create a vocabulary word wall in the classroom where students can refer to and interact with new terms.
- **Graphic organizers**: Utilize graphic organizers such as concept maps, Venn diagrams, and KWL charts to help students organize their thoughts, compare and contrast information, and track their learning progress.

MTSS Practices:

- **Tiered Instruction**: Implement a tiered approach to instruction by offering different levels of support and challenge to students. This includes providing interventions and enrichment activities as needed.
- **Progress Monitoring**: Regularly assess student progress and use data to identify students requiring additional support or enrichment. Adjust instruction accordingly.
- **RTI Strategies**: Employ Response to Intervention (RTI) strategies to address specific learning needs. This may involve providing targeted interventions for struggling students.
- **Collaboration**: Collaborate with colleagues, special education professionals, and support staff to ensure that students receive the appropriate level of support within the MTSS framework.

Enrichment:

- **Extension Activities**: Develop extension activities that allow advanced learners to explore topics in greater depth and complexity. These can include research projects, creative assignments, or independent studies.
- **Choice and Inquiry-Based Learning**: Offer students choices in their learning paths and encourage inquiry-based learning. This empowers students to pursue topics of personal interest.
- **Real-World Applications**: Connect classroom learning to real-world applications and current events to demonstrate the practical relevance of the content.

Suggested Learning Activities	
#	**Lesson Titles**
1	Lesson 1: Around the World: North America
2	Lesson 2: Around the World: South America and Europe
3	Lesson 3: Around the World: Africa
4	Lesson 4: Around the World: Asia
5	Lesson 5: Around the World: Australia and Antarctica
6	Lesson 6: Oceans: Understanding and Protecting Marine Ecosystems
7	Lesson 7: Climate Change: Humans Change the Environment

8	Lesson 8: Waste: Plastics and Food
9	Lesson 9: Justice: Climate and Environmental
10	Lesson 10: Performance Task

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developed by PBS about Guns, Germs and Steel. There is also a primary source SOAPS investigation comparing Aztec poetry from before and after Spanish conquest.

Suggested Resources:
Population Charts, Maps and Graphs of the Americas
Americas Pre Columbus Powerpoint
Aztec SOAPS Investigation
Guns, Germs and Steel Episode 1
PBS Guns, Germs and Steel Lesson 1
Guns, Germs and Steel Episode 2
PBS Guns, Germs and Steel Lesson 2
Guns, Germs and Steel Episode 3
PBS Guns, Germs and Steel Lesson 3

Suggested Performance Task

Columbus on Trial

This performance task comes from the Zinn Education Project, and can be used as is or adapted to the needs of your classroom. It is suggested that this take place over a three day time frame so students can research and prepare their arguments before participating.

It has been ten years since the Spanish began colonizing the "New" World and there have been disastrous consequences for the Taino people. Multiple parties are on trial for their role in the crimes against the Taino. In teams or individually, students will play the role of lawyers representing Columbus, Columbus' Men, Queen Isabella and King Ferdinand, The System of Empire or even the Taino themselves.

The task is to:
→ write a defense for your client against the charges
→ explain who you think is actually guilty and why

Students will present their cases to the Prosecutor (teacher) and Jury (neutral students). Defendants may plead guilty, and provide details of their crimes, however they must also tell the Prosecutor and Jury who

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they feel shares the blame.

Suggested Authentic Performance Task Prompt
Columbus on Trial Lesson
Spanish Version
Background on Columbus

The People vs. Columbus: Materials in English Materials in Spanish
Additional Materials:
Discovering Columbus - Lesson plan from Zinn Education Project that uses primary and secondary sources to rethink how we view Columbus. This can be used as a precursor to putting Columbus on Trial.

Additional Suggested Resources:

Columbus TDA /Columbus TDA Espanol Asks students to evaluate an author's claim that Columbus Day is still relevant and should be celebrated. Includes graphic organizer and scaffolding.

Library of Congress - 1492: An Ongoing Voyage - includes exhibits (with corresponding primary sources) entitled "What Came to be Called America"; "Mediterranean World"; "Christopher Columbus"; "Inventing America"; and "Europe Claims America"

1492: The Role of Women - This source from Pitt focuses on women in the age of exploration, on which there is a "criminal lack of information." Use this for background reading or choose excerpts about specific women to use as case studies.

Juan Rodríguez Cabrillo: Historical Evidence and Memory Lessons from National Parks Services covering Cabrillo's character and how he is memorialized. The lessons include primary source analysis and a re-enactment of a trial.

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THE SCHOOL DISTRICT OF PHILADELPHIA

World History Quarter 1 Unit 3

Unit 3: How has migration shaped the development of belief systems in history? (3 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

The unit "Migration and Belief Systems" focuses on exploring the interplay between culture, power, and migration. Through discussions, historical document analysis, and multimedia engagement, students will investigate the complexities of conversion, assimilation, resistance, and inequality. They will study historical events like the forced assimilation of Indigenous Australian children and analyze government policies' impacts on cultural identity and human rights.

The unit aims to develop critical thinking, empathy, and ethical inquiry. It emphasizes understanding the role of migration in shaping cultural transformation, the resilience of cultural communities, and the impact of power structures on human rights. Students will also explore artistic expressions as a form of cultural resistance and create their own pieces of art reflecting these concepts. By the end of the unit, students should have a holistic understanding of how migration and belief systems interact, fostering skills in historical analysis, debate, and creative expression.

Essential Questions	Big Ideas
❑ What are human rights, and how do they intersect with individual beliefs, values, and cultural systems? ❑ How is culture and the denial of culture used as a tool for conquest? ❑ How are culture and language used as acts of resistance? ❑ Are culture and language human rights? ❑ How are language, culture and identity related? ❑ How has government action impacted the cultural identity and human rights of Indigenous populations?	Migration and Cultural Transformation Conversion, Assimilation, and Cultural Change Cultural Resistance and Artistic Expression Assimilation and Cultural Change Inequality and Human Rights Power Dynamic and Cultural Impact

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- ❑ What is the role of cultural genocide in historical and contemporary contexts, and how does it relate to forced assimilation policies?
- ❑ In what ways do migration, displacement, and forced assimilation impact human rights, cultural identity, and justice?
- ❑ How does art serve as a form of cultural resistance, and in what ways does it contribute to the preservation of cultural identity?

Enduring Understandings

- ❑ Cultural communities exhibit resilience and resistance strategies to navigate oppressive forces.
- ❑ Power structures exert a profound influence on individuals and communities, shaping cultural narratives and determining life trajectories.
- ❑ Migration is a complex phenomenon driven by diverse reasons, and understanding its intricacies is crucial for grasping the profound implications on cultural identity, human rights, and societal structures.
- ❑ Cultural identity is an intrinsic human right, and communities face historical and contemporary challenges in maintaining their cultural heritage amidst pressures for assimilation.
- ❑ The world is interconnected, emphasizing the far-reaching consequences of actions on culture, migration patterns, and human rights.
- ❑ Artistic expression serves as a powerful tool for fostering social change, enabling creative avenues for cultural preservation, resistance, and communication across diverse communities.

Knowledge and Skills (Performance Objectives):

Students will be able to (transferable knowledge)...

- Analyze and discuss the concept of human rights and articulate their own definitions
- Explore the historical context and cultural influences that shape varying perspectives on human rights
- Comprehend the impact of settler colonialism on Indigenous groups
- Critically examine instances of cultural genocide and understand the role of government policies in perpetuating cultural erasure
- Explore the significance of language in preserving cultural heritage
- Analyze various forms of migration, distinguish between voluntary and involuntary migration, and evaluate the extent to which migration can be considered a human right within the framework of international law
- Investigate how artists use various forms of expression to convey cultural identity and resistance

Transfer Skills

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	Students will be able to independently use their learning to… • Express their thoughts orally and in writing • Engage in informed discussions and critically evaluate different cultural perspectives • Analyze historical events and their consequences • Articulate their own insights into written reflections • Critically evaluate information from diverse sources • Participate in collaborative activities that foster a deeper understanding • Engage in debates that require critical thinking • Create a piece of art aligned with the concept of cultural resistance • Engage in peer evaluations and discussions

Key Terms:

Acculturation: The process through which individuals or groups from one culture adopt the practices, customs, and beliefs of another culture.
Adaptation: The adjustment or modification of behavior, practices, or structures to fit new environmental, social, or cultural conditions.
Agency: The capacity of individuals or groups to act independently and make choices that impact their lives and surroundings.
Artifact: Any object made or modified by humans that provides information about the culture, society, or individuals who created or used it.
Assimilation: The process through which individuals or groups adopt the cultural norms, values, and practices of a dominant or majority culture, often resulting in the loss or suppression of their own cultural identity.
Conquest: The subjugation and control of one group or territory by another through military force or political domination.
Conversion: The process of changing one's beliefs, religion, or ideology to align with a different set of beliefs, often through persuasion, coercion, or personal choice.
Cultural Genocide: The deliberate and systematic destruction of the cultural heritage, traditions, and practices of a particular group, often as part of a larger effort to assimilate or eradicate that group.
Cultural Hegemony: The dominance or control exerted by one cultural group or ideology over others, shaping societal norms, values, and institutions.
Cultural Imperialism: The practice of promoting and imposing one culture's values, beliefs, norms, and lifestyle upon another culture, often through various means such as media, technology, economic influence, and political power.

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Cultural relativism: The principle that a culture should be understood and judged based on its own values, beliefs, and practices, rather than through the lens of another culture's standards.
Culture: The shared beliefs, customs, practices, and behaviors of a group of people, often passed down through generations and shaping their identity and worldview.
Diaspora: dispersion of people from their original homeland
Displacement: The forced removal or relocation of individuals or groups from their homes or native lands, often due to conflict, persecution, or environmental factors.
Egalitarianism: The belief in or advocacy for equality and fairness among all people, regardless of social status, wealth, or other differences.
Equality: The state or condition of being equal in rights, opportunities, or treatment, without discrimination or favoritism based on factors such as race, gender, or socioeconomic status.
Equity: The fair distribution of resources, opportunities, and privileges to ensure that everyone has the ability to reach their full potential, often requiring targeted interventions to address systemic inequalities.
Genocide: The deliberate and systematic extermination of a national, racial, ethnic, or religious group, often with the intent to destroy its members' existence.
Globalization: The process of increased interconnectedness and interdependence among countries, societies, and economies, often facilitated by technology and international trade.
Imperialism: The policy or practice of extending a nation's power, influence, or control over other territories through colonization, military conquest, or economic domination.
Inequality: The unequal distribution of resources, opportunities, or privileges within a society, often based on factors such as race, class, gender, or ethnicity.
Involuntary Migration: Also known as Forced Migration. Occurs when individuals or groups are compelled to leave their homes or countries against their will due to various factors such as conflict, persecution, environmental disasters, or economic hardships.
Justice: The concept of fairness, morality, and righteousness in the treatment of individuals or groups, often involving the protection of rights and the punishment of wrongdoing.
Material Culture: The physical objects, artifacts, and structures created or used by a society, providing insight into its technological, economic, and social development.
Migration: The movement of people from one place to another, often to seek better living conditions, economic opportunities, or escape persecution or conflict.
Migrant: A person who moves from one place to another, usually across national borders, either voluntarily or involuntarily, for reasons such as work, education, or seeking asylum.

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Modernism: Refers to a cultural, artistic, and intellectual movement that emerged in the late 19th and early 20th centuries, primarily in Europe and North America. It encompasses a wide range of artistic and literary styles, as well as philosophical and social ideologies, that reflect a break from traditional norms and conventions.
Nationalism: The ideology or movement promoting the interests, identity, and unity of a nation, often characterized by pride in one's country and a desire for self-determination.
Oppression: Refers to the unjust or cruel exercise of authority or power, often resulting in the systematic mistreatment, exploitation, or marginalization of individuals or groups based on their identity, characteristics, or beliefs. It involves the exertion of control, domination, or discrimination by those in positions of authority or privilege over those who are disadvantaged or marginalized.
Partition: The division of a territory, region, or country into separate political entities, often along ethnic, religious, or geopolitical lines.
Power: The ability or capacity to influence or control the behavior, actions, or decisions of others, often through coercion, persuasion, or authority.
Preservation: The protection, conservation, and maintenance of cultural heritage, traditions, and natural resources to ensure their survival for future generations.
Racism: The local and global power system and dynamic, structured and maintained by persons who classify themselves as white, whether consciously or subconsciously determined, which consists of patterns of perception, logic, symbol formation, thought, speech, action and emotional response, as conducted simultaneously in all areas of people activity (economics, education, entertainment, labor, law, politics, religion, sex and war)
Refugee: A person who has been forced to flee their home country due to persecution, war, or violence, and who seeks refuge or asylum in another country.
Resistance: The act of opposing or fighting against oppression, injustice, or authority, often through nonviolent protest, civil disobedience, or armed struggle.
Secularization: The process of removing or reducing the influence of religion from societal institutions, practices, and beliefs, often resulting in a more secular or non-religious culture.
Settler Colonialism: The establishment of colonies by settlers from a foreign country on indigenous lands, often resulting in the displacement, subjugation, or extermination of indigenous peoples.
Skepticism: The questioning or doubting of established beliefs, ideas, or authorities, often through critical inquiry, skepticism, or rational skepticism.
Social Darwinism: The application of Charles Darwin's theory of natural selection to human societies, often used to justify imperialism, colonialism, and racial superiority.
Stolen Generation: Refers to a dark chapter in Australian history that occurred primarily between the late 1800s and the 1970s. During this period, Indigenous Australian children, predominantly those of Aboriginal and Torres Strait Islander descent, were forcibly removed from their families, communities, and cultural heritage by government authorities and welfare agencies.

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Syncretism: The blending, fusion, or integration of different cultural or religious traditions, resulting in new beliefs, practices, or forms of expression.
Transmission: The passing on or transfer of cultural practices, beliefs, knowledge, or traditions from one generation to another, often through oral tradition, education, or socialization.
Universalism: The belief in or advocacy for the existence of universal principles, values, or rights that apply to all people, regardless of cultural or individual differences.
Voluntary Migration: The movement of individuals or groups from one place to another by choice, without coercion or external force. In voluntary migration, people make a conscious decision to relocate for various reasons, such as economic opportunities, better living conditions, education, family reunification, or personal preferences.

Suggested Authentic Performance Task: Cultural Resistance through Art

Create a piece of art, whether physical, digital, written, or photographed, that embodies the concept of cultural resistance. Your artwork should align with at least one of the categories from the Folk Arts of Social Change Exhibit by the Philadelphia Folklore Project. These categories include passing on a commitment to act for the greater good, taking a stand for your beliefs, outwitting a more powerful foe, and personal liberation fighting for justice and equity.

- Definition of cultural resistance: "Cultural resistance is the practice of using meanings and symbols, that is, culture, to contest and combat a dominant power, often constructing a different vision of the world in the process."
- Students can utilize this brainstorming document to plan their project.

Compose a one-paragraph artist statement that addresses the following:

- Title of the artwork
- Description of what you created and its significance to you
- Explanation of how your artwork reflects the concept of cultural resistance
- Discussion of how your artwork aligns with at least one category from the Folk Arts of Social Change exhibit

Artwork will be evaluated based on the following criteria:

- Demonstrated understanding and representation of cultural resistance
- Alignment with one or more categories from the Folk Arts of Social Change exhibit
- Creativity displayed in the artwork
- Effort invested, including the appropriate use of class time
- Quality of presentation

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Conclude the assignment with a Gallery Walk, during which students will use the Gallery Walk Graphic Organizer to evaluate and compare how each artwork addresses the theme of cultural resistance.

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Suggested Pacing			
Day 1	Day 2	Day 3	Day 4
Topic 1: Human Rights and Cultural Perspectives		**Topic 2: Australia's Indigenous History**	
Day 5	Day 6	Day 7	Day 8
Topic 3: Voices of Resilience	**Topic 4: The Impact of Forced Assimilation**		**Topic 5: Cultural Genocide**
Day 9	Day 10	Day 11	Day 12
Topic 6: Language as a Human Right		**Topic 7: Migration and Human Rights**	**Topic 8: Cultural Expression in Migration**
Day 13	Day 14 - Day 16		
Topic 9: Cultural Resistance in Action	**Performance Task- *Cultural Resistance through Art***		

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Optional Learning Experiences and Aligned Resources
Topic 1: Human Rights and Cultural Perspectives
Project the words "A human right is the right to…" on the board. Have students take out a sheet of paper or use Jamboard to brainstorm answers to the prompt.

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1. Ask students to discuss how they came up with what they brainstormed. In doing so, ask students to consider how that applies not just to laws but their individual needs, wants, experiences, values and belief systems.
2. Ask students if they can come up with a definition of "human rights" based on what they brainstormed
3. Ask students to discuss: where do human rights come from? In doing so have them consider the following questions:
    a. Can human rights be used to oppress?
    b. Are they innate to all humans? Or something that all animals have?
    c. Is there a difference between rights and privileges/rewards?
    d. Is a human right only a human right if the government says so and enforces it?
    e. Are human rights based on culturally defined morals?
    f. Are human rights determined by the individual or collective or by those in power?
    g. Are human rights privileges? Rewards? Something all humans need to thrive/be happy?
    h. Do human rights evolve over time?
4. Go over this basic definition of **human rights**: Basic claims and entitlements that many argue, one should be able to exercise simply by virtue of being a human being.
5. Have students look at two documents regarding human rights: the Bill of Rights (PDF) and the Universal Declaration of Human Rights. Ask students to annotate both documents and notice what each document spells out as a "right". What are the similarities and differences? Ask students to brainstorm reasons for these differences. Explain that the differences have to do with the historical context by which each document was created.
    a. Explain that while different cultures have always had different conceptions of rights, from a European perspective, the notions of rights have expanded from the European Enlightenment *(which inspired framers of the Bill of Rights)* until the present *(UDHR was forged in the aftermath of World War II as part of the creation of the United Nations)*. Go over how there are different types of rights:
        i. Civil and political rights *(individual)*
        ii. Economic, social and cultural rights *(individual)*
        iii. Group/Solidarity rights *(collective)*
    b. However, even today it could be argued that there is not one clear definition of rights. Go over the concepts of universalism and cultural relativism:
        i. **Universalism** is the notion that human rights are universal and should apply to every human being
        ii. **Cultural relativism** is the idea that human rights are culturally dependent, not universal. No moral principle can be made to apply to all cultures. Principles embedded in the Universal Declaration of Human Rights are the product of Western political history *(ex. Magna Carta; American Bill of Rights)*. Some proponents of

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cultural relativism argue that universalism, in its attempts to extend a Western ideal to the rest of the world, is a form of **cultural imperialism**.

iii. The teacher may want to conduct a forced choice exercise where students stand in a line representing the extent they feel human rights are universal or culturally relevant. (1= universal, 10= culturally relevant). Students should use specific examples to support their answers.
   1. For example: freedom of expression, freedom of religion, right to education, right to water and sanitation, freedom from torture, right to privacy, right to health, right to work, freedom of assembly, right to a fair trial, etc.

iv. Teachers can ask students:

v. Go over the following:
   1. **Equality:** each individual/group has same intrinsic value, each individual is given same resources or opportunity
   2. **Equity:** Each person has different circumstances based on systemic inequity and needs different resources/opportunities
   3. **Justice:** fairness, state of equality or equity?
   4. To what extent should equality, equity and/or justice be used to determine if an individual/people have achieved a human right?

Topic 2: Australia's Indigenous History

Imagine your government deciding how you should live, whom you should become, or even dictating the very essence of your identity. Today, we delve into Australia's history, exploring the impact of government actions on Indigenous Australians. To start, let's ponder: What does it mean to have the freedom to practice your own culture? Is culture, in itself, a human right?

- Review definitions of culture from the previous unit: What is Culture
- Define **Indigenous Australian**: the different indigenous peoples of the Australian mainland and some surrounding islands. Have students look at this website by the Australian government (PDF) and reflect on the importance of naming people the way they wish to be named. More information can be found here. Students should also look at this map to explore the diversity of Indigenous Australian/First Nations People.
- Define **Stolen Generation**: the period of 1910-1970 the Australian government forcibly removed Indigenous Australian children from their families in an attempt to forcibly assimilate them into white society.
- Define **assimilation**: the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant

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culture of a society.
- Define **cultural hegemony**: the imposition of cultural "norms" on others.

Now that we've explored the significance of personal culture and human rights, let's journey into Australia's history to see how government actions impacted Indigenous Australians. To better understand, we'll project a map of Australia using resources from the Australian Defining Moment's Digital Classroom. But first, let's grasp key terms that frame this historical narrative.

- Define **Settler Colonialism**: a type of colonialism in which the indigenous peoples of a colonized region are displaced by settlers who permanently form a society there. Settler colonialism can be defined as a system of oppression based on genocide as it displaces a population of a nation *(oftentimes indigenous people)* and replaces them with a new settler population.
  - Explain that this is a defining feature of Australian history.
  - For more information: settler colonialism | Wex | US Law | LII / Legal Information Institute.
- **Ask students:** Can you think of similar examples in US history?
- Optionally, students can engage in readings for more background on Settler Colonialism:
  - Settler Colonialism Primer | Unsettling America
    - What resonates with you in this foundational exploration?
  - Settler Colonialism
    - How does this concept manifest in various parts of the world, and what common threads connect these experiences?
  - What Is Settler-Colonialism? | Learning for Justice
    - Reflect on the implications and consider the ways in which understanding settler colonialism contributes to fostering justice and equity.

Now that we've laid the groundwork on settler colonialism, let's journey into the specific historical landscape of Australia. Our exploration will traverse the events before and after European colonialism, shedding light on key moments that have left an indelible mark on the nation.

- Go over key events of Australian history using this timeline or have students create their own timelines: The 'Black Line' | Australia's Defining Moments Digital Classroom (PDF)
  - What role did this event play in shaping the trajectory of both communities?
- Arrival of Captain James Cook Australia's Defining Moments Digital Classroom (PDF)
  - How did this encounter set in motion a series of events that would reshape the cultural and societal fabric of

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Australia?

Consider the significance of personal culture and its intrinsic link to human rights. How does the freedom to practice one's own culture contribute to a sense of identity and well-being? Reflect on the impact of government actions, particularly the concept of assimilation and the profound repercussions of the Stolen Generation. How do these historical events resonate with our understanding of justice and equality?

Optional Extension Activity

Social Darwinism Extension Activity: Read the following statements to the students and have them go to one side of the room if they agree and the other side of the room if they disagree. Students must pick a side, but if they are not 100% sure, can go toward a side that they agree with more. Students may switch sides if they are persuaded by other students to change their mind.

- Human life is a "struggle" where only the "strongest" groups succeed.
- Groups that succeed do so mainly because of their "natural abilities".

After each statement, have students explain their reasoning for picking a side. In doing so, ask them to explain how they interpreted words such as "struggle", "strongest" and "natural abilities".

Go over **social Darwinism**: an application of Charles Darwin's "survival of the fittest" theories to groups of humans. Explain that the late 19th century was a time period in European and American history when ideas of **nationalism** and **modernism** became even more intertwined with ideas of imperialism, racism and social Darwinism. This led to ideas that African Americans, Native Americans and other people of color were naturally inferior races that needed to be civilized. Conversely, social Darwinism was also used to support arguments about what types of people or countries were considered "modern". Explain that Social Darwinism was a worldview that those who promoted policies of assimilation toward indigenous people used to justify their policies.

- Look at this image: Frank Leslie's Historical Register of the Centennial Exposition (1876).
- Ask students to examine the image and find elements of Social Darwinism.

Topic 3: Voices of Resilience

Play the song: "Took the Children Away" by Archie Roach, which details his experiences as a member of the Stolen Generation: Archie Roach - Took The Children Away (Official Music Video)

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- Teachers can distribute the lyrics to "Took the Children Away" and have students annotate, identifying key themes, emotions, and questions.
- What emotions do you think he is expressing? How might these emotions relate to the broader experiences of the Stolen Generation?

Now, let's delve deeper into the visual representation of these experiences. As we watch an animation depicting the Stolen Generation, pay attention to how emotions are portrayed visually. We will explore the impact of these historical events through the power of storytelling and imagery. Play this powerful video, which uses animation to tell the story of how 400-600 Indigenous Australian children were taken from their families in New South Wales and forced to live and attend government schools in order to be assimilated into white culture. Be aware that there are graphic depictions of violence and nudity that may be triggering.

- Teachers may want to consider distributing a viewing guide with prompts to focus students: Identify specific scenes that evoke strong emotions, Look for symbols or visual metaphors in the animation, Identify key characters and their roles in the story, Describe the settings portrayed in the video, How do the animation style and storytelling techniques contribute to the overall impact, etc.
- Consider the quote that one of the survivors says: "Without your identity who are you?" What does this quote mean to you? What impact did this have on the survivors?
- Have students brainstorm reasons why they feel the government of Australia would forcibly assimilate Indigenous Australian children. To what extent did the government aim to establish control over Indigenous populations through assimilation? Were there prevailing ideologies that justified the assimilation approach, and how did these beliefs shape policies? How did racial biases contribute to the decision-making process, and in what ways did stereotypes influence policies? Were there economic motives behind assimilation policies, and did the government see assimilation as beneficial for economic development? To what extent did fear or misunderstanding of Indigenous cultures play a role in the assimilation policies?

Optional Extension #1	Optional Extension #2
If teachers deem that the video is too graphic, have students watch the first 5 minutes of this documentary, which includes the song *Took the Children Away* and some interviews with survivors. Before watching, provide students with background information on the documentary and its significance. Encourage note-taking	Teachers may also have students look at the A Taste of Sounds of Australia, a yearly compilation of songs deemed by Australians as having "cultural, historical and aesthetic significance and relevance". Have students listen to the different songs in the compilation. Review the definition of culture and ask students to

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on key points, emotions evoked, and questions raised. Consider discussion questions such as: How did the survivors' stories impact your understanding? What are the ethical considerations of depicting such historical events in the media? Students can write a reflective piece on their emotional responses, newfound knowledge, and thoughts on the importance of preserving and sharing such stories.	draw conclusions of how Australians today view culture based on the lyrics of the songs. Teachers can choose to play selected songs from the compilation and provide students with lyrics or key excerpts for analysis. Divide students into small groups and assign each group a specific song. In their groups, students analyze the lyrics, discussing: Themes present in the song, Historical or cultural references, Emotional tone conveyed by the music. Teachers can facilitate a whole-class discussion on the role of music in reflecting cultural identity. Students can create a visual representation (artwork, collage, or digital media) that captures the essence of one of the songs and connect this creative process to the theme of cultural preservation.

Topic 4: The Impact of Forced Assimilation

Explain to students that we will be watching the movie Rabbit Proof Fence to examine the impact of forced assimilation on the culture of Indigenous Australian children. The movie is based on the novel *Follow the Rabbit Proof Fence* by Indigenous Australian author Doris Pilkington Garimara. Teachers should review the following concepts– **cultural hegemony, assimilation, settler colonialism**– and ask students to keep track of where they see these concepts illustrated in the movie.

- Have students complete the Rabbit Proof Fence Questions as they watch the movie.
- Teachers may wish to utilize the full Rabbit Proof Fence Curriculum Guide. *(**Note**: this curriculum refers to Indigenous Australians as Aboriginal Australians)*
- To close, have students write a journal entry in response to the movie:
  - Many Indigenous Australians today are still suffering from the effects of loss of identity and family brought about by the Australian government's practice of removing Indigenous Australian children. Should the Australian government give an official apology for the policy? For example, it could be argued that this is no longer necessary given that the policies no longer exist. Discuss your reasons why/why not.

Topic 5: Cultural Genocide

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On the board, project the following quote from Captain Richard Henry Pratt:

"A great general has said that the only good Indian is a dead one, and that high sanction of his destruction has been an enormous factor in promoting Indian massacres. In a sense, I agree with the sentiment, but only in this: that all the Indian there is in the race should be dead. *Kill the Indian in him, and save the man.*"

- *[You can also just use the italicized, not italicized in original, portion of the quote if you wish.]*
- This quote came from a speech he gave in 1892 in Denver Colorado entitled *The Advantages of Mingling the Indians with Whites*. Captain R.H. Pratt was the founder and Superintendent of the Carlisle Indian Industrial School in Carlisle Pennsylvania, a residential boarding school, used for the forced assimilation of Native Americans from all over the country between the years of 1879-1918. Captain Pratt was a proponent of not killing Native Americans, but assimilating them into white society.

Have students reflect, respond, and discuss the quote. Explain to students how **settler colonialism**, such as learned about in Australia, has taken place across many areas throughout the world - such as on Turtle Island in the United States and Canada (Many First Nation peoples refer to the North American continent as "Turtle Island" as it is part of the origin story for the land they lived. You can learn more, and share this with students, here). Settler Colonialism requires the colonizer to eradicate and/or manage the indigenous population through assimilation, dehumanizing laws, and other means of control in order to gain and maintain control over the land and resources. In order to do this, especially when complete eradication of the indigenous population is not possible for the colonizer, **cultural genocide** has often been utilized by the colonizer to assimilate and control. This is illustrated in the above quote from Pratt, as well as the policies and boarding schools learned about in previous days lessons in Australia.

Cultural Genocide

In this portion of the lesson, you will spend some time working with students to gain an understanding of what is meant by the term *cultural genocide*, the role of assimilation in genocide/settler colonial projects, and the controversy sorrounding this term.

- Split students into small groups of 3-4. Distribute and have them read this article from Facing History and Ourselves on the debate over using the term *cultural genocide*. Students should discuss and answer the discussion questions at the end of the reading, and have a whole group discussion afterwards. Students should be able to take a side on the issue, and support it with evidence from the text and previous lessons; however, a debate isn't the main objective of this.

History, Context, and Legacy of Residential Schools

- To begin this part of the lesson, hand out this poem to your class. Read the poem out loud, having your students circle words or phrases that stick out to them. Have students share thoughts, reflections, and questions from the poem. Let your students know that they will spend some time learning about the history and traumatic legacy of residential schools in Canada.

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- Next, have students read this article from Facing History on the background of residential schools and the role of the Indian Act in their creation. If time permits, have students interact with the original Indian Act of 1876, found here. The amendments that allowed for the creation of the residential schools weren't added until the 1880's, and the establishment of the schools was highly influenced by the 1879 *Report on Industrial Schools for Indians and Half-Breeds* (also referred to as the *Davin Report*). The report was written by Nicholas Flood Davin after he visited various reservations and residential schools located in America. Here is a PDF of the *Davin Report*. You can have your students read it its entirety, or specifically focus on pages 10-15. Use this Frayer Model for students to complete after the reading.

The Indian Act of 1876, and the amendments that followed, codified forced assimilation, cultural genocide, and the control over First Nations peoples by the Canadian government. However, interestingly enough, when Prime Minister Trudeau proposed eliminating the Indian Act in 1969 (the "White Paper Policy"), this was widely unpopular amongst First Nations, who did not wish to fully assimilate into Canadian society, desiring instead their complete autonomy and land rights.

After students establish an understanding on the origins of residential schools in Canada, divide your students into four groups. Assign each group one of the following readings. While in their groups, they should read and discuss. They will be responsible for summarizing the text for the rest of the class. You can also feel free to use a graphic organizer or method of your choice to help guide students in this task.

1. 'Horrible History': Mass Graves of Indigenous Children Reported in Canada
2. How Thousands of Indigenous Children Vanished in Canada
3. First Days
4. The Horror of Canada's Residential Schools Was Hiding in Plain Sight

Truth and Reconciliation

In 2007, the largest class-action lawsuit in Canadian history was settled to address the harms caused by the residential schools. One of the things that came out of the Indian Residential Schools Settlement Agreement was the creation of the Truth and Reconciliation Commission (TRC). The TRC spent six years traveling across Canada collecting stories of survivors and the families of children to collect their stories and experiences at the residential schools. At the start of the commission's work, Prime Minister Stephen Harper issued a formal apology, acknowledging the harm done through the residential schools. At the conclusion of their work, Prime Minister Justin Trudeau accepted the TRC final report and calls to action, and further committed to answering all of the calls to actions included in their final report.

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To introduce students to this work, have them read through the Mandate for the Truth and Reconciliation Commission found here. If time permits, students should also read the 94 calls to action of the report, found here. You can also provide excerpts, or use a jigsaw to split the reading up amongst small groups. Students should discuss with small groups which recommendations stand out to them and why. **Why do they think this call to action would help repair the damage done by residential schools?** After doing this work, regroup as a whole class and discuss.

Additionally, you can view this video with your students which was released in 2020, the five year anniversary of the TRC final report. You should also make sure to note with your students that as of the end of 2023, the Canadian government has only met 13 of the 94 demands.

Prior to delving into an indigenous critique of reconciliation, read through a summary of her work with your students to help them build some background on Leanne Betasamosake Simpson's argument. Leanne Betasamosake Simpson is a Michi Saagiig Nishnaabeg writer, activist, and artist. You may also want to show them her music video *I Pity the Country,* which is a remake/retelling of native Willie Dunn's song of the same name, having students share with those around them their reflections.

Next, using the Four A protocol, have students get a deeper exposure and understanding of Simpson's argument of Canada's reconciliation as a form of neocolonialism from her book *Dancing on Our Turtle's Back*, students will read pages 14-29 from this PDF.

Optional Extension Activity

Drawing on what was learned in previous lessons on the residential schools in Australia and the Stolen Generation, you can have students go to this site and look at how aboriginal people have addressed the legacy of the Stolen Generations, which led to a 1997 government investigation/report culminating in a grassroots movement that led to the government of Australia to issue a national apology in 2008:

- The Stolen Generations | AIATSIS
- Video of national Apology
- Government PDF on it: The Apology
- Indigenous response to the apology
    - Students could watch the video and discuss if they feel the national apology is an appropriate response. They should incorporate ideas from their earlier journal entry on the movement.

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Topic 6: Language as a Human Right

Project this quote and have students write a journal response: "Language is the road map of a culture. It tells you where people come from and where they are going" Rita Mae Brown.

In this lesson, we will explore the efforts of Indigenous Australian/First Nations People to reclaim and promote their culture, focusing on the recognition of language as a fundamental right.

- Have students look at the AIATSIS website and the embedded videos. These videos delve into the significance of language for different Australian Aboriginal groups, particularly in light of government policies discussed in previous lessons.
- **Ask students:** What is the connection between language and culture? How does language play a role in shaping identity and ensuring the transmission of heritage to future generations? To what extent can we argue that language is a fundamental human right?
- According to the website, "In Australia, there are more than 250 Indigenous languages, including around 800 dialects. Languages are living entities that link people to Country, culture, and ancestors." The videos vividly illustrate how language serves as a conduit for passing down cultural knowledge and heritage. For example, one video highlights the role of the Warlpiri language in preserving cultural richness. Additionally, the educational outcomes improve significantly when children are taught in their first language. The videos also shed light on how the historical threat of being separated from families compelled earlier generations to suppress their native languages.
- Have students look at the Endangered Language Project website. In doing so, students should first look at the intro video and then peruse the map with an overview of different endangered languages around the world.
  - Next, have students click on Language<USA and look at different regions of the US where there are endangered languages.
  - **Ask students**: What patterns or trends do you notice in the distribution of endangered languages globally?
- Have students look at the example of Pennsylvania German to see a local example of an endangered language: Endangered Languages Project - Pennsylvania German
  - Compare the information on Pennsylvania German with another endangered language from a different region. Identify common challenges faced by these languages and any unique factors influencing their endangerment.
  - **Ask students:** What are the potential consequences of losing a language, considering factors such as cultural identity, knowledge transmission, and global diversity?

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Let's shift our focus to a global perspective on language endangerment. The article "How Languages Die" offers us insights into the broader challenges faced by languages worldwide.

- In the article, we learn it is estimated that **50% of languages we have today might vanish in the next 100 years**. How do you think migration can affect languages? Think about it like when a new group of people moves somewhere, and their language mixes or even replaces the one already there. This is happening more with climate changes, too. For example, in Vanuatu, a place with 110 Indigenous languages, half of them are spoken by only around 700 people.

Language Lifeline Challenge: students will act as language preservationists who will come up with creative solutions to save the world's disappearing languages.

- Divide the class into small groups.
- Explain that each team represents a unique agency responsible for preserving endangered languages.
- Students must brainstorm and design a creative "Language Lifeline" that addresses the challenges mentioned in the article.
- Encourage students to consider the impact of migration, climate changes, and other factors on language preservation.
- Teams can create posters, short skits, or even digital presentations to showcase their innovative solutions.
- Emphasize the importance of incorporating elements from the article and real-world examples into their proposals.
- Each team presents their "Language Lifeline" solution to the class. Encourage them to use visuals and/or slogans to make their presentations engaging.

To close, facilitate a class discussion on the different solutions presented. Discuss the feasibility and creativity of each idea, encouraging students to draw connections between their proposals and the challenges highlighted in the article. Individually, students can write a brief reflection on what they learned from the activity. What creative solutions stood out to them, and how do these solutions relate to the real-world challenges of language endangerment?

Optional Extension #1	Optional Extension #2	Optional Extension #3
What does the world lose when a language dies? *(7 min video from PBS Newshour)* • What does global society lose when a language becomes extinct?	Students will explore the efforts of individuals in reviving endangered languages, focusing on the story of the last known speaker of the Chana language in Argentina: One Man's Mission to Revive	Students will explore an interactive article about endangered languages in New York City (PDF), gaining insights into the diversity of languages facing endangerment in an urban context.

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• At 2:44 in the interview, Bob Holman refers to languages as essential for assimilation, calling them "bully languages." Can you explain his perspective and what he means by this term? • In what ways is technology playing a role in the preservation of endangered languages? • Consider the idea that universal language could lead to global harmony. Share your critique of this notion. Are there aspects beyond communication that would be affected if everyone spoke the same language? • Reflect on the importance of learning and respecting different languages. How does language contribute to cultural diversity, and what might be lost if linguistic diversity diminishes?	an Indigenous Language in Argentina (PDF). • Encourage active reading by taking notes on the challenges faced by the last known speaker of the Chana language, his journey, and his advocacy for language rights. • Break students into small groups to discuss the following: Challenges faced by the last known Chana language speaker; Strategies he employed to teach the language to his daughter and others; The significance of being an advocate for language rights. • Have students write a short reflection on the importance of language preservation and the impact of individuals, like the protagonist in the article, in revitalizing endangered languages.	• Instruct students to explore the article, paying attention to the different languages highlighted, the communities involved, and the challenges these languages face in an urban environment. • Ask students to create a map showcasing the distribution of endangered languages in NYC based on the information provided in the interactive article. • Discuss the factors contributing to language endangerment in urban settings, such as migration, globalization, and cultural assimilation. • Have students write a reflection on how the situation of endangered languages in NYC compares to the global context discussed earlier in the lesson.

Topic 7: Migration and Human Rights

Have students brainstorm the definition of **migration** and why people migrate.

- Have students go to this site (PDF) and read the definition of migration and the top 4 reasons people around the world migrate.
- A **migrant** is defined as "a person who moves away from their place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons."

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- The 4 most common types of migration:
  - labor, forced migration, human trafficking and modern slavery, environmental migration
- Explain how there are different types of migration:
  - **Voluntary and involuntary migration**
  - Consider to what extent voluntary migration is really voluntary *(e.g. a farmer migrates for economic opportunity because climate change has made it difficult to farm).*
- Review Rabbit Proof Fence and information on indigenous children in Canada. How would you classify the migration of indigenous children who were forced to live in boarding schools?
- To what extent is migration a human right? To help students think about this question, have student look at the Article 13 of the Universal Declaration of Human Rights:
  - Article 13
    - "Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country."
  - Article 14
    - "Everyone has the right to seek and to enjoy in other countries asylum from persecution."
- Have students go to Amnesty International website: Refugees, Asylum Seekers and Migrants - Amnesty International (PDF)
  - Have students answer: What are the definitions of refugee, migrant and asylum seekers? What laws protect migrants, refugees and asylum seekers?
  - Who is a **refugee**?
    - A **refugee** is a person who has fled their own country because they are at risk of serious human rights violations and persecution there. The risks to their safety and life were so great that they felt they had no choice but to leave and seek safety outside their country because their own government cannot or will not protect them from those dangers. Refugees have a right to international protection.
  - Who is an **asylum seeker**?
    - An **asylum seeker** is a person who has left their country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognized as a refugee and is waiting to receive a decision on their asylum claim. Seeking asylum is a human right. This means everyone should be allowed to enter another country to seek asylum.
  - Who is a **migrant**?

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- There is no internationally accepted legal definition of a migrant. Like most agencies and organizations, we at Amnesty International understand migrants to be people staying outside their country of origin, who are not asylum seekers or refugees.

- Laws for migrants, refugees and asylum seekers
  - The rights of migrants, refugees and asylum seekers are protected by international law, regardless of how and why they arrive in a country. They have the same rights as everyone else, plus special or specific protections including:
    - The **Universal Declaration of Human Rights** *(Article 14)*, which states that everyone has the right to seek and enjoy asylum from persecution in other countries
    - The 1951 **UN Refugee Convention** *(and its 1967 Protocol)*, which protects refugees from being returned to countries where they risk being persecuted
    - The **1990 Migrant Workers Convention**, which protects migrants and their families
    - Regional Refugee law instruments *(including 1969 OAU Convention, 1984 Cartagena Declaration, Common European Asylum System and Dublin Regulation)*

Human Rights Jigsaw:

1. Divide the class into small groups, ensuring a mix of perspectives within each group. Assign each group a specific scenario related to migration. Scenarios can include situations faced by asylum seekers, refugees, and migrants.
   a. Examples:
      i. Asylum Seeker Scenario:
         1. Situation: A person fleeing political persecution in their home country arrives at a border seeking asylum.
         2. Challenges: Access to a fair asylum process, protection from deportation, potential detention conditions
      ii. Refugee Scenario:
         1. Situation: A family escaping a war-torn region is granted refugee status in a host country.
         2. Challenges: Integration into the new society, access to education and employment, potential discrimination.
      iii. Migrant Worker Scenario:
         1. Situation: Individuals migrate for better economic opportunities and work legally in another country.
         2. Challenges: Labor rights, fair wages, protection from exploitation, social integration.
      iv. Climate Refugee Scenario:
         1. Situation: Families forced to migrate due to environmental changes impacting their livelihoods.
         2. Challenges: Recognition as refugees, access to humanitarian aid, adapting to a new environment.

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v. Internally Displaced Persons (IDPs) Scenario:
    1. Situation: People forced to flee their homes within their own country due to conflict or disasters.
    2. Challenges: Access to basic necessities, protection from violence, rebuilding lives.
vi. Stateless Person Scenario:
    1. Situation: Individuals without a recognized nationality, often facing restrictions on rights.
    2. Challenges: Lack of access to education, healthcare, and legal protections.
vii. Separated Family Scenario:
    1. Situation: Families separated due to migration policies or conflicts.
    2. Challenges: Reuniting with family members, legal processes for family reunification.
viii. Human Trafficking Scenario:
    1. Situation: Individuals coerced or deceived into labor or exploitation.
    2. Challenges: Escape from trafficking, legal protection, rehabilitation.
ix. Unaccompanied Minor Scenario:
    1. Situation: Children migrating alone for various reasons, seeking refuge or family reunification.
    2. Challenges: Best interests of the child, protection from exploitation, legal representation.

2. Each group researches the rights and challenges faced by individuals in their assigned scenario.
3. Groups can prepare a brief presentation outlining the human rights concerns and legal protections relevant to their scenario. Encourage them to consider the Universal Declaration of Human Rights and other international laws. Encourage questions and discussions during the presentations.
4. Initiate a class discussion. Explore the interconnectedness of various migration experiences, the common threads in human rights protections, and the nuances that arise in different situations.

As we wrap up our exploration, let's circle back to the question: To what extent is migration a human right? Encourage students to share insights, challenges, and moments that stood out during the presentations.

Topic 8: Cultural Expression in Migration

If you could express your identity and cultural heritage through any form of art, what would it be, and why? How might this form of expression help others understand your background? **Note:** Students struggling to brainstorm could think about a piece of art, music, or literature that has a special meaning to them and reflect on how it resonates with their own identity.

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Have students go to the website of the Philadelphia Folklore Project and look at the profiles of artists. Explain that the majority of artists on this website practice art that is in some way connected to their family's migration history or the larger diasporic history of a people they are connected to. Define **diaspora**: dispersion of people from their original homeland.

Ask students to pick two of the artists on the website and answer the following questions for each artist:

- Identify the artist. What type of art does the artist do?
- Why does the artist choose this form of expression?
- How does the artist understand their culture and the role they play in interpreting it?

Assign students profiles of Asian Pacific American immigrant artists from Philadelphia Folklore Project: Works in Progress Volume 14: ½ Summer 2001.

- Put students in groups of 5 and assign each student one of the following articles. Students should do a jigsaw answering the following questions:
  - Why does the artist choose to do what he/she/they does?
  - How does the artist understand their culture and the role he/she/they play in interpreting it?
- Ask students to share their answers using this graphic organizer.
  - "I Didn't Dance after I left Changsha" by Oliver Nie
  - "The Story of Ki-Wook Kim" by Ju-Yeon Ryu
  - "You Cannot Lose Your Spirit" by Leenavy Koung
  - "The Deep Void in My Heart Has Been Filled" by Juan Xu
  - "Chinatown Without Lion Dancers Would be a Community Filled with Regret" by Sifu Cheung Shu Pai

As students conclude the Jigsaw activity, have them reflect on the rich tapestry of cultural expressions they've explored in the lesson. Consider how art becomes a bridge, connecting us to our heritage and fostering empathy. In embracing diversity, we weave a shared narrative that transcends borders and enriches our collective journey.

Optional Extension #1	Optional Extension #2	Optional Extension #3
Have students go to this website: National Gallery of Art: Uncovering America	Teachers may wish to show the documentary Last Train Home. The	Teachers may wish to have students read excerpts of the graphic novel *The Magic*

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Curriculum. Answer the two questions using the slide show on the site: 1. **Why do people migrate to and within the United States?** 2. **How might works of art help us understand personal experiences of immigration and displacement?** Teachers may wish to use other lessons/activities from the NGA curriculum.	documentary looks at the internal migration of Chinese migrants from the countryside to the cities and the impact this is having on the family structure of China and norms. It also contextualizes these changes within the broader themes of progress and development from Unit One, specifically examining China's transition to a market economy.	*Fish* by Truong Le Nguyen. The graphic novel– which is set in the 1990s and is about a Vietnamese American boy and his refugee mother– is about how they grow to understand each other through the telling of fairy tales. Teachers may wish to use lessons from this curriculum: The Magic Fish

Topic 9: Cultural Resistance in Action

To begin this lesson, ask students the following question: "Can culture change the world?" Allow for a discussion/debate to continue, taking notes on the board of particularly strong points or examples made by students. Then, project the following quote from Audre Lorde. Audre Lorde was an American poet, activist, writer and professor who lived 1934-1992. She is a self-described "black, lesbian, mother, warrior, poet", and is highly respected amongst proponents and scholars of Black feminist thought.

"For women, then, poetry is not a luxury. It is a vital necessity of our existence. It forms the quality of the light within which we predicate our hopes and dreams toward survival and change, first made into language, then into idea, then into more tangible action. Poetry is the way we help give name to the nameless so it can be thought. The farthest external horizons of our hopes and fears are cobbled by our poems, carved from the rock experiences of our daily lives."

- Audre Lorde "Poetry is not a Luxury" (1985)

After reading the excerpt with your students, have them discuss the following questions in their small groups or a think-pair-share: if they agree or disagree with Lorde, why? Has poetry played an important role in their life? How so? How does this excerpt connect with the introduction question? You should also add guiding questions for students to contemplate that came up from the earlier discussion.

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After bringing the class back and having a quick debrief of the small group/think-pair-share discussions, have students think back to previous lessons, specifically around cultural genocide. Remind students how important it has been to colonizing nations and oppressors to strip the oppressed/colonized of their culture and identity. This was a way for them to control, to assimilate, to dehumanize them (residential boarding schools in Canada and Australia, potlatch ban (PDF),etc.).

In the face of oppression, genocide (cultural or otherwise), people have long relied on art and their culture to resist, to hold on to their identities and histories, to imagine and build towards a different world. Provide students with the definition of *cultural resistance*:

"Cultural resistance is the practice of using meanings and symbols, that is, culture, to contest and combat a dominant power, often constructing a different vision of the world in the process."

Depending on the needs of your students, either review or have students do a more in-depth reading of What is Culture. Make sure to pay special attention to "material culture", or "the physical objects, resources, and spaces that people use to define their culture. These include homes, schools, churches, mosques, offices, temples, factories and plants, clothes, utensils, roads, ornaments, TV, radio, machines, tools, goods and products, stores and many more. All of these man-made objects and things that have been evolved over ages for man's well-being and comfort are material culture."

Next, as a whole class, take a look at the article Folk Arts of Social Change article from Philadelphia Folklore Project from *Works in Progress*, which begins on page 10. Have students read the introduction text and either independently or collaboratively answer the following questions (have them projected on the board):

- What is folk art? How are folk arts often misinterpreted?
- What are ways that folk artists use art to address issues of social change?
- How can aspects of material culture be folk art?

After these questions are debriefed as a whole class, students will work in pairs or small groups to read through the exhibits shown in the rest of the article, completing this graphic organizer as they do.

Note: In wrapping up the unit, to assist students' understanding of all of the vocabulary words in this unit, consider having students do a **Term Association activity**. Instruct students to read through the list of vocabulary terms carefully. Ask students to rank the terms from most important to least important based on their relevance to the unit of study on world history (or rank the top 5 words). For each term, students should provide a brief explanation or justification for their ranking, explaining why they believe the term is important in relation

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to the unit of study. Encourage students to consider historical significance, relevance to key themes or concepts, and potential impact on understanding world history. Remind students to be thoughtful and reflective in their rankings and explanations, drawing on their knowledge and understanding of the terms. Examples:

1. **Culture:** This word is super important because it's all about how people live and do things together. It's like the stuff that makes us who we are, like our traditions, beliefs, and how we act around each other. In our unit, we learned about different cultures from around the world, and understanding them helps us see how people's beliefs and customs shape history.
2. **Equality:** This one's big because it's about everyone being fair and getting the same chances. It's like making sure nobody gets left out or treated differently just because they're different from us. We studied how equality has been fought for throughout history, and it's important to know about to understand the struggles and achievements of different groups of people.
3. **Power:** This word is all about who's in charge and who gets to make the big decisions. It's important to know who has power and how they use it, because it can affect a lot of people's lives. In our unit, we looked at how power has shaped societies and influenced historical events, like wars, revolutions, and changes in government.
4. **Migration:** This is about people moving from one place to another, like when families move to a new city or country. It's cool because it's how we explore new places and meet different people, but it can also be tough if you have to leave your home. We learned about how migration has shaped the world, from early human migrations to modern-day immigration patterns, and how it's impacted cultures and societies.
5. **Globalization:** This one's about how everything's connected all around the world. Like, how we can talk to someone on the other side of the planet in just a few seconds. It's changing how we live and do things, and it's important to understand how it works. In our unit, we explored how globalization has influenced trade, technology, culture, and the way nations interact with each other, which is super relevant to understanding modern world history.

Suggested Authentic Performance Task: Cultural Resistance through Art

Create a piece of art, whether physical, digital, written, or photographed, that embodies the concept of cultural resistance. Your artwork should align with at least one of the categories from the Folk Arts of Social Change Exhibit by the Philadelphia Folklore Project. These

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categories include passing on a commitment to act for the greater good, taking a stand for your beliefs, outwitting a more powerful foe, and personal liberation fighting for justice and equity.

- Definition of cultural resistance: "Cultural resistance is the practice of using meanings and symbols, that is, culture, to contest and combat a dominant power, often constructing a different vision of the world in the process."
- Students can utilize this brainstorming document to plan their project.

Compose a one-paragraph artist statement that addresses the following:

- Title of the artwork
- Description of what you created and its significance to you
- Explanation of how your artwork reflects the concept of cultural resistance
- Discussion of how your artwork aligns with at least one category from the Folk Arts of Social Change exhibit

Artwork will be evaluated based on the following criteria:

- Demonstrated understanding and representation of cultural resistance
- Alignment with one or more categories from the Folk Arts of Social Change exhibit
- Creativity displayed in the artwork
- Effort invested, including the appropriate use of class time
- Quality of presentation

Conclude the assignment with a Gallery Walk, during which students will use the Gallery Walk Graphic Organizer to evaluate and compare how each artwork addresses the theme of cultural resistance.

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Standards	
Common Core Standards	**Reading Standards for Literacy in History/Social Studies:** RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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	RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims. RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources. **Writing Standards for Literacy in History/Social Studies:** WHST.9-10.1: Write arguments focused on discipline-specific content. WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research. **Speaking and Listening Standards:** SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **Language Standards:** L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
C3 Standards	**D1. Knowledge:** D1.1.9-10: Identify, summarize, and evaluate evidence or data related to a specific issue. D1.2.9-10: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D1.3.9-10: Analyze how contexts of historical events and conditions influenced the actions of people, events, and developments. D1.4.9-10: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

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D2. Skills:
D2.Civ.9-10: Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
D2.Eco.9-10: Evaluate alternative economic systems in terms of how they meet the needs and wants of society.
D2.Geo.9-10: Evaluate how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
D2.His.9-10: Construct arguments using evidence to support claims of continuity and change over time.

D3. Civic Discourse, and Decision-Making:
D3.1.9-10: Explain how and why groups and institutions express various perspectives on public issues and current events.
D3.2.9-10: Evaluate the credibility and bias of sources of information, including media.
D3.3.9-10: Use appropriate deliberative processes in multiple contexts.

D4. Responsibilities and Action:
D4.1.9-10: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-10: Use relevant evidence from multiple sources to support analysis, reflection, and research.
D4.3.9-10: Present adaptations of arguments and explanations on current and historical events, issues, and problems.

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World History Quarter/ Term 2

Unit 2: The Historical Development of Conflict: (3 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

In this unit, students will begin by examining the transition from hunter-gatherer societies to early agricultural communities, considering how economic systems influenced social structures and the emergence of conflict. Moving forward, students will delve into the role of religion as a motivating factor in historical conflicts, analyzing primary and secondary sources to understand the complexities of religious warfare. The unit will then shift focus to the rise of states and empires, exploring how political organizations have both perpetuated and mitigated violence throughout history. Students will investigate the impact of economic systems like mercantilism on global interactions and conflicts, before diving into the transformative effects of industrialization on warfare in the 19th century. The unit will also examine the concept of empire, the military-industrial complex, and the ethical implications of contemporary conflicts such as the "war on terror." Through interactive simulations, primary source analysis, and critical discussions, students will develop a deep understanding of the interconnected factors driving historical conflicts and their relevance to contemporary global issues.

Essential Questions	Big Ideas
❑ How did early human societies adapt to and shape their environments, and how did these adaptations influence the development of conflict? ❑ How have religious beliefs and institutions influenced the motivations for conflict throughout history? ❑ What role have states played in the perpetuation or mitigation of violence and conflict in world history?	• How conflict arises from diverse factors • The roles of states and empire in perpetuating/mitigating conflict • The interconnectedness of economics, politics, and ideology • Technological innovations and

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❑ How did economic systems like mercantilism contribute to the development of conflict and imperialism? ❑ In what ways did industrialization and technological advancements impact the nature and frequency of warfare in the 19th century? ❑ How have empires and imperial ambitions shaped global conflicts and power dynamics? ❑ What are the origins and implications of the military-industrial complex in modern warfare? ❑ What are the ethical, legal, and societal implications of the "war on terror" and the measures taken in its name?	• The legacy of imperialism and colonialism on global power dynamics, social structures, and cultural identities. • The role of the military-industrial complex • Balancing national security with civil liberties • Historical conflicts and contemporary global issues
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ Conflict is a fundamental aspect of human societies, shaped by economic, religious, political, and technological factors. ❑ The rise of states and empires has both perpetuated and mitigated conflict throughout history. ❑ Economic systems and ideologies have often driven competition, colonization, and conflict between nations. ❑ Technological advancements have transformed the nature of warfare and global power dynamics. ❑ Imperial ambitions and colonial enterprises have been major sources of conflict and exploitation throughout history. ❑ The military-industrial complex has had profound impacts on global conflicts and democratic processes. ❑ Measures taken in the name of national security often involve complex ethical and legal considerations. ❑ Understanding the historical development of conflict is essential for critically evaluating contemporary global issues and conflicts.	**Students will be able to (transferable knowledge)...** • Students will be able to analyze the impact of economic systems, religious beliefs, and political structures on the development of conflict. • Students will be able to evaluate historical perspectives on state formation, imperialism, and the military-industrial complex. • Students will be able to interpret primary and secondary sources to understand the causes and consequences of historical conflicts. • Students will be able to analyze the ethical, legal, and societal implications of warfare and national security measures. • Students will be able to communicate their understanding of historical conflicts through writing, discussion, and multimedia presentations. **Transfer Skills**

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	Students will be able to independently use their learning to… • Students will be able to independently apply their understanding of historical conflicts to analyze contemporary global issues and conflicts. • Students will be able to critically evaluate sources of information and media representations of conflict. • Students will be able to engage in informed and respectful discussions about complex historical and contemporary issues. • Students will be able to advocate for peace, justice, and ethical decision-making in their communities and beyond.

Key Terms:

95 Theses: A document written by Martin Luther in 1517, which is widely considered the catalyst for the Protestant Reformation. The 95 Theses were a list of propositions challenging the practices and doctrines of the Roman Catholic Church, particularly the sale of indulgences. Luther nailed the document to the door of the Wittenberg Castle Church, sparking widespread religious and political upheaval in Europe.

Alliances: A union or association formed for mutual benefit, especially between countries or organizations.

Buddhism: Founded by Siddhartha Gautama (the Buddha), emphasizes the Four Noble Truths and the Eightfold Path. It seeks liberation from suffering and the cycle of rebirth.

Camp David Accords: A series of agreements signed in 1978 between Egypt and Israel, brokered by U.S. President Jimmy Carter at the Camp David presidential retreat. The accords led to the Egypt-Israel Peace Treaty in 1979, making Egypt the first Arab country to officially recognize Israel. The agreements addressed issues such as the return of the Sinai Peninsula to Egypt and established a framework for peace in the Middle East.

Catholicism: A branch of Christianity led by the Pope, with a rich tradition of sacraments, liturgy, and theology. It is the largest Christian denomination.

Christianity: A monotheistic Abrahamic religion based on the life and teachings of Jesus Christ. It is one of the world's largest religions, with various denominations such as Catholicism, Protestantism, and Eastern Orthodoxy.

Coercive Theory: A theory suggesting that the state or governmental authority is formed through the use of force or coercion, as opposed to voluntary cooperation. It emphasizes the role of power and control in establishing and maintaining social order.

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Colonialism: The practice or policy of acquiring and maintaining colonies or territories, often by subjugating and exploiting the indigenous populations. Colonialism involves the settlement of a foreign power's citizens in the colonized area and the economic and political dominance of the colonized region.
Colony: A country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country.
Crusades: A series of religious wars sanctioned by the Latin Church in the medieval period, most notably the campaigns in the Eastern Mediterranean aimed at recovering the Holy Land from Muslim rule. The Crusades took place between the 11th and 17th centuries and had profound impacts on Christian and Muslim relations.
Cultural hegemony: The dominance of one social group over others, not just through political or economic power, but also by influencing cultural norms, beliefs, and values. This concept, developed by Italian Marxist Antonio Gramsci, suggests that the ruling class can manipulate the culture of a society to reflect its own interests.
Dehumanization: The process of depriving a person or group of positive human qualities, making them seem less human and more like objects or animals. This often occurs in situations of intense prejudice or conflict, facilitating mistreatment and violence.
Deterrence: A strategy intended to discourage an adversary from taking an action not yet started by threatening severe consequences. In a military context, deterrence often involves maintaining a credible threat of retaliation to prevent enemy aggression.
Economic Systems: The means by which countries and governments distribute resources and trade goods and services. Economic systems include traditional economies, command economies, market economies, and mixed economies, each with different methods of managing resources and production.
Empire: A large political unit or state, usually under a single ruler, that controls many peoples or territories. Empires often grow through conquest and colonization, establishing dominance over diverse regions and cultures.
Export: Goods or services produced in one country and sold to another. Exporting is a key component of international trade, allowing countries to sell their products abroad and acquire foreign currency.
Farmer: A person engaged in agriculture, raising living organisms for food or raw materials. Farmers typically work with crops or livestock, contributing to the food supply and agricultural economy.
Fiefdom: A territory or estate under the control of a feudal lord. In the feudal system, a fiefdom was granted to a vassal in exchange for military service and allegiance to the lord, creating a hierarchical system of land ownership and obligations.
Globalization: the process by which businesses or other organizations develop international influence or start operating on an international scale.
Hinduism: A diverse and ancient religion with a variety of beliefs and practices. It includes concepts such as dharma, karma, and moksha, and it often involves devotion to various deities.
Hunter Gatherer (Forager): A member of a society in which food is obtained by hunting animals and gathering plants, rather than by agriculture or animal husbandry. These societies typically have a nomadic lifestyle, moving from place to place to follow food sources.

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Imperialism: The policy or practice of extending a country's power and influence through colonization, use of military force, or other means. It often involves the domination and exploitation of foreign territories and peoples for economic and political gain.
Import: A good or service brought into one country from another for sale. The act of importing involves buying goods from foreign producers and bringing them into the domestic market.
Industrialization: The process by which an economy is transformed from primarily agricultural to one based on the manufacturing of goods. This involves the widespread development of factories and mass production, leading to significant social, economic, and technological changes.
Islam: A monotheistic Abrahamic religion founded on the teachings of Prophet Muhammad, as revealed in the Quran. Followers of Islam are known as Muslims.
Islamophobia: the irrational fear of, hostility towards, or prejudice against the religion of Islam or Muslims in general. People who harbor such sentiments often stereotype Muslims as a geopolitical threat or a source of terrorism.
Jihad: An Arabic term meaning "struggle" or "striving." In a historical and religious context, it refers to the spiritual, moral, and sometimes physical struggle in the path of Islam. While often associated with holy war, it primarily encompasses a broader range of personal and communal efforts to live a good Muslim life.
Judaism: One of the major monotheistic Abrahamic religions, originating from the covenant made between God and the patriarch Abraham.
Logo Map: A visual representation that combines symbols or logos with geographic locations to show information about a specific area or concept.
Manhattan Project: A secret research and development project during World War II that produced the first nuclear weapons, led by the United States with support from the United Kingdom and Canada.
Martin Luther: A German theologian and religious reformer who initiated the Protestant Reformation in the 16th century by challenging the practices and doctrines of the Roman Catholic Church.
Mercantilism: An economic policy that was prevalent in Europe during the 16th to 18th centuries, which held that a nation's wealth and power were best served by increasing exports and accumulating precious metals in return.
Militarism: the belief that military methods and force should be used by a nation-state to gain power and achieve its goals
Military-industrial complex: The relationship between a country's military and the defense industry that supplies it, seen as promoting mutual benefits and influencing public policy.
Mitigate: To make it less severe, serious, or painful; to lessen the impact or intensity of something.
Nationalism: A political, social, and economic ideology that emphasizes the interests and culture of a particular nation, often leading to the desire for national independence or sovereignty.
Nation-state: A sovereign state whose citizens are relatively homogeneous in factors such as language or common descent.

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Orientalism: a general patronizing Western attitude towards Middle Eastern, Asian, and North African societies; the representation of Asia, especially the Middle East, in a stereotyped way that is regarded as embodying a colonialist attitude.
Oslo Accords: A series of agreements between Israel and the Palestine Liberation Organization (PLO) in the 1990s that aimed to achieve a peace treaty and establish Palestinian self-government in parts of the West Bank and Gaza Strip.
Partition: The division of a territory into separate political entities, often leading to the creation of new states.
Primary source: Original materials from the time under study, such as letters, photographs, or artifacts, which provide direct evidence about the topic.
Propaganda: Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Refugee: A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Secondary source: A work that interprets or analyzes primary sources, created by someone who did not experience the event firsthand, such as textbooks, articles, and documentaries.
Sphere of Influence: exclusive or predominant control over a foreign area or territory
State: A political organization with a centralized government that maintains a monopoly on the legitimate use of force within a certain geographical territory.
Terrorism: an action or threat designed to influence the government or intimidate the public. Its purpose is to advance a political, religious or ideological cause.
The Balfour Declaration: A statement issued by the British government in 1917 supporting the establishment of a "national home for the Jewish people" in Palestine.
The Peace of Westphalia: A series of treaties signed in 1648 that ended the Thirty Years' War in Europe and established the principles of national sovereignty and non-intervention.
The Treaty of Granada: An agreement signed in 1491 between the Catholic Monarchs of Spain and the Emirate of Granada, which led to the surrender of Granada and the end of Muslim rule in Spain.
Thirty Years War: A destructive conflict fought in Central Europe from 1618 to 1648, involving many of the major European powers, and resulting in significant political, religious, and social changes.
Total War: A war that is unrestricted in the types of weapons used, territory or combatants involved, and objectives pursued, especially one in which the laws of war are disregarded. World War I is considered to be a total war.
Tribe: A social group consisting of families or communities linked by social, economic, religious, or blood ties, typically having a recognized leader and shared customs and traditions.
Voluntary Theory: A theory in anthropology that explains the development of states as a result of individuals voluntarily giving up some of their freedoms in exchange for the benefits of organized society, such as protection and economic support.
War on Terror: A global campaign launched by the United States after the September 11, 2001, terrorist attacks, aimed at eliminating international terrorism.

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World Religions: Encompasses the major and diverse religious traditions followed by people globally.
World War I: A global conflict starting in 1914 and ending in 1918 fought between two major alliances, the Central Powers (Germany, Austria-Hungary, Bulgaria, Ottoman Empire) and the Allied Powers (France, Great Britain, Russia, Italy, Japan, and USA). It was the first major industrialized war, and the Central Power's defeat was a major factor that sowed the seeds for World War II.

Suggested Authentic Performance Task: Voices and Visions

Option 1 (Voices):
Q2U2 Refugee Voices Project: Students will work in groups to research the lives of refugees worldwide who have been forced to flee conflict zones. Using their research and the Pulitzer Center's "Finding Home" project, which highlights the stories of three Syrian women, students will write a collaborative poem. This poem should reflect the complex, intersectional identities of refugees, addressing categories such as demographics, occupations, hobbies, personal experiences, and cultural backgrounds. Through structured brainstorming and writing exercises, students will create a poem that responds to stereotypes, highlights common experiences, and conveys the refugees' desires and struggles. The poem will be assessed on creativity, participation, respectfulness, thematic connection, incorporation of quotes, and use of literary devices.

Option 2 (Visions):
Students will participate in a "Historical Conflict Fair," where they will create and present exhibits showcasing their knowledge of different historical conflicts covered in the unit. Each exhibit will highlight key aspects of the conflict, including causes, key figures, outcomes, and its impact on society. Students will use various media (posters, models, digital presentations) to make their exhibits engaging and informative.

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Suggested Pacing

Day 1	Day 2	Day 3	Day 4	Day 5
Topic 1: Early Forms of Warfare		**Topic 2: Religion as a Motivation for Warfare**		**Topic 3: States and Warfare**
Day 6	Day 7	Day 8	Day 9	Day 10

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Topic 3: States and Warfare cont…	Topic 4: Development of Mercantilism	Topic 5: Development of Warfare in the 19th Century	Topic 6: Modern Warfare and Empire	
Day 11	Day 12	Day 13	Day 14	Day 15
Topic 7: Military Industrial Complex	Topic 8: War on Terror		Performance Task: Voices and Visions	

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Optional Learning Experiences and Aligned Resources

Topic 1: Early Forms of Warfare

Part One: Line Up Debate
Divide students into two groups. Assign one group as **Team Farmer** and the second group as **Team Hunter Gatherer** (forager).

Explain that farming and hunter gathering are two different **economic systems**: ways that humans get what they need to survive.

- **Farming:** obtaining food through the domestication of plants and animals
- **Hunting and gathering:** obtaining food through hunting, fishing and foraging (**foraging:** the act of looking for, identifying, and picking wild foods)

Explain that farming became widespread around the world during a period of World History called the Neolithic Era (7000-1700 BCE). Although people earlier and throughout history have engaged in both farming and hunting gathering, this period of time is commonly said to be marked by an increase of settled farming communities.

Historians such as David Graeber and David Wengrow argue in The Dawn of Everything that the process by which humans began to farm and live in settled communities was not a linear process. Instead, early humans continuously made decisions that caused them to forager and/or live in settled communities depending on circumstance and also change their minds when circumstances changed. For

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example, they argue early Amazonian communities switched between living as hunter gatherers during the dry season in the Amazon to settled farming communities during the rainy season.

To explore this, we are going to do a quick "line-up debate" answering the following question: **During the Neolithic Era, would it have been better to live as a farmer or a hunter gatherer?**

Assign students one of the two groups so there is an equal number of students on both sides. Have each student brainstorm, either working individually or in pairs with another student on their side:

- 3 main reasons farming or hunter gathering would have been a better lifestyle in the Neolithic Era
- 2 questions to ask the other side in order to prove your assigned side is right

Have students on each side make a line and then face each other. The idea is to have a person on each side (Farmer) facing a person on the other side (Hunter Gatherer).

1. **First minute:** Have the student on the farmer side give their three reasons while the student on the hunter gatherer side listens and asks clarifying questions. The student on the hunter gatherer side should not respond directly to points the student on the farmer side makes.
2. **Second minute:** Have the student on the hunter gatherer side give their three reasons while the student on the farmer side listens and asks clarifying questions. The student on the farmer's side should not respond directly to points the student on the hunter gatherer side makes.
3. **Third minute:** Have the student on the farmer's side respond to a point the student on the hunter gatherer side made or ask one of their questions. The student on the hunter gatherer side should respond.
4. **Fourth minute:** Have the student on the farmer's side respond to a point the student on the farmer side made or ask one of their questions. The student on the hunter gatherer side should respond.

Ask students to share which economic system they would prefer. Remind students that people throughout history didn't necessarily just do one or the other but did whichever made sense at a given time.

Brainstorm circumstances that might make early humans change their mind or adopt both *(e.g. natural disasters, competition from others).*

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Review definitions of violence. This can include physical harm, conflict, and warfare, but also consider psychological and structural violence. **Ask students to discuss in pairs:** Which economic system (farming in settled communities or hunting gathering) do you think would lead to more violence and why? Encourage students to think about how early humans might have responded to violence in non-violent ways. Discuss strategies such as negotiation, community support, and relocation. Have students brainstorm reasons.

- To what extent would living in one place contribute/not contribute to more violence?
- To what extent would living in one place contribute/not contribute to an increase in warfare?
- To what extent would living in place allow early humans to address violence in ways that could be non-violent (eg. if you are a forager you could more easily move, if you are living in one place would you have more incentive to work out conflicts?)

Optional: Students may wish to complete this Khan Academy lesson on different perspectives regarding the transition to farming.

Part Two: Looking at Studies

Have students use this worksheet to answer the following questions about the two studies below. Students may want to work in pairs to do a jigsaw.

Study #1: As Farming Developed, So Did Cooperation and Violence

Recently, some historians have been making the claim that farming led to more violence. For example, researchers at the University of Connecticut collaborated with other scientists to produce a study that argued that while farming led to more cooperation it also led to more intergroup violence when groups were not successful in harvesting crops and tried to take those of competing groups.

Have students read the summary of the study to answer the following:

- What are the claims?
- What evidence do the researchers use to support their claims?
- What critiques do you have of the research? What other conclusions could have been made?

Source: Full study

Study #2: New study reveals a long history of violence in ancient hunter-gatherer societies

Have students consider if hunter gatherer societies were already violent. For example, a researcher at Tulane University and the University of Tarapacá in Chile, did a study which examines signs of trauma in the skeletal remains of early hunter gatherers from 10,000 years ago. The study argued that violence was a prevalent part of hunting gathering societies.

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Have students read the summary of the study to answer the following:

- What are the claims?
- What evidence do the researchers use to support their claims?
- What critiques do you have of the research? What other conclusions could have been made?

Source: Full study

Ask students to consider if there might be other arguments that explain the rise of violence. For example, could it be argued that it is not because of farming itself but the ways that humans organized themselves in response (e.g. development of more patriarchal, inequitable societies)?

Based on reading the articles, ask students to write a paragraph revisiting the following: **During the Neolithic Era, would it have been better to live as a farmer or a hunter gatherer? Explain using at least two pieces of evidence from the articles.**

Optional Extension Activity
Students may also wish Ch. 5 of Yuval Noah Harari's *Sapiens (History's Biggest Fraud, p. 77-97)*. Harari makes similar claims and also argues that while farming increased the population of humans, it also led to a decline in human health. Students may also want to examine this map from a study that argues that farming led to formalized warfare in Northern Europe. The study looked at the skeletal remains of early farmers and found more than one in ten had injuries from weapons.

Topic 2: Religion as a Motivation for Warfare

Part One: Introduction to Religious Conflicts

Consider reviewing the religions from Quarter 1. Then, provide a brief overview of major religious conflicts throughout history. This is not meant to be an exhaustive list but is meant to provide students with a diversity of examples of religious conflicts throughout history.

Explain to students that they will be exploring examples of religious conflicts through the Google Slides presentation. Let them know that they don't need to memorize all the conflicts but should instead focus on perusing the different examples to gain an understanding of the variety of conflicts that have occurred. Provide clear instructions on how students should engage with the slides. Explain that they

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will have a set amount of time to browse through the slides individually and choose a few conflicts to explore further. Encourage them to select conflicts that pique their interest or that they find particularly relevant. Encourage students to take notes or jot down questions as they browse:

- Christian-Muslim Conflicts
  - Crusades in Spain (Reconquista) (711-1492)
  - Ottoman Wars in Europe (14th-20th centuries)
- Buddhist-Hindu Conflicts
  - Sri Lankan Ethnic Conflict (1956-2009)
  - Violent clashes in Myanmar (e.g., against the Rohingya)
- Jewish-Muslim Conflicts
  - Al-Aqsa Intifada (Second Intifada) (2000-2005)
  - Conflict over the Temple Mount/Haram al-Sharif
  - Jewish-Muslim Conflicts in Iraq, Arab Countries, and France
    - Farhud in Iraq (1941)
    - Jewish Exodus from Arab and Muslim Countries (1948-1970s)
    - Tension in France (2000s-present)
- Hindu-Muslim Conflicts in India
  - Partition of India (1947)
  - Babri Masjid Demolition and Riots (1992-1993)
  - Gujarat Riots (2002)
- Buddhist-Muslim Conflicts
  - Rohingya Crisis in Myanmar (2017-present)
  - Anti-Muslim Violence in Sri Lanka (2018)
  - Conflict in Southern Thailand (2004-present)
- Shia-Sunni Sectarian Conflicts
  - Iraq War (2003-2011)
  - Syrian Civil War (2011-present)
  - Sectarian Violence in Pakistan (ongoing)
- Tamil-Sinhalese Conflict in Sri Lanka
  - Sri Lankan Civil War (1983-2009)
  - Black July Riots (1983)

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- Massacre of Mullivaikkal (2009)
- Sikh-Muslim Conflicts:
  - Operation Blue Star and Anti-Sikh Riots in India (1984)
  - Sikh Separatist Movement in Punjab (1980s-1990s)
- Ethnic Conflicts with Religious Elements:
  - Bosnian War (1992-1995)
  - Rwandan Genocide (1994)
  - Northern Ireland Conflict (The Troubles) (late 20th century)
- Inter-Religious Conflicts in Africa:
  - Christian-Muslim Clashes in Nigeria (e.g., Jos conflict)
  - Interfaith Violence in the Central African Republic (2012-present)

Discussion Prompt: What are some common underlying factors that have contributed to religious conflicts throughout history? Are there recurring themes or patterns you notice across different conflicts? Despite the passage of time, many of the conflicts discussed continue to have relevance in the present day. Why do you think these conflicts persist, and what challenges do they pose for efforts to achieve peace and reconciliation?

Part Two: Case Studies of Historical Religious Conflicts
Jigsaw reading and analysis of Primary and Secondary Sources:

1. Crusades:
   - Pope Urban II's SPEECH AT THE COUNCIL OF CLERMONT (1095).pdf
     - Context: This speech marked the launch of the First Crusade. In his address, Pope Urban II called upon the Christian nobility of Europe to take up arms and reclaim the Holy Land from Muslim control. He depicted the Crusade as a religious duty, promising spiritual rewards, including the remission of sins, for those who participated.
   - Letters from Crusaders: Medieval Sourcebook: Crusader Letters
     - Context: These letters offer firsthand accounts of the experiences, motivations, and sentiments of the Crusaders as they journeyed to the Holy Land. Written by knights, clergy, and laypeople, the letters provide valuable insights into the hardships they faced, their interactions with different cultures, and the religious zeal that drove their mission.
2. European Wars of Religion:
   - Martin Luther's "95 Theses": The Ninety-Five Theses of Martin Luther.pdf
     - Context: Luther, a German monk and theologian, challenged the Roman Catholic Church's practice of selling

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indulgences, which were said to reduce punishment for sins. The "95 Theses" fundamentally challenged the authority of the Pope and the Church, setting the stage for the emergence of Protestantism and the eventual fracturing of Christendom.

- The Peace of Westphalia (1648): The Peace of Westphalia.pdf
  - Context: A series of treaties that ended the Thirty Years' War in the Holy Roman Empire and the Eighty Years' War between Spain and the Dutch Republic. It marked the end of large-scale religious violence initiated by the Reformation and established the principle of state sovereignty, where each state could choose its own official religion (Catholicism, Lutheranism, or Calvinism) without external interference

3. Islamic Conquests and Jihad:
   - Selected passages from "The Qur'an" on the concept of Jihad and its interpretations: Jihad in Islam: Just-War Theory in the Quran and Sunnah | Yaqeen Institute for Islamic Research
     - Context: This paper delves into the Quranic verses and Hadiths (sayings of the Prophet Muhammad) that define and regulate the conduct of warfare in Islam. It argues that jihad is fundamentally about striving for justice and self-defense rather than unprovoked aggression.
   - Historical accounts of early Islamic conquests: Early Muslim Conquests (622-656 CE) - World History Encyclopedia
     - Context: The Early Muslim Conquests marked the rapid expansion of the Islamic state following the death of the Prophet Muhammad in 632 CE. They played a crucial role in spreading Islam and establishing an Islamic empire that would shape the political and cultural landscape of the region for centuries to come.
     - Additional reading: WHP The Caliphate.pdf
4. The Partition of India
   - Excerpts from Jawaharlal Nehru's and Muhammad Ali Jinnah's speeches during the partition period: Great Debates: Nehru Vs. Jinnah (1938)
     - Context: These excerpts provide insight into the conflicting visions for India's future held by these two prominent leaders. Nehru, representing the Indian National Congress, envisioned a united, secular India, emphasizing national unity and democratic values. In contrast, Jinnah, leading the Muslim League, argued for the creation of a separate Muslim state, Pakistan, to ensure the political and cultural rights of Muslims.
     - Additional reading: 1947 Partition of India & Pakistan
   - First-hand accounts from survivors of the partition: The 1947 Partition Archive - Spotlight at Stanford and/or Survivors Oral History - India Partition 1947 Violence - Images, Videos, Testimonials
     - Context: These narratives capture the trauma, loss, and displacement endured by millions of individuals and families as they witnessed and lived through the violence and upheaval of partition.

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5. The Spanish Reconquista
    - The Treaty of Granada (1491): Treaty of Granada and Alhambra Decree (2.1.5) | IB History | TutorChase
        - Context: The treaty marked the end of the centuries-long Reconquista in Spain, during which Christian kingdoms sought to recapture territories from Muslim rule. It stipulated the surrender of Granada to the Catholic Monarchs, effectively ending Muslim rule on the Iberian Peninsula. The treaty granted favorable terms to the defeated Muslims, allowing them to retain certain rights and privileges, including the freedom to practice their religion. However, it also imposed conditions such as the conversion or expulsion of Muslims, leading to significant upheaval and forced conversions in the years following the treaty.
    - Extracts from "Las Siete Partidas" by King Alfonso X: Las Siete Partidas.pdf
        - Context: Compiled under the direction of King Alfonso X of Castile in the mid-13th century, this is a comprehensive legal code that aimed to standardize laws across his kingdom. This legal text addresses a wide range of topics, from civil and criminal law to procedural and administrative regulations. Notably, it includes sections on the treatment of religious minorities, particularly Jews and Muslims. While the code granted certain protections and legal rights to Jews, it also imposed discriminatory measures such as mandatory distinctive clothing and restrictions on their participation in public life. These provisions reflect the prevalent anti-Semitic attitudes of the time.
6. Sectarian Conflict in Ireland
    - Ireland's "Troubles" explained: Civil rights activism, the Battle of Bogside, and the arrival of the British army
        - Context: The Troubles in Northern Ireland stemmed from deep-seated tensions between the nationalist Catholic community, which sought closer ties with the Republic of Ireland and ultimately a united Ireland, and the unionist Protestant community, which wanted to remain part of the United Kingdom.
    - The Good Friday Agreement: Good Friday Agreement: What is it? (overview)
        - Context: The agreement was a landmark peace agreement aimed to bring an end to the decades-long "Troubles". It established a framework for power-sharing between the nationalist and unionist communities.
        - full agreement here
    - eyewitness accounts from the Troubles: Do you see what I see? Young People's experience of the Troubles in their own words and photographs
        - These accounts detail the personal impact of violence, including bombings, shootings, and other acts of terrorism, as well as the social and psychological effects on communities
7. The Israeli-Palestinian Conflict
    - The Balfour Declaration: Balfour Declaration | History & Impact | Britannica
        - Context: a public statement issued by the British government during WWI expressed support for the establishment

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of a "national home for the Jewish people" in Palestine, then part of the Ottoman Empire.

- United Nations Resolution 181: The Avalon Project : UN General Assembly Resolution 181
  - Context: The resolution recommended the partition of British-ruled Mandatory Palestine into separate Jewish and Arab states, with Jerusalem being placed under international administration due to its significance to multiple religions. While accepted by Jewish leaders, Arab leaders rejected the plan, viewing it as unjust and a violation of their rights.
- Camp David Accords: Camp David Accords: The Framework for Peace in the Middle East
  - Context: The accords resulted in a framework for peace in the Middle East, specifically addressing the longstanding conflict between Egypt and Israel. Under the agreement, Egypt formally recognized Israel's sovereignty, while Israel agreed to withdraw its military forces from the Sinai Peninsula, which had been occupied during the 1967 Six-Day War.
- Oslo Accords: The Oslo Accords, 1993
  - Context: Negotiated secretly in Oslo, Norway, between Israeli and Palestinian representatives, the accords aimed to establish a framework for resolving the Israeli-Palestinian conflict. The key components of the accords included mutual recognition between Israel and the Palestine Liberation Organization (PLO), Palestinian self-governance in parts of the West Bank and Gaza Strip, and a phased withdrawal of Israeli military forces from these territories. The accords also outlined a process for negotiating a final status agreement on issues such as borders, Jerusalem, refugees, and settlements.

Divide students into 7 equal groups. Teachers should feel free to have more or less groups and/or have groups analyze primary and secondary sources about alternate religious conflicts. Distribute the primary and secondary sources related to each conflict. Provide each group with a Venn diagram template. To assist teachers, here is an example of how venn diagrams can be filled out. The examples given are certainly not comprehensive of every factor that contributed/contributes to these conflicts. Directions for group work:

- Each group examines their assigned sources, summarizing main points, identifying perspectives or biases, and noting key arguments or themes.
  - Depending on the nature of the source, groups can engage in different types of analysis:
    - For primary sources (such as speeches, treaties, or letters), groups can analyze the language, tone, and intended audience. They can also discuss the significance of the source in relation to the religious conflict it pertains to.
    - For secondary sources (such as articles or historical accounts), groups can critically evaluate the author's arguments, evidence, and interpretation of events. They can discuss how the source contributes to our understanding of the religious conflict.

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- Groups provide historical context for their sources, including time period, geographical location, relevant events, and social/political factors.
- Each group lists the different causes of their conflict, categorizing them into three areas:
  - **Religious Causes:** Motivations, actions, or events driven primarily by religious beliefs, doctrines, or identities.
  - **Political Causes:** Factors related to governance, power struggles, territorial disputes, leadership conflicts, and state policies.
  - **Socio-Economic Causes:** Influences stemming from social structures, economic conditions, resource distribution, class tensions, and demographic changes.
- Using the Venn diagram template, groups place the identified causes into the appropriate sections:
  - Overlapping sections are used for causes that intersect multiple categories. For example:
    - Religious-Political Overlap: Religious leaders using political power, religious laws influencing state policies.
    - Religious-Socio-Economic Overlap: Economic privileges or discriminations based on religious identities.
    - Political-Socio-Economic Overlap: Political decisions influenced by economic conditions, social class affecting political power.
    - All Three Intersect: Causes involving all three factors, such as a religious war for territorial control driven by economic gain.

Optionally, groups can present their findings to the class, highlighting the key insights from their analysis and providing interpretations of the assigned sources.

Part Three: Analyzing Religious Justifications for War
Discussion Prompt: How has religion justified warfare? How has it been used to mitigate warfare?

For this last component, we will look at various excerpts from religious texts to discuss differing interpretations and how they have been used historically and in contemporary times. Teachers can decide on the best format for their class (whole group discussion, gallery walk, jigsaw reading, etc.). Space should be given for students who have personal connections to these texts to share their perspectives if they choose.

Example excerpts from the Quran:

- **Surah Al-Baqarah (2:256): "There shall be no compulsion in [acceptance of] the religion."**
  - Interpretation 1: Some extremist groups argue that while this verse prohibits forced conversion, it allows for other forms of compulsion or pressure to maintain social and religious order. They may claim that non-believers living under Muslim rule should face social or economic pressures to encourage conversion to Islam.

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        - Source: "Religious Pluralism and Islamic Law: Dhimmis and Others in the Empire of Law" by Anver M. Emon (Oxford University Press, 2012).
    - Interpretation 2: Some scholars argue that this verse establishes a fundamental principle of Islam: that belief and faith must come from sincere conviction rather than coercion. This principle supports the broader Islamic teaching of justice and respect for human dignity.
        - Source: "The Oxford Encyclopedia of Islam and Women" edited by Natana J. DeLong-Bas (Oxford University Press, 2013).
    - Historical and Contemporary Use: It has been cited to promote religious pluralism and peaceful coexistence among diverse communities.
- **Surah Al-Ma'idah (5:32): "Whoever kills a soul unless for a soul or for corruption [done] in the land - it is as if he had slain mankind entirely. And whoever saves one - it is as if he had saved mankind entirely."**
    - Interpretation 1: Extremist groups may argue that the clause "unless for a soul or for corruption [done] in the land" provides a broad mandate to kill those they perceive as causing "corruption" or opposing their ideology. This interpretation is used to justify violence against perceived enemies, including civilians, under the guise of eradicating corruption.
        - Source: "The Moral World of the Qur'an" by Gabriel Said Reynolds (Islamic Texts Society, 2008).
    - Interpretation 2: Some scholars interpret this verse as a strong deterrent against violence, emphasizing the severe moral and spiritual consequences of taking an innocent life. It is seen as a moral injunction that highlights the value of each human life. The focus is on the ethical responsibility to protect and preserve life, and the exceptions are considered within the strict boundaries of justice and societal welfare, not as a justification for vigilante actions.
        - Source: "Islam and War: A Study in Comparative Ethics" by John Kelsay (Westminster John Knox Press, 1993).
    - Historical and Contemporary Use: It has been invoked to advocate for justice, compassion, and non-violence in both historical and modern contexts.
- **Surah Al-Baqarah (2:190-193): "Fight in the way of Allah those who fight you but do not transgress. Indeed. Allah does not like transgressors. And kill them wherever you overtake them and expel them from wherever they have expelled you, and fitnah is worse than killing... And fight them until there is no fitnah and [until] the religion, all of it, is for Allah."**
    - Interpretation 1: Extremist groups may interpret this passage as a divine mandate for offensive jihad, justifying acts of violence and warfare against non-believers and those they perceive as enemies of Islam. They emphasize the call to fight "until there is no fitnah" (disorder or disbelief) and use this to legitimize their actions in establishing a strict interpretation of Islamic rule.
        - Source: "War and Peace in Islam: The Uses and Abuses of Jihad" by Abdulaziz Sachedina (Oxford University Press, 2013).

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- Interpretation 2: The historical context of this passage is important. It was revealed at a time when early Muslims were facing persecution and expulsion from their homes. Therefore, it is seen as a specific directive to the Muslims of that time to defend themselves and reclaim their homes, rather than a general call to perpetual warfare.
  - Source: "Jihad: The Origin of Holy War in Islam" by Reuven Firestone (Oxford University Press, 1999).
- Historical and Contemporary Use: Historically, this passage has been invoked by various Muslim rulers and leaders to justify military expansion and conquest. In contemporary times, extremist groups like ISIS have used it to legitimize their violent actions.

- **Surah At-Tawbah (9:5): "And when the sacred months have passed, then kill the polytheists wherever you find them and capture them and besiege them and sit in wait for them at every place of ambush. But if they should repent, establish prayer, and give zakah, let them [go] on their way. Indeed, Allah is Forgiving and Merciful."**
  - Interpretation 1: Some extremist groups interpret this verse as a general command to wage war against non-Muslims until they convert to Islam or are subdued.
    - Source: "The Quran: An Encyclopedia" edited by Oliver Leaman (Routledge, 2008).
  - Interpretation 2: Scholars argue that this verse is specific to a particular historical context, referring to a situation of conflict between Muslims and certain hostile pagan tribes in Arabia. It is not a general command for all times and places but a directive in response to specific treacheries and aggression during the Prophet Muhammad's time.
    - Source: "Holy War in the Bible: Christian Morality and an Old Testament Problem" by Heath A. Thomas (InterVarsity Press, 2013).
  - Historical and Contemporary Use: This verse has been cited in the context of early Islamic military campaigns against hostile tribes that violated treaties and threatened the nascent Muslim community. It served as a specific injunction to defend the community and restore order. In contemporary times, extremist groups have misused this verse to justify acts of terrorism and violence against non-Muslims, often ignoring its historical context and the broader Quranic principles of mercy and justice. Conversely, many Muslim scholars and communities emphasize the historical specificity of this verse and advocate for its interpretation in light of the Quran's overarching message of peace and coexistence.

Example excerpts from the Torah (Old Testament):

- **Deuteronomy 20:10-12: "When you march up to attack a city, make its people an offer of peace. If they accept and open their gates, all the people in it shall be subject to forced labor and shall work for you... However, if they refuse to make peace and they engage you in battle, lay siege to that city."**
  - Interpretation 1: Extremist groups might interpret this passage as a divine endorsement for aggressive warfare and the subjugation of conquered peoples. They emphasize the directive to subject those who surrender to forced labor and view

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the call to lay siege on cities that resist as a justification for uncompromising military conquest and dominance.
    - Source: "The Jewish Study Bible" edited by Adele Berlin and Marc Zvi Brettler (Oxford University Press, 2014).
  - Interpretation 2: This passage can be seen within its historical context, where warfare was common, and offering peace before engaging in battle was a step toward minimizing unnecessary bloodshed. The directive to offer peace first suggests an initial preference for non-violent resolution.
    - Source: "The Torah: A Modern Commentary" edited by W. Gunther Plaut (Union of American Hebrew Congregations, 1981)
  - Historical and Contemporary Use: Throughout Jewish history, this passage has influenced military strategies and ethical considerations during conflicts. In contemporary times, it has been cited in discussions about Israel's approach to peace negotiations and military operations.
- **Leviticus 19:18: "You shall not take vengeance or bear a grudge against the sons of your own people, but you shall love your neighbor as yourself: I am the Lord."**
  - Interpretation 1: Extremist interpretations might restrict the application of "neighbor" to only members of one's own community or tribe. This interpretation could justify prejudice, discrimination, or even violence against those perceived as outsiders or enemies, as they are not considered "neighbors" worthy of love and compassion.
    - Source: "Judaism's Ten Best Ideas: A Brief Guide for Seekers" by Rabbi Arthur Green (Jewish Lights Publishing, 2014).
  - Interpretation 2: This verse is often understood as advocating for universal love and compassion, extending beyond tribal or ethnic boundaries. It emphasizes the importance of treating others with empathy, regardless of their background or affiliation.
    - Source: "The Jewish Annotated New Testament" edited by Amy-Jill Levine and Marc Zvi Brettler (Oxford University Press, 2011).
  - Historical and Contemporary Use: It has influenced ethical teachings and social values, encouraging acts of kindness and reconciliation.
- **Exodus 23:4-5: "If you meet your enemy's ox or his donkey wandering away, you shall surely return it to him. If you see the donkey of one who hates you lying helpless under its load, you shall refrain from leaving it to him; you shall surely release it with him."**
  - Interpretation 1: In an extremist interpretation, individuals might restrict the application of kindness only to members of their own community or tribe. They may argue that acts of kindness towards enemies are contingent upon certain conditions, such as the ownership of property. This interpretation could justify prejudice and cruelty towards perceived enemies, as they are not considered worthy of genuine compassion or assistance.

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        - Source: "The ArtScroll Stone Edition of the Chumash" edited by Nosson Scherman (Mesorah Publications, 1993).
    - Interpretation 2: Some scholars interpret these verses as promoting reconciliation and forgiveness, challenging individuals to overcome feelings of resentment or enmity towards their adversaries. It highlights the transformative power of acts of kindness in fostering peace and understanding.
        - Source: "The Torah: A Women's Commentary" edited by Tamara Cohn Eskenazi and Andrea L. Weiss (URJ Press, 2008).
    - Historical and Contemporary Use: It has informed Jewish ethics and moral conduct, guiding attitudes towards compassion and empathy in interpersonal relations.
- **Deuteronomy 10:17-19: "For the Lord your God is God of gods and Lord of lords, the great, the mighty, and the awesome God, who is not partial and takes no bribe. He executes justice for the fatherless and the widow, and loves the sojourner, giving him food and clothing. Love the sojourner, therefore, for you were sojourners in the land of Egypt."**
    - Interpretation 1: In an extremist interpretation, individuals may restrict the application of compassion and justice only to members of their own community or tribe. They may view outsiders or foreigners as unworthy of the same considerations, leading to discrimination and mistreatment of marginalized groups such as refugees or immigrants.
        - Source: "The Jewish Encyclopedia" edited by Isidore Singer (Funk & Wagnalls Company, 1901-1906).
    - Interpretation 2: The commandment to love the sojourner is grounded in the collective memory of Israel's own experience as immigrants in Egypt. It serves as a reminder of the importance of empathy and solidarity with those who find themselves in similar vulnerable situations, regardless of their nationality or background.
        - Source: "The Five Books of Moses: A Translation with Commentary" by Robert Alter (W. W. Norton & Company, 2004).
    - Historical and Contemporary Use: It has been cited to advocate for social justice, hospitality, and empathy towards marginalized communities.

Example excerpts from the Bible (New Testament):

- **Matthew 10:34-36: "Do not think that I have come to bring peace to the earth. I have not come to bring peace, but a sword. For I have come to set a man against his father, and a daughter against her mother, and a daughter-in-law against her mother-in-law. And a person's enemies will be those of his own household."**
    - Interpretation 1: In an extremist interpretation, individuals may interpret Jesus' words as advocating for literal division and conflict within families and society. They may view this passage as a call to break ties with unbelieving or dissenting family members, prioritizing religious allegiance above familial bonds. This interpretation can lead to divisive attitudes, estrangement, and even violence within communities and households.

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        - Source: "The Interpreter's Bible" edited by George Arthur Buttrick (Abingdon Press, 1951).
    - Interpretation 2: Jesus' statement about bringing a sword is often understood metaphorically, symbolizing the spiritual conflict and moral choices individuals face when confronted with the teachings of Christ. It speaks to the inevitable tensions that arise when one's commitment to Jesus challenges existing social norms and familial expectations.
        - Source: "The New Jerome Biblical Commentary" edited by Raymond E. Brown, Joseph A. Fitzmyer, and Roland E. Murphy (Prentice Hall, 1990).
    - Historical and Contemporary Use: It has been invoked in discussions about the nature of Jesus' message and the spiritual struggles faced by believers.
- **Romans 12:18: "If it is possible, as far as it depends on you, live at peace with everyone."**
    - Interpretation 1: In an extremist interpretation, individuals may narrowly interpret this passage to justify conflict avoidance only when it serves their interests or beliefs. They might view peace as contingent upon the compliance or submission of others to their own worldview or agenda.
        - Source: "The MacArthur New Testament Commentary: Romans 9-16" by John F. MacArthur (Moody Publishers, 1994).
    - Interpretation 2: This passage advocates for active engagement in peacemaking efforts, even in the face of resistance or hostility. It challenges individuals to pursue reconciliation and understanding, seeking common ground while respecting diverse perspectives.
        - Source: "The Expositor's Bible Commentary: Romans" edited by Tremper Longman III and David E. Garland (Zondervan, 2008).
    - Historical and Contemporary Use: It has inspired Christian teachings on conflict resolution and the promotion of peaceful coexistence within society.
- **Luke 6:27-28: "But I say to you who hear, Love your enemies, do good to those who hate you, bless those who curse you, pray for those who abuse you."**
    - Interpretation 1: In an extremist interpretation, individuals may view this passage as advocating unconditional submission to oppression or mistreatment. They might emphasize passivity in the face of injustice, neglecting the call for active resistance against systemic oppression or violence.
        - Source: "The Gospel of Luke: An Expositional Commentary" by James Montgomery Boice (Baker Books, 2005).
    - Interpretation 2: This verse calls for radical love and compassion towards adversaries, challenging individuals to respond to hostility with empathy and benevolence. It emphasizes the transformative power of love in breaking cycles of hatred and violence.
        - Source: "The New International Commentary on the New Testament: The Gospel of Luke" by Joel B. Green

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(William B. Eerdmans Publishing Company, 1997).

- Historical and Contemporary Use: It has been a cornerstone of Christian ethics, guiding attitudes and actions towards enemies and promoting reconciliation and healing.

- **Matthew 5:9: "Blessed are the peacemakers, for they will be called children of God."**
  - Interpretation 1: In an extremist interpretation, individuals may view this verse as advocating passive pacifism, suggesting that peace can only be achieved through inaction or avoidance of conflict. This interpretation might neglect the complexities of conflict resolution and fail to address systemic injustices or oppression, leading to complacency in the face of violence or inequality.
    - Source: "The Gospel According to Matthew: An Expositional Commentary" by James Montgomery Boice (Baker Books, 2006).
  - Interpretation 2: This verse emphasizes the proactive role of peacemakers in resolving conflicts and promoting reconciliation. It calls for active engagement in addressing root causes of conflict and injustice, advocating for constructive dialogue and cooperation.
    - Source: "The New International Commentary on the New Testament: The Gospel of Matthew" by R. T. France (William B. Eerdmans Publishing Company, 2007).
  - Historical and Contemporary Use: Throughout Christian history, this verse has inspired pacifist movements and advocacy for non-violent conflict resolution. It continues to influence debates on the morality of war and the role of Christians in promoting peace.

Conclude the lesson with a reflection session: How can the same religious text be used to justify both violence and peace? What factors contribute to these different interpretations? How do religious beliefs shape views on the morality of war? Can religious teachings promote both peace and conflict?

Note: While this lesson provides many examples of wars and conflicts in the name of religion, and explores how some individuals and groups have interpreted religious texts as encouragement for violence, it is important to clarify that the purpose of this lesson is not to suggest that religion is inherently to blame for violence or conflict. Religion, throughout history and across cultures, has played a significant role in promoting peace, community, and moral values. It has inspired countless acts of compassion, charity, and social justice. This lesson aims to offer a balanced perspective by examining specific historical and contemporary examples, while acknowledging the complex and multifaceted nature of religion's influence on human behavior.

Topic 3: States and Warfare

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Did the rise of states in World History lead to more or less violence?

Part One: How did states become the primary model of organization in the world?
Project a topographic map of the world or print one out using this site. Ask students to consider: when we look at maps of the world we are used to seeing the world divided by boundaries. However, what are the reasons the boundaries exist?

Ask students: Where would some of the boundaries be if we divided the world up just based on natural physical features *(e.g. mountains, large bodies of water)*? For example, maybe a boundary would cut across what is now North America based on where there are deserts. If students have a printed map, ask them to draw those boundaries on the map.

Project a Political Map of the World. Have students compare what they drew with the political map. **Ask students:** How would the boundaries be similar or different? What impact would this have on people who live within the boundaries? How would people see themselves and see and treat people who are outside the boundaries? What is the point of the boundaries? One argument is to divide up how people are governed.

Have students look at these two maps below. The first shows a map of the world based upon where the majority of the people speak a particular language. The second one shows a map of the world where the majority of people identify with a particular religion:

1. Distribution of Language Families
2. Distribution of World Religions

Have students consider: What would be the positive and negative effects of organizing the world based on religion or language?

These are many ways that the people of the world can organize themselves. However, in the 21st century, the parts of the world are not organized predominantly by geographic boundaries, religions or language; instead, they are organized by **states.**

What is a state? **State: a political body made up of:**

- defined territory
- permanent population
- this permanent population is subject to the control of a government with supreme power over its people (sovereignty)
- capacity to conduct international relations– e.g. enter into relations with other states

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We forget that throughout most of history people governed themselves/were governed in ways that were different from states. For example, throughout history people were organized in **tribes, fiefdoms** etc. Sometimes people lived in societies where there were overlapping systems of organization. For example, in medieval Europe you could be ruled by a lord who you gave a portion of your crops to in exchange for being allowed to live there, and the church who you paid a tithe to every Sunday.

Why did states develop? How did the state become the predominant model of political organization? Historians have different arguments explaining why states were formed:

- Carl Wittfogel and Elman Service argue that people chose to create states in order to do things that required a lot of cooperation such as building irrigation systems for farming. This is called **voluntary theory.**
- James C. Scott and Ibn Khaldun argue that states emerged when certain groups of people wanted to control others and force them to do things like serve in the army or be a labor force. This is called **coercive theory.**

Historians like James C. Scott argue that people throughout history have chosen NOT to govern themselves using the structure of states. For example, in *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, historian James C. Scott argues that states are actually oppressive systems of organizations that depend on violent, oppressive factors such as slavery, forced conscription and taxes. In Southeast Asia, civilizations developed in mountainous regions by people who chose to flee and create systems of organization that differed from this model. He challenges the notion that such people are uncivilized because they chose to reject the model of state organization.

Have students watch the Crash Course video and answer the question: According to Scott, why did some groups of people in Southeast Asia decide not to join states?

- Transcript of Crash Course video

This chart shows more modern day examples of societies that did not organize themselves as states. **Have students write a paragraph based on what they have learned answering the following: To what extent are states an efficient model of organization?**

- **As an optional extension activity,** students may want to complete this lesson from Khan Academy: Khan Academy Lesson on the Rise of State Formation (PDF)

Part Two: Did the rise of states in World History lead to more or less violence?

In *Histories of the Modern World*, Robert Marks argues that the modern state developed in Europe during the 15th and 16th century. He argues that states developed because they were an efficient way for rulers to get soldiers and collect taxes that went toward building their

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military. This enabled European rulers to engage in colonialism and led to several wars where European powers fought over colonial territories *(e.g. a big part of the Seven Years War was the fight between France and Great Britain over Canada)*. As a result, he argues that the rise of modern states led to more warfare. Historians such as Michael Roberts have termed this process, which led to the creation of the modern states, the Military Revolution.

Contrary to this, some historians argue that the rise of states have actually led to a decrease over time in the level of armed conflict. For example, some historians argue that in the 20th century, states have played a role in mitigating armed conflicts causing wars to become less violent. This argument is discussed by Yuval Noah Harari in *Sapiens*.

- **As an optional extension activity**, students can annotate pages 366-75 to determine the claims that Harari makes:
  - Decline of violence due to rise of the state
  - Decolonization and end of the Cold War could have been more violent
  - Historically wars have been fought over conquest of territory (e.g.natural resources like land, trade routes, gold), However it is harder to do that now.
  - Iron law of international peace: for every two nearby polities there is a plausible scenario that will cause them to go to war against one another within one year"
  - rise of the state mediates conflict (contrast with Origins of the Modern World's argument that the European state was created to facilitate warfare)
- Students can also **optionally** read this article which makes similar arguments if they are unable to read Sapiens *(or if there is not enough time)*.

Explain that Our World in Data is a website that compiles the results of studies on pressing world problems with the intent of helping its audience gain an understanding of not only problems in the world but ways of addressing them. The site has numerous studies that address the question of violence in the world and the extent that states over time have contributed to that violence. Explain that students will look at studies on the following sites to answer the following: **Have the rise of states in World History led to more or less violence?** Teachers may wish to have students look at the studies by going directly to the Our World in Data website or print out the studies and have students look at the data as a gallery walk.

As students look at the data, they should fill out this worksheet.

Studies from Our World in Data:

1. **Rate of Wars in World History**

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   a. Rate of wars - Our World in Data
   b. Rate of Wars, World.png
2. **Global Death Rate in Violent Political Conflicts Over the Long Run**
   a. Global death rate in violent political conflicts over the long run
   b. Global Death Rate in Violent Political Conflict Over the Long Run.png
3. **Share of Death from Violence in Non State Societies**
   a. Death rates from violence in non-state societies - Our World in Data
   b. Death Rates from Violence in Non-State Societies.png
4. **Death Rates from Violence in State Societies**
   a. Death rates from violence in state societies - Our World in Data
   b. Death Rates from Violence in State Societies.png
5. **Deaths in State Based Conflict**
   a. Deaths in state-based conflicts, World
   b. Death in State-based Conflicts.png
6. **Deaths in State Based Conflict by Type**
   a. Deaths in state-based conflicts by type - Our World in Data
   b. Deaths in State-Based Conflicts by Type.png
7. **Deaths in State Based Conflict by Region**
   a. Deaths in state-based conflicts by region - Our World in Data
   b. Deaths in State-Based Conflicts by Type.png
8. **Number of New State Based Conflict**
   a. Number of new state-based conflicts, World
   b. Number of New State Based Conflicts.png
9. **Rate of State Based Conflict**
   a. Rate of state-based conflicts, World
   b. Rate of State Based Conflicts.png
10. **States involved in State Based Conflict, 2022**
   a. States involved in state-based conflicts, 2022
   b. States Involved in State Based Conflict.png

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Before looking at the studies, have students consider what might be some limitations of the data that may impact conclusions:

- What is the time period the study captures? What time periods might be missing?
- What parts of the world might be missing from data? *(e.g. is the study Eurocentric?)*
- How was the data collected? Are there categories that might be missing?
- Other criticisms?

Optional Extension Activity

Dueling timelines: On a sheet of butcher paper, have students draw a chart with an X axis and a Y axis. Have them label on the X axis 1800 CE and the Y axis "incidents of violence". Have students plot two timelines using the data from the studies in the above Gallery Walk. The first timeline should attempt to use data in the studies to show how the rise of states has led to an increase in violence over time. The second timeline should use data in the studies to show how the rise of states has led to a decrease in violence over time.

For each timeline, have students label at least five events from the data with their corresponding date/year and draw an icon representing that event. Ask students to look over the results of the timeline and write a 1-2 page essay answering the following: Has the rise of states in World History led to more or less violence? Explain using three pieces of evidence from at least two of the studies.

Topic 4: Development of Mercantilism[1]

Project this map and give students copies:

- Source: Mapping the Mercantilist World Economy | Eric Ross, academic

Divide up students into five groups. **Explain:** You will be assigned one of 5 groups representing the major European powers during the 1500s, 1600s and 1700s: **Portugal, Spain, Netherlands, England, France.**

Assign roles in the group:

- **Spokesperson:** announces which region and product your group is acquiring each round. You will write your region and product on a slip of paper and hold it up so people know you are not changing selection.

[1] This lesson was adapted from a lesson produced by Learning Center USA.

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- **Cartographer:** uses map to keep track of the regions and products each country has successfully acquired to know what regions/products are available. Crosses out products that have been taken.
- **Scorekeeper:** keeps track of number of points your group has earned in a round and total points using the chart below after each round. Reports on total score to the entire class.
- **Soldier:** will play rock-paper-scissors on behalf of a group if two or more groups want the same region and product.

Each group will choose one of the four **regions** of the world they will attempt to take over: **West Indies, India, China, Middle East** and a **product within that region COLORED IN RED** *(e.g. sugar)* they will acquire and write it on a slip of paper. Students will ONLY pick products that are colored in red, **NOT green** ***(in particular, students should not be allowed to choose "slaves" as a product).***

Each round, the spokesperson of the group will tell the teacher which region and product they have chosen to take over by holding up the slip of paper. **If no other group has chosen the same region and product, then the first group will have established a successful trade route and will gain a point.** The scorekeeper should keep track of the number of points a group has. If a region has more than one product, then the other products are still in play *(e.g. if Middle East, silks are taken by a group, Middle East, utensils; Middle East, carpets etc. are still in play)*.

- If 2 or more groups choose the same region and product, then the two groups will go to war. Each group will send the soldier from each group to play ROCK-PAPER-SCISSORS**. The winning group will get the product and the point.**
- **The cartographer should keep track of what places on the map are still available** ***(again, use only products in RED).***

Here is an example of how a round should be played:

- The spokesperson from each group should write on a slip of paper the one region and product within the region their group wishes to acquire.
- Each spokesperson will announce the region and product their group wishes to acquire.
- If a group chooses a particular combination of region and a product *(e.g. West Indies, Sugar)* and **no other groups have chosen the same region and product together,** then that group gets a point. The particular product in the region *(e.g. all sugar in the West indies)* will no longer be available. If a region has more than one product, then the other products are still in play *(e.g. if Middle East, silks are taken by a group, Middle East, utensils; Middle East, carpets etc. are still in play)*.

If a group chooses a particular combination of a region and a product *(e.g. West Indies, sugar)* and **one or more additional groups has chosen** the same combination *(e.g. two groups both chose the combination of West Indies, sugar)* during the same round, then representatives from each group will play ROCK-PAPER-SCISSORS until there is a group who is the winner. The winning group will

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get a point. The particular product in the region will no longer be available. This process will be repeated until all products have been taken (maybe 5-6 rounds) or after a designated amount of time determined by the teacher. The team with the most points at the end is the winner.

Processing: Explain to students that one goal of the game was to simulate **mercantilism,** an economic system that developed in Western Europe in the 1500s and became the dominant system in Western Europe during the 17th and 18th centuries.

Definition: Mercantilism was a form of economic nationalism that sought to increase the prosperity and power of a nation through restrictive trade practices. **NOTE**: this activity is only meant to illuminate certain aspects of mercantilism.

As trade grew between Europe and other parts of the world, European countries began competing for control of routes as a means of enhancing the power of their rulers. European leaders who supported mercantilism believed in the following:

- There is a finite amount of wealth in the world. The more wealth a kingdom acquired (in the form of products), the less wealth other countries had. Wealth was measured in the amount of gold and silver a kingdom amassed either directly or through trade.

Have students look at the map again. Imagine if all the things traded in RED AND GREEN were each worth a point and what the total number of points would be if all the points were added up. This would be the total amount of wealth in the world. Supporters of mercantilism *(mercantilists)* believed that acquiring this wealth was a zero-sum game: the more wealth a kingdom acquired would mean that other kingdoms would have less. It is important to acquire as much wealth by controlling as many resources and trade routes as possible. If a kingdom acquired control of a product (e.g. sugar in the West Indies), they would then have a monopoly on that product in that part of the world and then be able to sell it at a profit to get more wealth. Thus, mercantilists believed that it was important to sell more raw materials or manufactured products they acquired or made to other kingdoms **(export)** than buying raw materials or manufactured products **(import)** so they could have a greater share of the wealth. As a result, kingdoms that supported mercantilism used force to control trade routes and obtain colonies that would produce raw materials and serve as markets for their products. In doing so, it was important for each kingdom to protect their trade routes. To do so, kingdoms needed soldiers, weapons, and ships and often got into conflicts with other kingdoms over control of those routes and colonies *(e.g. Seven Years War between France and England)* However, this also led to problems in terms of how kingdoms that followed mercantilism viewed other parts of the world.

Have students reflect on the simulation:

- Consider how you were encouraged to view the world. Who benefited? Who did not benefit?

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- Consider how you were encouraged to view the people who lived in other parts of the world. How were you encouraged to view them? What impact would this have on how Europeans followers of mercantilism treated the people they encountered?

Mercantilism encouraged its followers to view regions of the world not as places where peoples with their own history and cultures lived but as places with products that could enhance their wealth. This led to **dehumanization and colonialism.**

- **Dehumanization:** to make not human
- **Colonialism:** to take over, dehumanize another culture for economic exploitation. Colonialism is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.

Consider some of the "products" from the map that were in green. Notice one of them was "slaves". While slavery and the dehumanization of enslaved people clearly predated mercantilism, it encouraged dehumanization by leading followers to conceptualize the people of parts of the world as slaves that could be traded.

To illustrate this, project or print out Columbus' first impression of the Tainos' as recorded in his diary. The Tainos (who are part of a larger group of indigenous people called the Arawaks) were the first indigenous people Columbus encountered when he made his first voyage to what became the Americas in 1492.

> "They should be good servants and of quick intelligence, since I see that they very soon say all that is said to them, and I believe that they would easily be made Christians, for it appeared to me that they had no creed. Our Lord willing, at the time of my departure I will bring back six of them to Your Highnesses, that they may learn to talk" (10/12/1492)

Explain to students that "your highnesses" refers to King Ferdinand and Queen Isabella, the rulers of Spain who funded his voyage.
Ask students:
-How does Columbus describe the Tainos?
-What purpose does he feel the Tainos should serve? To what extent does this connect back to the beliefs of mercantilism? To the concept of dehumanization?
-Why do you think he is bringing back six Tainos to the king and the queen?
-Note that Columbus believes that the Tainos have "no creed"? What do you feel he means? Why would he want to make them Christians? How would this connect to the concept of dehumanization?
-How would this worldview encourage Europeans such as Columbus to be OK with using violence against Tainos? Against other

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Europeans who believed in mercantilism and had similar views of the Tainos?

Explain that the competitive behavior illustrated in the simulation was driven by the rise of modern states. These states sought to increase their power and wealth through mercantilism, which often led to conflicts both with other European states and with the indigenous peoples of the regions they sought to control. Ask students to write a paragraph answering this question: To what extent did the system of mercantilism lead to warfare? How did the competition between emerging modern states drive the practice of mercantilism? In what ways did the pursuit of wealth and resources by states under mercantilism result in conflicts?

Optional Extension Activity

Teachers may wish to conduct lessons on other aspects of mercantilism and in particular, its connection with the development of capitalism. For example, mercantilism led to the formation of joint stock companies, which grew into larger companies such as the British East India Company that dominated trade and developed their own militaries. The instructor may wish to have students conduct research to determine the extent that these companies exacerbated warfare and to what extent business interests *(e.g. multinationals)* still impact warfare today *(e.g. role of oil companies in the Nigerian Civil War)*.

- Supplemental Articles on Mercantilism:
  - Britannica entry on Mercantilism
  - Mercantilism article in The Economist
  - Mercantilist Thought
  - Donald Trump's application of Mercantilism

Topic 5: Development of Warfare in the 19th Century

In this lesson, you will help students understand the connections between **industrialization**, **imperialism**, **militarism**, and **colonialism** in the 19th century and how these different factors influenced global warfare. To illustrate this, you will facilitate a simulation activity with your students, explaining various factors in the changing landscape of how nation-states and empires interacted and continued their global reach and control. The only material needed for this activity is a deck of cards. Students should be encouraged to take notes as you're teaching throughout the activity.

Cause of World War One Simulation

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Introduction:

1. Shuffle a deck of cards and distribute the cards to the class. Give ⅓ of the students two or three cards per student and the rest of the students only one card per student. Ask students not to look at their cards.
2. Explain to students that each student represents a nation-state in the world in the latter half of the 19th century (**note**: in reality, not every part of the world at this time was organized as a nation-state).
3. Explain that in the beginning of the 19th century certain parts of the world were undergoing the process of **industrialization**. Ask a student to define industrialization and to review what parts of the world began to industrialize first and the reasons why those parts industrialized. Students who have studied industrialization will probably mention that the US and Western European nation-states like Great Britain were the first to industrialize due to interplaying factors such as access to raw materials from their colonies, access to coal, the invention of the steam engine, etc.
4. Remind students that other parts of the world (China and India in particular) were also industrializing but their ability was cut short in part by the policies of Western European governments such as Great Britain which protected their markets and industries by enacting trade barriers that hurt manufactured goods from those parts of the world (see Origins of the Modern World p. 141-2). Also students should be reminded that much of the capital that funded industrialization in the US and Western Europe came from European colonialism (e.g. Britain's role in the slave trade created capital for industrialization and the labor of enslaved people provided raw materials such as cotton for British textile mills).
5. Next, tell students that the value of their cards represents the degree that each nation-state had industrialized by the latter half of the 19th century. Have students look at their cards and add up their value (Jack=11, Queen=12, King= 13, Ace=14). The more points a student has, the more industrialized their nation-state is.
6. Explain to students that industrialization also gave nation-states the ability to mass produce weapons and other materials needed for war such as boots and uniforms.This allowed for such nation-states to engage in **militarism**: the belief that military methods and force should be used by a nation-state to gain power and achieve its goals (Britannica). Thus, the value of their cards also represent the degree that each nation-state is militarized.
7. By the latter half of the 19th century, some industrialized nation-states began engaging in a process of expansion in order to obtain raw materials for industrialization and also to seek markets for their products. As a result, many industrialized countries began or increased the degree that they practiced **imperialism**: the state policy, practice, or advocacy of extending power and dominion, especially by direct territorial acquisition or by gaining political and economic control of other areas (Britannica). The goal was for an industrialized nation-state to create a **sphere of influence:** exclusive or predominant control over a foreign area or territory (Britannica). In this case, industrialized nations often wanted a port or region where they would have exclusive control of trade. In doing so, they ruled conquered peoples directly (e.g. India became a colony of Britain) or indirectly (e.g. conquered peoples had their own government with policies guided by conquering nation-state)

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8. Thus, industrialized nation-states began competing with other industrialized nation-states to build up their military forces and use them to increase their sphere of influence. To gather support for these endeavors, leaders of nation-states used **nationalism**: extreme pride in their country to motivate their peoples. For example, Britain and Germany raced to increase their fleet of battleships not only so they could acquire more spheres of influence but as a point of national pride.

Explain to students that we are going to simulate what happened in the latter half of the 19th century by playing a game in 3 rounds.

Round 1:

1. Remind students that those holding more than one card are representing nation-states that are more industrialized, more militarized and are competing with each other to establish spheres of influences. Have these students stand up and pick a student only holding one card (meaning they are less industrialized) to attack.
2. To "attack" have students play the entire hand of cards they have and determine which student has the cards with the highest cumulative point value (Remember: Jack=11, Queen=12, King= 13, Ace=14). For example, a student holding two cards: one card with a 3 and another card with a Jack would have 3+11=14 total points. If that student attacks a student who only has a 10, then they will win.
3. Each student holding two or more cards should only challenge one other student. If there is a draw then no one wins.
4. Have students raise their hands if they lose. Explain to students that losing students are now part of the **sphere of influence** of the winning nation-state. This could mean that they could be a **colony** with a government controlled directly or indirectly by the nation-state that has won. All of their resources (e.g. industry, military) would go to the winning nation-state, meaning that they would have to produce raw materials for the nation-state that beat them, trade with the nation-state under terms that benefited the winning nation-state and/or fight in the military of that nation state. For example, when Great Britain defeated China in the Opium Wars, Hong Kong became a British colony and the British set terms of trade with China favorable to them. Some residents of Hong Kong ended up serving in the British navy.
5. Have students who lost represent this by sitting next to the winning nation-state and giving them their cards.

Round 2:

1. Ask students who are either still unconquered or who are industrialized countries with a sphere of influence to stand up.
2. Explain that industrialized nation-states with a sphere of influence also began challenging each other to increase their sphere of influence (e.g. the Russo Japanese War was fought between Russia and Japan over which nation-state could incorporate Korea and Manchuria into their sphere of influence). In some cases, these challenges were motivated not only by economic motives but by nationalism (e.g. Prussia challenges France to consolidate southern German states into a unified Germany under Prussian rule).

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3. Play a second round where the students who are standing pick either another unconquered nation-state or an industrialized country with a sphere of influence to attack.
4. Have students who lost raise their hand. Explain that they are also now part of the sphere of influence of the winning nation-state. As before, they should give their cards to the winning nation-state and sit with them.

Round 3:

1. Have students who are either unconquered or are industrialized nation-states with a sphere of influence stand up. Students should notice that there are fewer students left standing. Ask the class, given that there are so few nation-states left standing, what should remaining nation states do? Students will probably figure out that they will need to join together to make **alliances.** Go over actual military alliances that were formed in the late 19th and early 20th century by nation-states with spheres of influence (e.g. Triple Entente between Britain, France and Russia).
2. Explain that the remaining nation-states will have the opportunity to make alliances with two other nation-states. Have each remaining nation-state first count up the total value of their cards. Then have them meet with other remaining nation-states to form alliances. For purposes of this simulation, nation-states can form ONLY one or two alliances. Explain that many alliances between the governments of nation-states during this time were made secretly.
3. Ask a student from one nation-state with an alliance to declare war on another nation-state. Have the two students stand on different sides of the room with the students they made an alliance with. If a nation-state has made an alliance with both sides they can decide which side to join.
4. Have the students who are part of each nation-states' sphere of influence stand on the side with the nation-state they are a sphere of influence of.
5. Have any students representing nation-states that have not yet joined a side choose to remain neutral or pick a side to form an alliance with. Students (and any students who are part of their sphere of influence) should join the side of any student they made an alliance with and give that side their cards..
6. Add up the total amount of cards that both sides have and determine which side won. Explain that we have just simulated **World War One**.

Processing:

1. Remind students that the value of the cards represented the degree a nation-state was able to harness their industrial strength and military strength **(industrialization and militarism)**. World War One was considered a **total war**, because nation-states needed to harness all of their industrial and military resources (the point value of all their cards) to win. For example, Great Britain not only needed to have enough soldiers and weapons, but factories in Great Britain that produced those weapons, and civilians

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working in those factories to produce those weapons. **Nationalism** was used to mobilize citizens to not only serve in the military or in the production of war materials but also contribute/make sacrifices to the war effort (eg. British civilians were asked by their government to ration food so it could be sent to soldiers on the front line).

2. Explain that World War One was considered a "world war" because the peoples around the world were all involved through the other processes we have simulated. Some nation-states became involved because they had **alliances** with other nation-states. Because World War One was a total war, subjects who were part of a **sphere of influence** due to **imperialism**, were involved in providing soldiers, raw materials and other resources to the nation-state they were subjects of. For example, Great Britain was able to rely on soldiers from their colonies (e.g. Indians fought in the British army) and raw materials from their colonies (eg. India produced food for Great Britain).
3. As a result Allies won World War One not because of a decisive battle, but because they were better able to harness the processes we have simulated: **industrialization, militarism, nationalism, imperialism, and alliance building**.

Assessment

Have students pick from the following list of topics to write a paragraph explaining how some of these processes contributed to World War One. Students should draw upon lessons from the simulation as well as conduct additional research to find evidence supporting these arguments. You can have students complete this for homework if more time is needed:

- How Great Britain and America emerged as the global leaders of industrialization
- Imperialism & Spheres of Influence
- The use of nationalism and dehumanization to fuel imperialism
- Alliance building pre-World War One
- Industrialization & Militarism, mass production of weapons and war materials

Topic 6: Modern Warfare and Empire

Part One: Have students brainstorm definitions of an empire.

Historian Yuval Noal Harari uses this definition in his book *Sapiens*:

- **Empire:** political order where one group rules over a significant number of distinct peoples, each possessing a different cultural identity and a separate territory. Empires are characterized by cultural diversity and territorial flexibility (Harari, 90).

Ask students to think-pair-share:

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- Based on Harari's definition, what are the key characteristics of an empire?
- Can you think of any historical or modern examples of empires?
- Why might a society want to create an empire? What could be their motivations?
- What methods might a society use to expand and maintain an empire? (Think about both peaceful methods like trade and diplomacy, and more aggressive methods like warfare.)
- Reflect on the positive and negative consequences of empires.

Explain to students that they will be examining maps of historical societies that are commonly referred to as empires by most historians. This activity can be conducted as a gallery walk or as a class discussion. Project the following maps from the Slide Deck of Maps.

First, show the Roman Empire map (slide 1) and the Mongol Empire map (slide 2). **Ask students:** Based solely on the information in the two maps and the characteristics of "empire" you brainstormed, what are the features that make these societies empires? How do these features align with Harari's definition of an empire? Consider that history is often written from the point of view of the victors. How do these two maps reflect this?

Look at the map of the British Empire (slide 3). Most historians would consider the British to have had an empire. However, notice how this map is different. What has changed over time? Based on the map, why would the British Empire be considered an empire? To what extent would it fit the characteristics we brainstormed as a class? To what extent would it fit Harari's definition?

- Note that the possessions of the British are not all connected and include many islands. The map is also dated in the early 20th century. Why is the British empire not one continuous piece of land like the Mongol Empire or a body of land centered around a body of water like the Roman Empire?
- What do you think enabled the British to have this type of empire? What consequences would it have on the people who made up the parts of the empire?

Ask students: the Roman, Mongol and British empire are ones that we would typically identify as empires in history. To what extent could the US also be considered an empire? Project this map of the United States (slide 4). Based on the features of the map and the list of characteristics brainstormed, would the US be an empire?

- In *How to Hide an Empire*, historian Daniel Immerwahr argues that the US is an empire no different from others in history. However, Americans are raised with the sense that we are, unlike the British or Mongols, a country that has never been an empire, let alone one that has engaged in empire building using warfare throughout our history. Why might this be the case *(e.g. consider*

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US history and how we learn it: the American Revolution and the narrative that the US was created by rebelling against the British Empire)?

- Immerwahr explores how the way the US depicts itself on maps lends itself to the idea that the US is not an empire. The previous map, which he calls a **Logo map** often contributes to the impression that the US is not an empire. Immerwahr calls this map a Logo Map because it is the way most Americans tend to view the literal shape of our country.

Project this map (slide 5; from Daniel Immewahr's *How to Hide an Empire*) which shows the actual size of Alaska and also includes territories of the US in 1941. How does this map compare with earlier maps including the map of the British Empire? Based on this map, would the US fit the definition of an empire? If we look at the US as a map with its colonial possessions after the Spanish American War (slide 6), how is it different/similar to the other maps?

Immerwahr argues that Americans often do not recognize the extent that we have colonial possessions in part because of the way we have been taught to visualize the borders of our country. He argues that our understanding of the US would change if we viewed the US as the "Greater United States". Project the screenshot of the cover of his book (slide 8). How does this image illustrate his argument that the US is an empire?

Immerwahr goes on to critique popular notions of what makes an empire an empire. Project this recent map of US military bases around the world (slide 9). Based on the features of this map, would the US fit the definition of an empire? What would be the difference between this map and the previous maps?

Immerwahr argues that the US has created an empire that doesn't look like earlier empires. He calls it a "**pointillist empire**". Students can read the excerpt from Immerwahr's book: *How the US Has Hidden Its Empire (p. 15-19)*. Have students answer the following questions:

1. **What is the goal of Immerwahr's book?**
    a. *(to "show what U.S. history would look like if the US meant the Greater US, not the "logo map")*
2. **What are the three acts in the building of what Immerwahr calls the "Greater United States"?**
    a. *(Westward expansion; US imperialism; Post WW2 Creation of Pointillist empire)*
3. **Why/how did the United States distance itself from colonial empire while still being able to maintain an empire?**
    a. *(Anti-imperialism/Resistance from colonial subjects; Advances in technology allow the US to have the benefits of empire without holding colonies; Creation of plastics and other synthetic materials reduces need to have colonies with raw materials; Airplanes, radio, DDT enable US to move goods ideas, people into foreign countries without conquest; US*

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imperial order leads to standardization of measurements, equipment and use of the English language in ways that benefit US; In shot, he argues, that the US replaces "colonization with globalization")

4. **Immerwahr argues that the US has built a new kind of empire called a "pointillist empire" What does he mean?**
    a. *(development of military bases/technology like drones that reduce the need for direct contact when fighting)*
5. Many Americans perceive that the US is **not** an empire and/or has never been an empire like that of the British or Roman Empire? Why do you feel this is the case? To what extent would you agree with Immerwahr's argument that the US is an empire?
    a. *(Americans see themselves as a republic created by fighting empires; this is even reflected in popular American movies like Star Wars)*

Have students write a paragraph answering this question: To what extent could it be argued that the US is an empire no different from others in history? Explain using evidence from the excerpt.

Optional Extension Activity

Optionally, students can watch the interview with Immerwahr from Democracy Now:

1. Why did the author want to write a history of the "greater United States" rather than just the mainland United States?
2. What is the significance of the Supreme Court's "Insular Cases" decisions in the early 1900s regarding the status of U.S. territories?
3. How did President Franklin D. Roosevelt alter his speech about the Pearl Harbor attack to downplay the significance of the attacks on the Philippines and other U.S. territories?
4. Describe the disturbing medical experiments that Cornelius Rhodes conducted on Puerto Rican patients in the 1930s.
5. Why was Cornelius Rhodes able to continue his career and rise to prominent positions despite the unethical and inhumane nature of his actions in Puerto Rico?
6. How has the U.S. government and leadership historically referred to its overseas territories, and how does this language reflect their perceived status?
7. What are some examples of the U.S. government's strategic use of small, remote islands and territories for military and other purposes?

Answer Key:

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1. The author wanted to write a history of the full area over which the United States claims jurisdiction, rather than just the contiguous mainland, to show how frequently people on the mainland and political leaders had an inaccurate or limited view of the country's actual borders and territories. (00:00:54 - 00:01:29)
2. The "Insular Cases" decisions by the Supreme Court established that the Constitution did not fully extend to U.S. territories, which were deemed "unincorporated," justifying the U.S. treatment of them as colonial possessions rather than integral parts of the country. (00:10:03 - 00:10:40)
3. Roosevelt removed prominent references to the Philippines and Guam from his speech about the Pearl Harbor attack, and instead emphasized only the attack on the U.S. territory of Hawaii, likely because of concerns that an attack on the Philippines would not be seen as justification for war by the U.S. public. (00:07:00 - 00:07:36)
4. Cornelius Rhodes refused to treat some of his Puerto Rican patients, tried to induce disease in others by restricting their diets, referred to his patients as "experimental animals," and even wrote a letter stating that he had killed 8 of his patients and sought to transplant cancer into 13 more. (00:16:12 - 00:16:59)
5. Despite the scandal caused by his letter and evidence of his unethical experiments, Cornelius Rhodes faced no consequences, was not fired, and even went on to become the vice president of the New York Academy of Medicine and a colonel in the U.S. Army's chemical warfare service. (00:18:26 - 00:19:13)
6. U.S. government officials have historically referred to the country's overseas territories using more benign terms like "territories" rather than the more forthright term "colonies," reflecting an effort to obscure their colonial status. More recently, figures like President Trump have referred to these territories in ways that emphasize their separation from the "homeland" of the mainland U.S. (00:24:13 - 00:25:31)
7. The U.S. has claimed and occupied numerous small, remote islands and territories, initially for resources like guano fertilizer, and later repurposing them as military bases, nuclear weapons storage sites, and landing spots for aircraft - illustrating how these strategic outposts have been leveraged to extend U.S. power and influence globally. (00:26:47 - 00:28:10)

Part Two: The Impact of the Pointillist Empire

Project this map: No Bases? Assessing the Impact of Social Movements Challenging US Foreign Military Bases | Current Anthropology

According to Immerwhar, the US maintains a network of around 800 military bases around the world (Immerwahr, 18). He argues that most of the negative cost of the US empire has been paid by people living in US colonies, occupation zones, and around military bases. In this lesson, we will do a Jigsaw to explore arguments used to justify the continuation or removal of US military bases.

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Divide students into groups of 3. Have students do a Jigsaw on the 3 articles. Students will use the articles to answer the following:
What arguments does the article give about the need for US military bases?

1. **50 Years After US Occupation, Okinawa Continues to Resist Military Bases** by Thissaka Siripala: 50 Years After US Occupation, Okinawa Continues to Resist Military Bases – The Diplomat
    a. many in Okinawa oppose relocation of US military base, concerns about impact on environment and economy, feel moving bases will address poverty in Okinawa
2. **Why Overseas Military Bases Continue to Make Sense for the United States by Raphael Cohen:** Why Overseas Military Bases Continue to Make Sense for the United States - War on the Rocks
    a. deterrence of enemies, reassurance of allies are main arguments, biggest threats today are still due to provocation and bases allow troops to be closer to action, rebuts arguments that permanent bases can be replaced by rotating troops
3. **In Guam, even the dead are dying: the US military is building on the graves of our ancestors by Julian Aguon:** In Guam, even the dead are dying: the US military is building on the graves of our ancestors
    a. base is being built close to primary source of drinking water, will destroy limestone forest, history of colonization of Chammorro people

Assessment: Propaganda Posters
Have students write a paragraph answering the question: To what extent should the US continue to maintain military bases around the world? Use at least two pieces of evidence from the sources.

Explain to students how with the rise of total wars in the 20th century, states used propaganda posters examples (link to LOC site with full collection) (one sided advertisements) to encourage their citizens to support wars, enlist in the fighting of wars, and boost morale. **Ask students to design propaganda posters** that support the extent they feel the US should continue to maintain military bases. Students can look at the images of posters from the Library of Congress for inspiration. The poster should:

- Have a slogan articulating the student's position about the extent the US should continue to maintain military bases around the world.
- Include at least three images that highlight their position

Optional Extension Activity

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In his introduction to *How to Hide an Empir*e, Immerwahr examines how Franklin Roosevelt edited the text of his famous speech written in the wake of the Pearl Harbor attack requesting that Congress declare war against Japan. Despite the fact that the Philippines and other US territories in the Pacific were simultaneously attacked, Roosevelt omitted any mention in order to gain public support. To explore this, the instructor may want to utilize this lesson (PDF) from the National Archives.

Additional resources:

- Okinawa's peace movement struggles as military presence on the islands grows : NPR
- The America That Americans Forget - The New York Times

Topic 7: Military-Industrial Complex

The term "**military-industrial complex**" refers to the relationship between a country's military, its government, and the industries that produce weapons and other military equipment. This concept suggests that the military and defense industries have significant influence over government policies and decisions, especially those related to national security and defense spending. The term was popularized by President Dwight D. Eisenhower in his farewell address in 1961. He warned that the close relationship between the military and the defense industry could lead to excessive government spending on military programs and a powerful alliance that might prioritize military interests over other national concerns.

Show a short video clip from Eisenhower's Farewell Address focusing on his warning about the military-industrial complex. Briefly discuss Eisenhower's definition and concerns about the military-industrial complex. Check for students' understanding:

- Describe how the military-industrial complex has evolved in the United States based on the information provided.
- Discuss the potential implications of the growing military-industrial complex on the democratic processes and liberties as mentioned in the passage.
- Summarize the key points made by the speaker regarding the need to guard against the acquisition of unwarranted influence by the military-industrial complex.

Provide a brief overview of the development of nuclear weapons, the concept of **deterrence**, and the role of the **military-industrial complex** in shaping global conflicts.

- The origins of nuclear weaponry date back to the early 1900s when scientists first unlocked the secrets of atomic fission. However, it was during World War II that a covert and highly significant initiative known as the **Manhattan Project** was

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initiated. This collaborative endeavor involved the United States, the United Kingdom, and Canada pooling their resources to develop atomic bombs. The culmination of this effort came in 1945 with the testing and deployment of these bombs over Hiroshima and Nagasaki in Japan. Following this pivotal period, the Cold War era witnessed further advancements in nuclear technology, leading to the production of even more formidable nuclear arsenals by various nations. Presently, the possession of nuclear weapons by numerous countries poses significant challenges, necessitating concerted efforts to prevent their proliferation and ensure global security.

    - **Manhattan Project:** The project was initiated in 1939 after fears that Nazi Germany might develop nuclear weapons. Under the direction of the U.S. Army Corps of Engineers, scientists and engineers worked tirelessly at various sites across the United States, most notably in Los Alamos, New Mexico, to design, construct, and test atomic bombs. The project culminated in the successful testing of the first atomic bomb in July 1945 in New Mexico and the subsequent deployment of two atomic bombs over Hiroshima and Nagasaki, Japan, in August 1945, which led to Japan's surrender and the end of World War II.

- **Deterrence** is a strategy used in international relations to prevent adversaries from taking hostile actions by convincing them that the costs or risks of such actions outweigh any potential benefits. It relies on the threat of retaliation or punishment, typically through military means, to dissuade aggression. The idea is that if a country knows it will face severe consequences for attacking another, it will be less likely to do so.
- The **military-industrial complex plays a significant role in shaping global conflicts** in several ways.
    1. defense contractors often lobby for increased military spending and the development of new weapons systems, which can drive governments to engage in conflicts to justify such expenditures.
    2. the profit motive inherent in the arms industry can incentivize the perpetuation of conflicts or the promotion of arms sales to conflicting parties.
    3. the influence of defense contractors on government policies and decision-making processes can contribute to the escalation or prolongation of conflicts, as vested interests may prioritize profit over peace.

Have students explore the website The Missiles on our Land - Princeton University to understand the impact of nuclear weapons on people. **Facilitate a class discussion** on the ethical implications of nuclear warfare and the military-industrial complex. Use guiding questions such as:

- What are the ethical concerns associated with nuclear weapons?
- How does the military-industrial complex influence global conflicts today?
- Can the benefits of a strong defense justify the potential negative impacts?

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- Students can write a brief reflection on the role of nuclear weapons and the military-industrial complex in modern warfare, incorporating evidence from the website and class discussions.

Optional Extension Activity

1. Provide students with primary and/or secondary source documents related to the military-industrial complex. These can include excerpts from government reports, speeches, articles, etc. **Students can analyze any of the sources in pairs, focusing on the central ideas, historical context, and the implications for modern warfare. Examples of potential sources to analyze include but are not limited to**:

- "Eisenhower's Farewell Address" (1961) - President Dwight D. Eisenhower's speech addressing the dangers of the military-industrial complex and its potential to influence government policy and public discourse.
- "The Pentagon Papers" (1971) - A series of classified documents leaked to the press by Daniel Ellsberg, detailing the history of U.S. political and military involvement in Vietnam, shedding light on the role of the military-industrial complex in shaping foreign policy decisions.
- "Project Solarium Report" (1953) - A government report commissioned by President Eisenhower to assess U.S. national security strategy in response to Cold War tensions, providing insights into the military-industrial complex's influence on strategic planning.
- "The Iron Triangle: Inside the Secret World of the Carlyle Group" by Dan Briody (2003) - An investigative article exploring the intricate connections between government officials, defense contractors, and Wall Street investors, revealing the influence of the military-industrial complex on U.S. economic and foreign policies.
- "The Trillion Dollar Question: Rethinking Defense Planning in an Era of Austerity" by Andrew F. Krepinevich Jr. (2012) - A policy report analyzing the economic and strategic implications of the military-industrial complex's dominance in defense spending, offering recommendations for reform and cost-saving measures.
- "War Is a Racket" by Major General Smedley D. Butler (1935) - A speech delivered by Major General Butler, a retired U.S. Marine Corps officer, denouncing the profit-driven nature of war and the influence of the military-industrial complex on perpetuating conflicts for financial gain.
- "Khrushchev's Secret Speech" (1956) - This speech delivered by Soviet Premier Nikita Khrushchev to the Communist Party Congress addresses the inefficiencies and corruption within the Soviet military-industrial complex, providing insights into the challenges faced by the USSR in competing with the West.

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- "The Three Worlds Theory" (1974) by Mao Zedong - This theory, developed by Mao Zedong, explores the global division of countries into three categories based on their alignment with imperialism, socialism, or national liberation movements, offering insights into China's approach to military-industrial development and international relations.
- "Indira Gandhi's Address to the Nation" (1974) - This speech by Indian Prime Minister Indira Gandhi announces India's first successful nuclear weapons test, codenamed "Smiling Buddha," highlighting the role of the military-industrial complex in shaping India's defense strategy and regional security dynamics.
- "The Strategic Defense Initiative (SDI)" (1983) by Ronald Reagan - This speech by President Reagan introduces the SDI, also known as "Star Wars," a proposed missile defense system aimed at countering Soviet nuclear capabilities, illustrating the role of the military-industrial complex in shaping U.S. defense policy during the Cold War.

2. Divide students into small groups. Assign each group a historical example of nuclear deterrence strategies (e.g., Cuban Missile Crisis, Cold War arms race, Mutually Assured Destruction (MAD) doctrine, Nuclear Non-Proliferation Treaty (NPT), Indo-Pakistani nuclear standoff (1998), Israeli nuclear ambiguity, The Sino-Soviet Split (1950s-1960s), South Africa's Nuclear Disarmament (1989), North Korea's Nuclear Program (2000s-present), The Iran Nuclear Deal (2015), etc.).

- Each group will use primary and secondary sources to investigate their assigned example.
- Students will use a graphic organizer to note key events, strategies, and outcomes.
- Optionally, groups can present their findings, focusing on how nuclear deterrence strategies were implemented and their impact on global conflicts.

Topic 8: War on Terror

Part One:

To begin this lesson, play *Islamophobic Lullabies* by Lowkey. Distribute copies of the lyrics. Have students underline words or phrases that stick out to them. Have them circle words or phrases that they don't understand. After listening, allow time for students to share what stuck out to them and what they thought. Let them know the song was released in 2019. Discuss whether it is relevant today, and if so, in what ways.

Ask students to share with the class what they already know about 9/11 and the "War on Terror". After students share, let them know that while the othering of people in the Middle East existed long before 9/11, this practice intensified post-9/11. Islamophobia and the belief that Arabic and Muslim people as terrorists were utilized to fuel the support for the "War on Terror". Ask students how else this theme of

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othering or **dehumanizing** a group of people in order to justify something against them has come up in class. Time permitting, you can have students read and discuss *Islamophobia after 9/11* from Southern Poverty Law Center.

- **Optional Extension Readings**
  - You can view this video, or clips, from Aljazeera that highlights the media's role in empowering the United States' policies and military actions in "War on Terror".
  - *What is Orientalism? A Stereotyped, Colonialist Vision of Asian Cultures*, from Teen Vogue. While its focus is on Asian culture, it provides a discussion to better understand **Orientalism** and how it is a framework to understand Islamophobia and the othering of Arab/Middle Eastern individuals.
  - *Reflection: the "war on terror", Islamophobia and radicalisation twenty years on*
  - *Racial Profiling: Costs of War*
  - *Edward W. Said's Orientalism: A Lesson on Islamophobia*
  - *Exporting Islamophobia in the Global War on Terror*

Next, watch this video with your students. Make sure to pause at minute 2 so that students can take in the extent and the countries that the United States was engaged in military operations due to the "War on Terror". Here is also a copy of a map, from the years 2018-2020, that you can project for your class to see. Students will complete a map of US operations in the "war on terror" in small groups during the next lesson.

After viewing the video, have students take a look at this timeline, or conduct their own brief research, in order to learn more about the policies (PATRIOT Act, Authorization for the Use of Military Force). You can also view this video to have students understand the drastic change in how the United States government shifted in allowing for more presidential power and autonomy in engaging in armed conflicts.

Part Two:
After recapping the previous lesson, split students into small groups to complete the following activities. First, students should be given a blank copy of a map of Africa and the Middle East. Have students mark on the maps as accurately as possible where the United States has engaged in military action in the name of the "War on Terror". Students can use this USA Today source, or find the information themselves. You can also direct students to the Cost of War website.

In addition to the maps, students should complete this handout looking at the economic, human, and social/political costs of the "War on Terror" over the past 20+ years. Students will be able to find this information on the Cost of War website, or you can have them watch

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these three videos (video one, video two, video three). You can also have different groups be responsible for finding the information for one of the categories and share out to the rest of the class at the end of this activity. After students have enough time to complete these activities, have a representative from each group share some interesting information that they came across and discussed.

To end this lesson, assign a scenario from Bill Bigelow's lesson *Whose Terrorism?* to small groups or pairs of students. This lesson further problematizes Western, specifically American, beliefs around terrorism and the acts of war that these beliefs justify. Each scenario replaces the names of the countries involved with fake names and asks students to decide who is the "terrorist". Have students share a summary of their scenario and who they defined as the "terrorist". After they do so, let the class know the real names of the countries.

Suggested Authentic Performance Task: Voices and Visions

Option 1 (Voices):
Q2U2 Refugee Voices Project: Students will work in groups to research the lives of refugees worldwide who have been forced to flee conflict zones. Using their research and the Pulitzer Center's "Finding Home" project, which highlights the stories of three Syrian women, students will write a collaborative poem. This poem should reflect the complex, intersectional identities of refugees, addressing categories such as demographics, occupations, hobbies, personal experiences, and cultural backgrounds. Through structured brainstorming and writing exercises, students will create a poem that responds to stereotypes, highlights common experiences, and conveys the refugees' desires and struggles. The poem will be assessed on creativity, participation, respectfulness, thematic connection, incorporation of quotes, and use of literary devices.

Option 2 (Visions):
Students will participate in a "Historical Conflict Fair," where they will create and present exhibits showcasing their knowledge of different historical conflicts covered in the unit. Each exhibit will highlight key aspects of the conflict, including causes, key figures, outcomes, and its impact on society. Students will use various media (posters, models, digital presentations) to make their exhibits engaging and informative.

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Standards

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Common Core Standards	**8.1.12.A:** Evaluate patterns of continuity and change over time, applying context of events. **8.1.12.B:** Evaluate the interpretation of historical events and sources, considering the use of perspective, historical context, and the reliability of sources. **8.1.12.C:** Construct narratives of historical events using reliable sources and evidence. **8.2.12.B:** Identify and analyze primary documents, material artifacts, and historic sites important in Pennsylvania history. **8.2.12.C:** Evaluate how continuity and change throughout history have impacted the United States and Pennsylvania. **8.3.12.A:** Identify and evaluate the political and cultural contributions of individuals and groups to United States history. **8.3.12.B:** Evaluate the significance of historical documents, artifacts, and places critical to United States history. **8.3.12.C:** Analyze how continuity and change throughout history has impacted the United States. **5.1.12.A:** Evaluate the principles, ideals, and documents shaping the United States government. **5.1.12.B:** Analyze the rights and responsibilities of citizens and how they have evolved **6.1.12.A:** Evaluate the impact of economic decisions on individuals, businesses, and society. **6.1.12.B:** Analyze how economic policies and principles impact the economy and society. **CC.8.5.11-12.A:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CC.8.5.11-12.B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. **CC.8.5.11-12.C:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **CC.8.5.11-12.D:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. **CC.8.5.11-12.E:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **CC.8.5.11-12.F:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CC.8.5.11-12.G:** Integrate and evaluate multiple sources of information presented in diverse formats and media to address a question or solve a problem. **CC.8.5.11-12.H:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **CC.8.5.11-12.I:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **CC.8.6.11-12.A:** Write arguments focused on discipline-specific content. **CC.8.6.11-12.B:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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	CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.8.6.11-12.D:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.8.6.11-12.E:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.8.6.11-12.F:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.8.6.11-12.G:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CC.8.6.11-12.H:** Draw evidence from informational texts to support analysis, reflection, and research. **CC.8.6.11-12.I:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
C3 Standards	**D1.1.9-12:** Explain how a question reflects an enduring issue in the field. **D1.2.9-12:** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. **D1.4.9-12:** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. **D2.Civ.1.9-12:** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. **D2.Civ.2.9-12:** Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy. **D2.Civ.3.9-12:** Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. **D2.Civ.5.9-12:** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at local, state, tribal, national, and/or international levels. **D2.Eco.1.9-12:** Analyze how scarcity and incentives influence choices, which can result in policies with a range of costs and benefits for different groups. **D2.Eco.5.9-12:** Analyze the ways in which the world's monetary systems are interconnected, and explain how this affects economic policy-making. **D2.Eco.9.9-12:** Evaluate the economic impact of technological advancements and the role of innovation in the economy.

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D2.Eco.15.9-12: Evaluate the degree to which local and national government policies enable individuals and institutions to respond to economic and social changes.
D2.Geo.2.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
D2.Geo.4.9-12: Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.6.9-12: Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12: Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12: Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12: Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence to revise or strengthen claims.
D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.
D4.3.9-12: Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
D4.6.9-12: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

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	D4.8.9-12: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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World History Quarter/ Term 2

Unit 3: Perspectives on Peace and Conflict (2 Weeks)

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  - PA Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

World history is often presented as a march through time, with recounts of wars making up large parts of that historical retelling. What is violence, and how do we learn to think of it? What is war and why is it started? Is war inevitable? Is it human nature? How can it be avoided? How does the media treat both war and peace? Is pacifism a realistic and practical alternative to war? This unit seeks to develop a framework to engage with issues of violence produced by warfare (in other words, focused more on direct violence - armed conflict between states - vs. structural violence) and peace (a state without direct armed conflict). In history, the news, and social media, violence and war are pervasive and assumed inevitabilities. This unit seeks to present the concept of peace as perceived throughout different periods of history, how peace was envisioned and enacted, philosophies of pacifism as an alternative to war, feminist analyses of peace and war and, finally, the question of how "inner peace" (peace within yourself) may be related to external peace in some cultures.

Essential Questions	Big Ideas
❑ How have different cultures and historical periods conceptualized peace, and what insights do these perspectives offer for understanding conflict resolution? ❑ What role does power play in the pursuit of peace, and how do various power dynamics impact peacebuilding efforts?	• Justice, equality, and human dignity • Sustainable peace and effective peacebuilding • Personal and collective actions • Peace and conflict • Gender dynamics in the perpetuation of violence and the pursuit of peace • Mindfulness and compassion

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❑ What are the ethical implications of pacifism, and how do individuals and societies navigate the tension between nonviolence and the protection of human rights? ❑ How can historical analysis of peace inform contemporary efforts to address global conflicts and promote sustainable peace? ❑ In what ways do personal beliefs and cultural values influence perceptions of peace and strategies for conflict resolution? ❑ How do historical and contemporary perspectives on peace and conflict shape our understanding of global events? ❑ What role do gender dynamics play in war, peace, and pacifist movements? ❑ How do mindfulness and compassion contribute to peacebuilding efforts?	• Addressing root causes of war and violence • Cultivating empathy and understanding diverse viewpoints
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ Peace is a complex and multifaceted concept that is interpreted and pursued differently across cultures and historical contexts. ❑ Power dynamics significantly shape the possibilities and limitations of peacebuilding initiatives. ❑ Pacifism represents a principled stance against violence and war, but its practical application requires careful consideration of ethical dilemmas and pragmatic realities. ❑ Historical perspectives on peace provide valuable insights into the challenges and strategies of achieving and maintaining peace in the modern world. ❑ Personal beliefs, cultural values, and social norms play a crucial role in shaping individuals' perceptions of peace and their approaches to conflict resolution.	**Students will be able to (transferable knowledge)...** • Analyze and compare historical perspectives on peace and conflict from diverse cultures and civilizations. • Evaluate the impact of power dynamics and gender dynamics on peacebuilding efforts, including the role of military, economic, and political factors. • Critically examine ethical considerations related to pacifism and nonviolent resistance, considering both theoretical principles and real-world applications. • Synthesize historical knowledge and contemporary insights to propose strategies for addressing current global conflicts and promoting peace. • Articulate personal beliefs and cultural values that influence their understanding of peace and conflict

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❑ Gender inequalities and violence against women are interconnected with militarism and armed conflict. ❑ Cultivating nonviolence and understanding diverse perspectives are crucial for effective peacebuilding and conflict resolution.	resolution, demonstrating awareness of diverse perspectives. • Apply mindfulness and compassion practices to personal reflections and discussions on peacebuilding strategies. • Identify root causes of war and develop proposals for addressing them through peacebuilding initiatives.
	Transfer Skills
	Students will be able to independently use their learning to… • Apply historical analysis skills to interpret sources and contextualize historical events within broader narratives of peace and conflict. • Engage in critical thinking and problem-solving to evaluate the effectiveness of different peacebuilding strategies and propose innovative solutions to contemporary challenges. • Communicate effectively through written and oral presentations, articulating complex ideas and supporting arguments with evidence from multiple sources. • Demonstrate empathy and cultural sensitivity in understanding diverse perspectives on peace and conflict, fostering respectful dialogue and collaboration. • Advocate for social justice and human rights by actively participating in community-based initiatives and promoting positive change at local, national, and global levels. • Identify systemic issues contributing to conflict and develop actionable strategies for peacebuilding and reconciliation.

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	• Communicate complex ideas effectively through creative mediums, to convey nuanced understandings of peace and conflict dynamics.

Key Terms:

Absolute Pacifism: The belief that violence is always wrong, and therefore one should never participate in or support war or violence, regardless of the circumstances.
Ahimsa: A principle of nonviolence toward all living beings, central to Hinduism, Buddhism, and Jainism, emphasizing compassion and peacefulness.
Akan: An ethnic group in West Africa, primarily found in Ghana and Ivory Coast, known for their rich culture, languages (including Twi and Fante), and historical kingdoms like Ashanti and Denkyira.
Alliance: A formal agreement or treaty between two or more nations to cooperate for specific purposes, often military or political.
Buddhism: A major world religion founded by Siddhartha Gautama (the Buddha) in the 5th century BCE, teaching the path to enlightenment through practices such as meditation, ethical conduct, and wisdom.
Capitalist: A person who supports or engages in an economic system where trade, industry, and the means of production are largely or entirely privately owned and operated for profit.
Christianity: A monotheistic religion based on the life and teachings of Jesus Christ, encompassing various denominations such as Catholicism, Protestantism, and Eastern Orthodoxy.
Compassion: A deep awareness of and sympathy for another's suffering, accompanied by a desire to alleviate it.
Conditional Pacifism: The belief that violence and war are generally wrong but may be justified under certain conditions, such as self-defense or protecting others from harm.
Cultural Violence: Forms of violence that are embedded in culture and perpetuate harm through societal norms, practices, and ideologies, making direct violence seem acceptable or justified.
Direct Violence: Physical acts of violence inflicted by individuals or groups on others, causing immediate harm or injury.
Empire: A political unit in which a single sovereign power governs a collection of different territories and peoples, often acquired through conquest and maintained through military and political dominance.
Exploitation: The act of using someone's labor or resources unfairly for one's own advantage, often associated with social, economic, and political inequalities.
Feminism: A movement and ideology advocating for the rights of women and equality between the sexes in all areas of society.
Gandhi: Mohandas Karamchand Gandhi, a leader in the Indian independence movement against British rule, known for his philosophy of nonviolent resistance (Satyagraha) and advocacy for civil rights and social reform.

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Hegemony: Dominance or leadership of one social group or nation over others, often exercised through cultural, economic, or political means.
Hinduism: A major world religion originating in the Indian subcontinent, characterized by a diversity of beliefs and practices, including the worship of multiple deities, karma, dharma, and the pursuit of moksha (liberation).
Imperialist: A person or nation that supports or engages in the policy of extending a country's power and influence through colonization, use of military force, or other means.
Inner Peace: A state of mental and emotional calmness and stability, often sought through practices like meditation, mindfulness, and spiritual discipline.
Jainism: An ancient Indian religion emphasizing nonviolence (ahimsa), truth, and asceticism, founded by Mahavira in the 6th century BCE.
Judaism: A monotheistic religion with origins in the Hebrew Bible (Tanakh), centered on the covenant between God and the people of Israel and encompassing a rich tradition of laws, ethics, and customs.
Mandate of Heaven: A Chinese political and religious doctrine used to justify the rule of the emperor, stating that heaven grants the emperor the right to rule based on their virtue and ability to govern justly.
Meditation: A practice in which an individual uses techniques such as mindfulness, focusing the mind on a particular object, thought, or activity, to achieve a mentally clear and emotionally calm state.
Metta: A Buddhist term meaning loving-kindness or benevolence, often cultivated through meditation practices aimed at developing unconditional love and goodwill toward all beings.
Militarism: The belief in maintaining a strong military capability and being prepared to use it aggressively to defend or promote national interests.
Militarization: The process by which a society organizes itself for military conflict and violence, including the increase of military resources, influence, and mindset within a country.
Mindfulness: The practice of maintaining a moment-by-moment awareness of thoughts, feelings, bodily sensations, and the surrounding environment, often cultivated through meditation.
Nation-state: A political entity characterized by a defined territory, stable population, government, and sovereignty, where the cultural identity of the nation coincides with the boundaries of the state.
NATO: The North Atlantic Treaty Organization, a military alliance established in 1949 for mutual defense against aggression, consisting of member countries from North America and Europe.
Negative Peace: Absence of direct violence or conflict but without addressing underlying issues or causes.
Neo-colonialism: The practice of using economic, political, cultural, or other pressures to control or influence a country, typically a former colony, instead of direct military control or political governance.

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Nonviolent Resistance: The practice of using economic, political, cultural, or other pressures to control or influence a country, typically a former colony, instead of direct military control or political governance.
Outer Peace: A state of harmony and the absence of conflict within and between societies or nations, often achieved through diplomatic efforts, treaties, and international cooperation.
Pacifism: The belief that all forms of violence, including war, are unjustifiable and that conflicts should be settled through peaceful means.
Patriarchy: A social system in which men hold primary power and predominate in roles of political leadership, moral authority, social privilege, and control of property, often leading to the marginalization of women.
Pax Mongolica: A term referring to the period of relative peace and stability across Eurasia during the 13th and 14th centuries under the Mongol Empire, which facilitated trade and cultural exchange.
Pax Romana: A period of relative peace and stability across the Roman Empire lasting from 27 BCE to 180 CE, marked by the consolidation of empire, flourishing trade, and minimal military expansion.
Peace: A state of tranquility or quietness, free from disturbance or conflict, both within societies and between nations.
Peacebuilding: Actions undertaken to strengthen and solidify peace in a post-conflict society, including rebuilding institutions, promoting reconciliation, and addressing root causes of conflict.
Peacemaking: Efforts to bring about peace, particularly in a conflict or war, through diplomacy, negotiation, and other peaceful means to resolve differences and establish lasting agreements.
Positive Peace: The absence of direct violence and encompasses the presence of social justice, equity, and sustainable development, aiming to address underlying causes of conflict and promote long-term peace and well-being.
Quakerism: A Christian movement founded by George Fox in the 17th century, formally known as the Religious Society of Friends. Quakers emphasize direct experience of God, simplicity, peace, integrity, community, equality, and stewardship.
Resistance: The act of opposing or standing against something, often referring to actions taken to oppose oppression, injustice, or occupation, which can be either violent or nonviolent.
Satyagraha: A form of nonviolent resistance or civil disobedience introduced by Mahatma Gandhi, rooted in the principles of truth and nonviolence, aimed at achieving social and political change.
Sikhism: A monotheistic religion founded in the Punjab region of India in the 15th century by Guru Nanak and developed through the teachings of ten successive Gurus, emphasizing devotion to God, equality, and community service.
Spondai vs. eirēnē: Ancient Greek terms where "spondai" refers to formalized truces or agreements to stop fighting for a specific period, often involving rituals or oaths, and "eirēnē" means peace, generally referring to a more lasting and holistic state of harmony and absence of war.

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Structural Violence: A form of violence where social structures or institutions harm people by preventing them from meeting their basic needs, often manifesting through unequal access to resources, political power, education, and healthcare.
Subjugation: The act of bringing someone or something under domination or control, often through conquest, oppression, or coercion.
Sufism: A mystical branch of Islam that seeks a direct and personal experience of God through practices like meditation, chanting, and asceticism, emphasizing the inward search for God and shunning materialism.
Taoism: A Chinese philosophy and religious tradition that emphasizes living in harmony with the Tao (the Way), a fundamental principle that is the source of everything and guides the universe, often associated with the teachings of Laozi and the text "Tao Te Ching."
Truce: A temporary cessation of fighting or conflict agreed upon by all parties involved, typically to negotiate a more permanent peace or for humanitarian purposes.
Tyranny: A form of government in which a single ruler holds absolute power and authority, often ruling oppressively and unjustly, without regard for law or justice.
War: A state of armed conflict between different countries, states, or different groups within a country, characterized by the use of weapons, military tactics, and strategies, resulting in significant destruction and loss of life.

Suggested Authentic Performance Task: Two Voice Poem[1]
Two Voice Poem : We have discussed several historical examples of "peace" as a response to armed conflict or as an aspiration in a given society. Choose any two of the examples and compare the approaches. Create a two voice poem that highlights the similarities and differences to the two approaches you have chosen. The poem should be a minimum of two pages, single spaced and include footnote references to additional research you have done in the areas you have chosen.

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Suggested Pacing				
Day 1	Day 2	Day 3	Day 4	Day 5
Topic 1: Greek and Roman Perspectives of Peace	**Topic 2: Empires Then and Now**	**Topic 3: Akan, Chinese, and Gandhian Perspectives**	**Topic 4: Exploring Paths to Peace**	**Topic 5: Peacebuilding and War Resistance**

[1] From: https://cdnsm5-ss8.sharpschool.com/UserFiles/Servers/Server_435476/File/Teachers/Corcoran/communications/Two-Voice%20Poem%20Packet.pdf

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Day 6	Day 7	Days 8-9
Topic 6: Deconstructing Conflict	**Topic 7: Inner Peace/Outer Peace**	**Performance Task: Two Voice Poem**

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Optional Learning Experiences and Aligned Resources

Topic 1: Greek and Roman Perspectives of Peace

Prior to this unit, it would be good to revisit the Violence Triangle of Johan Galtung (from Q2 Unit 1: Conceptualizing Peace and Conflict) where Galtung outlines three kinds of violence: **direct, structural and cultural**. For this unit, we will be considering historical analysis of peace as related to a response to direct violence or as an aspiration to avoid direct violence. We will also consider the questions of the relationship of **"inner" (personal) peace** to **"external" peace**.

In introducing this unit, stress that we will be focusing on the notion of "peace" as defined specifically as the absence of armed conflict. Explain that there are notions of "war" and "peace" that are related to more than armed conflict. In particular, point out the use of the chant "No Justice, No Peace!" as associated with protests for social justice. In these cases, peace is also equated to the realization of a life with dignity. But for purposes of this unit, we will be looking specifically at armed conflict.

Explain that it is often the case that history is studied as a "series of wars." But the question we want to deal with in this unit is history as a quest for peace - the absence of armed conflict. Explain that we will be looking at ancient ideas regarding peace and compare them to modern situations.

Review the concepts of **"negative peace"** (the absence of violence or fear of violence") and **"positive peace"** (the attitudes, institutions and structures that create and sustain peaceful societies)[2] from Q2 Unit 1: Conceptualizing Peace and Conflict . Explain that peace as

[2] Vision of Humanity, "Defining the Concept of Peace"." Visions of Humanity, 04/18/2024, https://www.visionofhumanity.org/defining-the-concept-of-peace/

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a concept can be culturally determined. We will start with looking at two ancient European civilizations - Greece and Rome - and how they define peace and war.

Teachers can choose to either lecture about the concepts from the reading supplied or have students jigsaw the reading and develop their own analysis to report out. Teachers may wish to explain to students that they will be looking at several concepts in regard to peace:

- Greek concepts: **Truce, Alliance, *Spondai vs. eirēnē***
- Roman concept: **Hegemony, *Pax Romana***

Note to teachers: You may also consider adding a reading on Pax Mongolica. The Mongol Empire was the largest **contiguous** land empire in history. The Mongol conception of peace as conquest accompanied by a system of law, trade and cultural exchange. You can find more information HERE.

If utilizing students in a jigsaw process, supply half the class with the reading about Greek concepts of peace and the other half with the reading about Roman concepts of peace. Break each half into small groups to process the readings. Teachers may wish to provide students with the following prompts for small group discussion:

- Group 1: Greek Concepts of Peace
  - Define "spondai" and "eirēnē" in your own words based on the reading.
  - How were the approaches of spondai and eirēnē similar or different in terms of achieving peace?
  - Discuss instances from the reading where spondai and eirēnē were successful in ending armed conflict. What factors contributed to their success?
  - Reflect on the limitations or failures of spondai and eirēnē as methods of establishing peace. What were the consequences of these failures?
  - Prepare to present your group's discussion findings to the class, highlighting key insights and perspectives.
- Group 2: Roman Concepts of Peace
  - Explain the Roman concept of "pax" as described in the reading. How did the Romans view peace in relation to military success?
  - Discuss the role of surrender in establishing pax according to Roman ideology. How did surrender contribute to the cycle of warfare and peace?
  - Explore the quotation from Tacitus and its implications for understanding Roman peace. How did Tacitus critique the Roman notion of peace?

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- Consider the perspective that Roman peace was, in essence, a form of organized warfare. How did the Romans maintain control through the illusion of peace?
- Prepare to present your group's discussion findings to the class, highlighting key insights and perspectives.

Once small groups have had a chance to discuss their reading, put students in mixed groups (half of each group with the reading on Romans and the other half with the readings on Greek).

As we reflect on the rich tapestry of Greek and Roman perspectives on peace, it's evident that our understanding of peace is deeply rooted in historical contexts. Through our discussions, we discovered that both Greek and Roman societies grappled with the complexities of achieving and maintaining peace in the face of armed conflict. While the Greeks emphasized agreements ratified by libations and common peace among city-states, the Romans viewed peace as a consequence of military conquest and dominance. Despite their differences, both civilizations faced limitations and challenges in their pursuit of peace. The successes and failures of spondai, eirēnē, and pax offer valuable insights into the cultural and historical contexts of peacebuilding.

To close the lesson, consider how these ancient perspectives on peace continue to influence our understanding of conflict resolution and the quest for peace in our modern world. **How might we apply the lessons learned from Greek and Roman history to promote peace in our own lives and communities?** In the Greek and Roman Concepts of Peace maps presentation, you'll find a series of maps that offer insights into contemporary geopolitical landscapes.

- **The Roman Legions at the end of Augustus Caesar's Rule** ***(slide 2)***: This map can illustrate the extent of Roman military power during the Pax Romana, highlighting how the Romans used military might to establish peace and control over vast territories. It can help students visualize the concept of "pax" as discussed in the reading about Roman peace.
  - Potential guided questions:
    - What do you notice about the distribution of Roman legions across the empire?
    - Which areas had the highest concentration of legions?
    - Why do you think the Romans stationed their legions in these specific areas?
    - How might the presence of Roman legions contribute to the concept of Pax Romana?
- US military bases around the world *(slide 3)***: This map can be used to compare and contrast the Roman concept of hegemony** with modern-day examples of military presence and influence. Students can analyze the distribution of US military bases globally and discuss how it parallels or differs from Roman **hegemony**.
  - Potential guided questions:

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    - Where are the US military bases primarily located?
    - Which regions have the highest concentration of US bases?
    - What might be the strategic reasons for the locations of these bases?
    - How does the presence of US military bases around the world relate to the concept of hegemony?
- **The Delian League and the Peloponnesian League** ***(slide 4)***: This map provides context for the ancient Greek world and the alliances formed during the Peloponnesian War. It can help students understand the dynamics of Greek city-states and their pursuit of peace through alliances and conflicts, as mentioned in the reading about Greek concepts of peace.
    - Potential guided questions:
        - What do you notice about the territories controlled by the Delian League and the Peloponnesian League?
        - How are these territories distributed geographically?
        - Why do you think these city-states formed alliances like the Delian League and the Peloponnesian League?
        - How did these alliances impact the pursuit of peace in ancient Greece?
- **Europe in 1990** ***(slide 5)***: This map depicts the geopolitical landscape of Europe towards the end of the Cold War. Teachers can use this map to discuss the concept of **empire** and **militarism** in the context of NATO and the Soviet Union. Students can compare the power dynamics between ancient empires like Rome and modern superpowers.
    - Potential guided questions:
        - What major geopolitical divisions do you see on this map?
        - Which countries were part of NATO and which were part of the Warsaw Pact?
        - How did the division between NATO and the Warsaw Pact influence global peace and conflict during the Cold War?
        - What role did these alliances play in the power dynamics of the time?
- **Europe in 2022** ***(slide 6)***: This map showcases the changes in Europe post-Cold War, including the reunification of Germany and the expansion of NATO. It can prompt discussions about the evolution of peace and conflict resolution strategies over time, drawing parallels between historical empires and contemporary international relations.
    - Potential guided questions:
        - What major changes do you notice in the geopolitical landscape of Europe from 1990 to 2022?
        - Which new countries have joined NATO since 1990?
        - Compare the expansion of NATO with the expansion of the Roman Empire. What are the parallels in terms of peace and security?

Extension Activity

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To deepen historical knowledge of these two empires, you may choose to ask students to watch these two short videos (each is about 5 minutes) and fill in the graphic organizer Video Viewing Notes . Highlight that this activity will help students connect visual and textual information, enhancing their overall comprehension.

1. Ancient Greece 101 - National Geographic: Ancient Greece 101 | National Geographic
2. Ancient Rome 101 - National Geographic: Ancient Rome 101 | National Geographic

Ask students to write a short reflective piece (1-2 paragraphs) on the following prompt: "Based on the videos and our class discussions, how do the ancient concepts of peace in Greece and Rome help us understand the challenges and strategies of achieving peace in the modern world?"

Topic 2: Empires Then and Now

If students were assigned to watch the Ancient Rome 101 | National Geographic and Ancient Greece 101 | National Geographic videos, have them break into small groups to share their Video Viewing Notes . Ask groups to report out one thing that surprised them and one thing they would like to know more about based on their group discussions.

Revisit students' brainstormed definitions of empire from lesson 6 of Q2 Unit 2: The Historical Development of Conflict as well as Yuval Noal Harari's definition of empire from his book *Sapiens*:

> "**Empire**: political order where one group rules over a significant number of distinct peoples, each possessing a different cultural identity and a separate territory. Empires are characterized by cultural diversity and territorial flexibility" (Harari, 90)

Remind students of the How to Hide an Empire Slide Deck , explaining that the societies on the slides are typically called "empires" by most historians.

Share the **map of NATO (slides 5-6)** and the **map of US military bases around the world (slide 3)** from Greek and Roman Concepts of Peace maps . Ask students in their groups to complete two Venn diagrams: one Venn diagram will be

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of Greek Concepts of Peace and NATO. Another Venn diagram will be of the Roman Empire and US Military bases. Ask students to complete the Venn diagrams and be prepared to present them to the class. Have students reconvene in their original groups they had when first doing their readings about Greece and Rome.

- For the groups who read about Greece, have them read this article about NATO. In what ways is NATO similar to Greek concepts of peace? In what ways might they differ? Have students create a Venn diagram to compare Greek concepts of peace with Nato.
- For the groups who read about Rome, have them read this article about US military bases. In what ways does the US approach to militarism mirror the concept of Pax Roman? In what ways might they differ? Have students create a Venn diagram to compare Roman concepts of peace with US military bases.

Have students go back into their "mixed" groups from the previous lesson to share their readings and discussion points with each other. Have them fill out the Compare and Contrast Worksheet.

The ancient Greeks and Romans had distinct yet influential views on peace, shaped by their unique cultural and political landscapes. These views have resonated through history, influencing how we perceive and pursue peace in our own time. In small groups, students have identified similarities and differences between Greek concepts of peace and NATO, and between Roman concepts of peace and US military bases. These comparisons have highlighted the complexities of peace and conflict, showing that while the contexts may change, the fundamental challenges and strategies often remain remarkably similar.

Consider the following questions as we conclude:

- What parallels can we draw between ancient strategies for maintaining peace and modern approaches?
- How do historical definitions of peace influence our current policies and international relations?
- In what ways can we apply lessons from ancient civilizations to create more effective and sustainable peace today?

Extension Activity
Imagine it is 1000 years from now. You are a historian tasked with writing a world history textbook that includes a description of either the United States military or NATO. Drawing from your knowledge of historical concepts, as well as your analysis of ancient and modern peace strategies, you will write an excerpt for this future textbook. **Choose your focus:**

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- Option 1: The United States Military
- Option 2: NATO (North Atlantic Treaty Organization)

Before you begin writing, reflect on the key characteristics, missions, and historical impacts of the organization you chose. Consider the following:

- What are the primary roles and missions of the organization?
- How has the organization influenced global peace and conflict?
- What historical events or policies are most significant in its history?

Write a one to two-paragraph excerpt for a world history textbook. Your writing should include:

- A Brief Overview → Summarize the organization's main functions and historical significance.
- Key Events and Impacts → Highlight major events or policies that have shaped the organization and its role in global affairs.
- Historical Perspective → Adopt a future historian's perspective, considering how historical distance might influence the interpretation of the organization's actions and legacy.

Use the following questions to guide your writing:

- How might future historians view the United States military or NATO in the context of world history?
- What legacies will these organizations leave behind?
- How might the concepts of peace and conflict be understood in the future, and how will these organizations fit into that understanding?

Topic 3: Akan, Chinese, and Gandhian Perspectives

Begin by asking students what they know about peace symbols and their significance. Introduce the concept that peace is perceived and achieved differently across various cultures and historical contexts. Explain that we focused on two concepts of how to achieve "Peace" in ancient empires, and we will now take a look at three concepts of peace from non-Western civilizations: One from the Akan of Ghana, one from China, and one from Gandhi of India.

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Have students jigsaw the three readings. Give a third of the class the reading about Akan concepts of peace, a third of the class the reading about Chinese concepts of peace, and a third of the class the reading on Gandhi's philosophy of nonviolence.

1. If necessary, break each group into even smaller groups to process the readings. You may wish to provide students with the following prompts for small group discussion:
    a. How is peace conceived in your reading?
    b. How is peace achieved and/or maintained in your reading?
    c. How might this work in practice?
    d. What historical events or cultural factors influenced the development of peace concepts in your reading?
    e. How can the peace concepts from your reading be integrated into modern peacebuilding efforts?
2. Once small groups have had a chance to discuss their reading, form new groups with a mix of students from each of the original groups (one student from Akan, one from China, and one from Gandhi).
3. On a newsprint or large paper, have each group outline the three concepts of peace, noting similarities and differences.

As a class, read Where did the peace sign come from?. Have students design their own symbols of peace, incorporating elements from at least two of the three readings. Each student will write a short description of their symbol, explaining what it represents and how it reflects the concepts of peace they have learned. Encourage students to think about how the concepts of peace they have studied can be applied in their own lives and communities.

Topic 4: Exploring Paths to Peace

Briefly review the key points from the previous lesson on Akan, Chinese, and Gandhian concepts of peace. Have students divide into groups based on which peace-making ideas they felt were the best choice among the ones they read about. In their groups, have students share their reasons why they decided their chosen civilization's response was an exemplar of peace-making. Each group writes their reasons on chart paper, emphasizing key arguments and examples from the readings. Allow groups some time to organize their thoughts and prepare a brief presentation. Encourage students to ask questions and engage in a discussion after each presentation.

Explain that students are now going to consider the concept of **pacifism: the belief that any violence, including war, is unjustifiable under any circumstances, and that all disputes should be settled by peaceful means.** Pacifism can also be defined in various ways depending on the context and the perspective of the individual or group:

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- **Differing definitions:**
  - **Absolute Pacifism:** This is the strictest form of pacifism, where individuals or groups believe that all forms of violence, including war and self-defense, are morally wrong under any circumstances. They advocate for non-violent resistance and refuse to participate in any actions that could harm others.
  - **Conditional Pacifism:** This form of pacifism acknowledges the possibility of using force in certain situations but only as a last resort. Conditional pacifists may support defensive wars or actions taken to prevent greater harm but reject offensive or preemptive violence.
  - **Nonviolent Resistance:** Sometimes considered a subset of pacifism, nonviolent resistance involves actively resisting oppression or injustice through peaceful means such as protests, civil disobedience, and boycotts. Nonviolent activists refuse to use violence even when faced with violent opposition.
- **Historical contexts:**
  - Many pacifist beliefs have religious roots. For example, the teachings of Jesus Christ in Christianity, particularly the Sermon on the Mount, emphasize nonviolence and turning the other cheek. Similarly, principles of **ahimsa** (nonviolence) in Hinduism, Buddhism, and Jainism have inspired pacifist movements in South Asia.
  - Throughout history, various peace movements have emerged in response to conflicts and wars. These movements advocate for diplomacy, negotiation, and peaceful resolution of disputes instead of resorting to violence. Examples include the peace movement during the Cold War era, anti-war protests during the Vietnam War, and contemporary peace activism in response to conflicts in the Middle East and elsewhere.
  - Pacifism has also been shaped by philosophical and political ideologies. For instance, pacifist principles influenced the writings of philosophers like Mahatma Gandhi, Leo Tolstoy, and Martin Luther King Jr. Political movements such as anarchism and socialism have incorporated pacifist ideals into their platforms, advocating for the abolition of war and militarism.
  - The development of international humanitarian law, including the Geneva Conventions and the United Nations Charter, reflects efforts to mitigate the impact of armed conflict and promote peaceful coexistence among nations. Pacifist principles have influenced the advocacy for human rights, disarmament, and conflict resolution within the framework of international law.

As a class, watch this video on pacifism**.** Professor Bryan Caplan tells Dave Rubin why he supports pacifism: "the only predictable thing about war is that innocent people will get hurt."

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- After watching the video, ask students for their immediate reactions. What did they find surprising or compelling about Caplan's argument?
- What are the main arguments Caplan makes in favor of pacifism?
- How does Caplan address common criticisms of pacifism?
- Do you agree or disagree with Caplan's perspective? Why?
- How does Caplan's argument for pacifism compare to the peace-making strategies of Akan, Chinese, and Gandhian philosophies?

Pacifism is a belief that transcends cultural boundaries and can be found in various societies and traditions around the world. Here are some cultures and belief systems known for their advocacy of pacifism (**not** an exhaustive list):

- **Christianity:** Many Christian denominations, particularly those influenced by the teachings of Jesus Christ, advocate for pacifism. The Sermon on the Mount, found in the Gospel of Matthew, contains passages such as "turn the other cheek" and "love your enemies," which have been interpreted by some Christians as advocating nonviolence in all circumstances.
- **Buddhism:** Buddhism promotes the principle of ahimsa, or nonviolence, as a core tenet of its philosophy. Followers of Buddhism strive to avoid causing harm to any living beings and seek to cultivate compassion and understanding. This commitment to nonviolence extends to all aspects of life, including conflicts and wars.
- **Tikkun Olam:** In Judaism, the concept of Tikkun Olam, which translates to "repairing the world," underscores the responsibility of individuals and communities to work towards social justice, peace, and the well-being of all humanity. Many Jewish scholars and activists view Tikkun Olam as a call to pursue nonviolent means of resolving conflicts and addressing systemic injustices.
- **Jainism:** Similar to Buddhism, Jainism emphasizes the practice of ahimsa and nonviolence. Jains believe in the inherent sanctity of all life forms and adhere to a strict code of conduct aimed at minimizing harm to living beings. Jain monks and nuns, in particular, are known for their commitment to nonviolent principles.
- **Sufism:** Sufism, the mystical dimension of Islam, often emphasizes inner peace, spiritual enlightenment, and love as central tenets. Sufi practitioners may prioritize nonviolence, compassion, and forgiveness as part of their spiritual practice. They seek to cultivate a deep connection with the divine and promote harmony and unity among all beings.
- **Hinduism:** Ahimsa is also a central principle in Hinduism, although its interpretation and application may vary among different Hindu traditions and sects. Mahatma Gandhi, a prominent leader in India's struggle for independence, famously embraced ahimsa as a guiding principle for social and political change.
- **Quakerism**: Quakers are known for their commitment to pacifism and nonviolent resistance. Rooted in Christian theology, Quaker beliefs emphasize the "Inner Light" within each individual and advocate for peaceful conflict resolution, often through methods such as mediation and diplomacy.

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- **Taoism:** Taoist philosophy, particularly as expressed in the Tao Te Ching and other Taoist texts, emphasizes harmony with nature, simplicity, and non-interference. While not explicitly pacifist in the same way as some other traditions, Taoism encourages non-aggression and peaceful coexistence.
- **Toltec Tradition:** The Toltec civilization, which flourished in central Mexico from the 10th to the 12th centuries, is known for its spiritual and philosophical teachings. Toltec wisdom emphasizes personal transformation, inner peace, and harmony with the natural world. While not explicitly pacifist in the same way as some religious traditions, Toltec teachings promote nonviolence as a path to enlightenment and self-realization.
- **Baha'i Faith:** The Baha'i Faith, a monotheistic religion founded in the 19th century, advocates for the unity of humanity and the promotion of peace and justice. Baha'is believe in the elimination of all forms of prejudice and discrimination, as well as the establishment of a world federation based on principles of collective security and disarmament.
- **Indigenous Cultures:** Many indigenous cultures around the world have traditions that prioritize harmony with nature, community cooperation, and conflict resolution through dialogue and consensus-building. These cultures often embody pacifist values in their social structures and customary practices.
- **Sikhism:** Sikhism, a monotheistic religion founded in the Punjab region of the Indian subcontinent, teaches the principle of "Sarbat da Bhala," which translates to "well-being for all." While Sikhs have a martial tradition and a history of defending themselves against persecution, their religious texts also emphasize compassion, justice, and nonviolent resolution of conflicts.

Extension Activity

For continued analysis on different aspects of pacifism, have students complete the Pacifism readings and engage in a structured classroom debate on the merits and drawbacks of pacifism. Have students prepare their arguments using Caplan's points and other historical or contemporary examples. Teachers can present students with ethical dilemmas and hypothetical scenarios that require students to weigh the principles of pacifism against other moral considerations, such as the protection of human rights, national security, or the prevention of genocide. Encourage students to reflect on the complexities of decision-making in situations where pacifist ideals may conflict with pragmatic realities.

Journal entry questions:

- Do you think pacifism is a realistic way to end war? Why or why not?
- Consider this quote from the Gandhi reading. “Equally essential but hardest to grasp intellectually, nonviolent action means voluntary suffering.” What do you think this means?

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Topic 5: Peacebuilding and War Resistance

Show students this graphic (source: #IWD22: Women Do Not Start Wars, but They Do Face the Worst Consequences - World YWCA | She Speaks). In small groups, ask students to brainstorm how war might affect women differently than men. Have each group report out and list student findings on the board. *(Examples may include: severe risk of sexual violence, abuse, displacement, increased poverty, trauma, and exacerbated issues of health, and education access, unpaid labor due to needing to care for wounded family members, etc.)*

Explain that many pacifist movements have been led by women and that there are distinct ways to look at war through a women's lens. Provide a brief overview of historical and contemporary examples showcasing women's involvement in pacifist movements and peace advocacy. Highlight key figures and movements led by women, emphasizing their contributions to promoting peace and challenging militarism.

- **Potential historical examples:**
  - **Women's International League for Peace and Freedom (WILPF):** Founded in 1915 during World War I, WILPF was one of the first international women's organizations to advocate for peace. Key figures include Jane Addams and Emily Greene Balch.
  - **Greenham Common Women's Peace Camp:** In the 1980s, women in the United Kingdom protested against nuclear weapons by establishing a peace camp outside the Greenham Common airbase. Their nonviolent actions drew global attention to the issue of nuclear disarmament.
  - **Women's Suffrage Movement:** While not explicitly pacifist, many suffragists, such as Emmeline Pankhurst in the UK and Susan B. Anthony in the US, believed that giving women the right to vote would lead to greater peace and social justice.
- **Potential contemporary examples:**
  - **Nobel Peace Prize Laureates:** Numerous women have been awarded the Nobel Peace Prize for their peace advocacy, including Malala Yousafzai, Leymah Gbowee, and Shirin Ebadi. Their work encompasses education for girls, women's rights, and nonviolent resistance.
  - **Mothers of the Plaza de Mayo:** In Argentina, during the military dictatorship of the late 1970s and early 1980s, mothers whose children disappeared became vocal advocates for human rights and peace. They marched in the Plaza de Mayo in Buenos Aires, demanding justice and accountability.

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- **Women Cross DMZ:** This organization, founded by Nobel Peace Prize laureate Mairead Maguire and activist Christine Ahn, advocates for peace and reunification on the Korean Peninsula. They organize symbolic crossings of the Korean Demilitarized Zone (DMZ) to promote dialogue and diplomacy.
- **Code Pink:** Founded in 2002 to protest the Iraq War, Code Pink is a women-led grassroots organization advocating for peace and social justice. They engage in creative nonviolent actions, protests, and advocacy campaigns.

Explain that students will read two short articles that offer feminist analyses of war and peace. Explain that the class will be reading two short pieces that begin to outline a feminist analysis of war and peace. The reading– Feminist Analysis of War– includes two articles. Assign one article to one half of the class and the other particle to the other half of the class. Use a jigsaw protocol to first have students understand their own reading in small groups and then to introduce their readings to each other in small groups.

- Article 1 guided questions:
  - What ideas are masculinized according to Enloe?
  - How does that contribute to **militarization**?
- Article 2 guided questions:
  - According to CC, how is violence against women linked to war?
  - Why does CE believe it is hard for men to advocate for peace?

After reading and discussing the articles, facilitate a class discussion where students share highlights, key points, and reflections from their readings. Encourage critical analysis of the feminist perspectives presented, considering how they illuminate gender dynamics in conflicts and peace processes. Potential guided questions:

- How do these readings show how different aspects like gender, militarism, and society all connect to violence? Can you give examples from the readings that show this?
- Cynthia Enloe talks about the idea of a "natural protector." How does this idea affect how we see gender roles in families and society? Can you think of any examples, either from history or today, that show this?
- Cynthia Cockburn says that violence against women and war are connected. How does she explain this connection, especially in places like Okinawa? Can you think of other examples that show how violence against women and war are linked?
- Both readings talk about how militarization affects what it means to be a man. How does being part of the military shape how people see being a man, and how does this affect how people see war and fighting?

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- Cynthia Cockburn and Cynthia Enloe look at war and peace from a feminist point of view. How does their way of looking at things challenge the usual way we think about making peace? What can we learn from including feminist ideas when we talk about peace and keeping people safe?
- Cynthia Enloe says that many men are scared to agree with feminist ideas about how men are in charge because they worry other men won't take them seriously. Why might this be, and what could happen if more men supported these ideas about peace and how men act?
- Thinking about these readings, what could change in society if more people thought about war and peace the way these writers do? How might seeing how violence affects men and women differently help us make things better for everyone?

Topic 6: Deconstructing Conflict

In this lesson, we'll dive into a thought-provoking exploration of conflict deconstruction with a focus on the Women's International League for Peace and Freedom (WILPF) Manifesto. We'll unravel the complexities of conflict, dissecting its root causes and envisioning pathways to peace. Conflict is a multifaceted phenomenon, intricately woven into the fabric of human history and society. It's not just about the clashes we witness on battlefields or in geopolitical arenas; it permeates our social structures, economic systems, and cultural norms. But amidst the chaos and turmoil, there are voices advocating for change, for peace, and for justice. As we immerse ourselves in the manifesto of WILPF– a renowned organization committed to advancing peace and freedom on a global scale– we'll scrutinize their mission, dissect their analysis of war's root causes, and explore their strategies for peacebuilding.

As a class, read the WILPF Manifesto. Discuss any or all of the following guided questions:

- What is the primary mission of WILPF as outlined in the manifesto?
- According to WILPF, why do women have a particular interest in stopping war? How are peace, equality, and justice interconnected in WILPF's goals?
- According to WILPF, what are the root causes of war? How does the manifesto define and conceptualize these causes?
- What are the main goals outlined by WILPF for achieving peace and addressing the root causes of war?
- How does WILPF emphasize the importance of activism, advocacy, and solidarity in challenging oppressive systems and promoting peace?

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Prepare the **WILPF Manifesto worksheet** ahead of time. Each bullet point is designed to be cut up into strips. Before distributing the worksheet, briefly explain each category (Root Causes of War, Essential Elements of Peace, Tactics for Peace) to ensure students understand the context of the statements they will be discussing.

1. Divide students into groups of 3 and hand out one of the Root Causes of War to each group. Make sure all of the other bullets in that section are covered.
2. Have students read the strip they have been given and discuss why they think WILPF included this particular point as a root cause of war and whether or not they agree or disagree with WILPF.
3. Facilitate group discussions by providing guiding questions such as:
    a. How do these statements contribute to our understanding of conflict and peacebuilding?
    b. Can you provide examples from history or current events that illustrate the significance of each point?
    c. Do you see any connections or overlaps between different statements within the category?
4. Rotate additional root causes of war as well as the categories (Essential Elements of Peace, Tactics for Peace) among the groups, repeating the discussion process for each category.

After group discussions, invite each group to share their insights and observations with the rest of the class. Wrap up the activity by reinforcing the importance of critically analyzing conflicts and advocating for peace through collective efforts. Encourage students to apply the insights gained from the WILPF Manifesto to their own contexts and explore ways to contribute to peacebuilding initiatives in their communities.

Extension Activity
Applying Peacebuilding Strategies: Begin by facilitating a class discussion on the key principles and strategies for peacebuilding discussed in the WILPF Manifesto. Encourage students to reflect on how these principles relate to their own communities, schools, or broader society. Prompt students to brainstorm potential peacebuilding initiatives or actions they could take to address issues related to conflict, inequality, or injustice in their surroundings. Individually or in small groups, assign students a specific issue or challenge identified during the brainstorming session (e.g., gender inequality, environmental degradation, social injustice). • Instruct each student/group to develop a detailed action plan outlining how they would address the assigned issue using the

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principles of peacebuilding from the WILPF Manifesto.

- Encourage students to consider practical steps, resources needed, potential obstacles, and desired outcomes for their proposed initiatives.
- Provide support and guidance as needed, encouraging creativity and critical thinking in the planning process.
- Encourage students/groups to articulate the rationale behind their chosen approach and how it aligns with the principles of peacebuilding discussed in the WILPF Manifesto.

Topic 7: Inner peace/Outer Peace

Ask students if they have ever heard of the term **mindfulness**. According to The Mayo Clinic, "Mindfulness is a type of meditation in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment." Ask if any students have practiced this kind of meditation before. Explain that "meditation" means deep thinking or reflection and that mindfulness is a specific kind of deep reflection.

Remind students about what they have learned so far about **pacifism**. Tell them today that they will read an excerpt about pacifism from Thich Nhat Hanh *(pronunciation: Tik Naht Hahn)*, a Vietnamese Buddhist monk, peace activist, author, and teacher.

Explain that Thich Nhat Hanh came to the U.S. in 1966 and met Martin Luther King Jr. and talked with him about the war in Vietnam, asking him to denounce the war. The next year, King gave the speech "Beyond Vietnam: A Time to Break Silence", which was the first time King publicly criticized U.S. involvement in Vietnam. Later that year, King nominated Nhất Hạnh for the 1967 Nobel Peace Prize. King said, "I do not personally know of anyone more worthy of the Nobel Peace Prize than this gentle monk from Vietnam. His ideas for peace, if applied, would build a monument to ecumenism, to world brotherhood, to humanity."

1. Tell students that much of Thich Nhat Hanh's writing and teaching focused on mindfulness and compassion. Ask students to define **compassion**. According to Webster's dictionary, compassion is "a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering."
2. Distribute the reading: Listening Deeply for Peace by Thich Nhat Hanh.
    a. **Note**: This reading might be most effective if read out loud to the class.
3. Write these 3 quotes on the board:

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a. "How can we as individuals influence the collective consciousness of our nations and move in the direction of peace? We do this by uprooting the roots of violence and war within ourselves. To prevent war, we cultivate nonviolence."
b. "Dwelling happily and peacefully in the present moment is the best thing we can do to ensure peace and happiness in the future."
c. "The antidote to violence and hatred is compassion. There is no other medicine."

4. In small groups, have students discuss these 3 quotes. Do they agree or disagree with Thich Nhat Hanh? Why or why not?
5. Have students report out highlights of their discussion. Ask them if they think Thich Nhat Hanh's ideas could ever work?
6. Tell students they will be doing a short mindfulness exercise that is designed to help build compassion. Remind students that meditation is deep thinking, deep reflection. The teacher may wish to review class norms prior to starting in order to ensure that students feel comfortable doing the activity.
   a. **Note to teacher**: Please make sure to listen to the recording ahead of time. Prepare students to focus and sit mindfully during the recording. Play the short (6 minute) guided Loving Kindness meditation that helps you think about how to incorporate loving kindness.
7. After the guided mindfulness recording ends, ask students to sit and reflect on what they just heard.

Journal response to mindfulness exercise: How did the Loving Kindness meditation feel? Do you think people who do this reflection regularly develop more compassion? Why or why not.

Suggested Authentic Performance Task: Two Voice Poem

Two Voice Poem : We have discussed several historical examples of "peace" as a response to armed conflict or as an aspiration in a given society. Choose any two of the examples and compare the approaches. Create a two voice poem that highlights the similarities and differences to the two approaches you have chosen. The poem should be a minimum of two pages, single spaced and include footnote references to additional research you have done in the areas you have chosen.

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Standards

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PA Common Core Standards	**CC.8.5.11-12.E**: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **CC.8.5.11-12.F**: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CC.8.5.11-12.G**: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. **CC.8.5.11-12.H**: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **CC.8.5.11-12.I**: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **CC.8.6.11-12.A**: Write arguments focused on discipline-specific content. **CC.8.6.11-12.B**: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **CC.8.6.11-12.C**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.8.6.11-12.D**: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.8.6.11-12.E**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **CC.8.6.11-12.F**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **CC.8.6.11-12.H**: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
C3 Standards	**D1.1.9-12:** Explain how a question reflects an enduring issue in the field. **D1.2.9-12:** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. **D1.3.9-12:** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. **D1.4.9-12:** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

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D2.Civ.2.9-12: Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.
D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
D2.Civ.6.9-12: Critique relationships among governments, civil societies, and economic markets.
D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
D2.Civ.12.9-12: Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
D2.Civ.13.9-12: Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.9-12: Analyze change and continuity in historical eras.
D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.9-12: Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.9-12: Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.9.9-12: Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.9-12: Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12: Evaluate the relative influence of various causes of events and developments in the past.
D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12: Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12: Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
D3.4.9-12: Use evidence from multiple sources to generate and support claims, and to develop counterclaims, while noting evidentiary limitations.
D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.

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D4.3.9-12: Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
D4.4.9-12: Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12: Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
D4.8.9-12: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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World History Quarter/ Term 3

Unit 2: Imperialism and Its Legacy (4 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - PA Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

In this unit, students will delve into the concept of imperialism and its enduring effects. By analyzing primary sources, political cartoons, historical data, and maps, they will uncover the economic, political, and cultural motives behind imperialism and explore various forms of imperial control. The unit will focus on the impact of the Berlin Conference on Africa and the broader effects of European colonialism and imperialism on regions such as Africa and Asia. Students will engage in group discussions, collaborative activities, and simulations to investigate the multifaceted impacts of imperialism on global societies. They will examine the roles of missionaries and imperial ideologies, economic exploitation and labor systems, and cultural imposition and resistance. Through these activities, students will gain a deeper understanding of the legacy of imperialism and its enduring effects on post-colonial identities and cultural renaissance. They will analyze the complex dynamics between imperial powers and colonized peoples, examining the cultural, social, and economic changes brought about by imperialism. Ultimately, students will gain a comprehensive understanding of how imperialism shaped modern nations and influenced global relationships.

Essential Questions	Big Ideas
❑ What were the primary motives behind 19th-century European imperialism, and how were they influenced by the Industrial Revolution? ❑ How did ideologies such as Social Darwinism and Orientalism justify European imperial conquests, and what impacts did these justifications have on colonized peoples?	Imperialism as a result of the Industrial Revolution Motives for and effects of Imperialism Forms of Imperial control Impact of the Berlin Conference Imperialism and Colonialism Ideological Justifications of Imperialism

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❑ What were the various forms of imperial control, and how did they affect the political, economic, and cultural landscapes of colonized regions? ❑ How did events like the Berlin Conference and the subsequent partitioning of Africa shape the continent's political, economic, and cultural dynamics? ❑ What long-term effects did imperialism have on the world, and how are they still evident in contemporary global power dynamics and perceptions? ❑ In what ways did European colonialism and imperialism differ from other historical forms of imperialism, and how did they contribute to the formation of modern nation-states? ❑ What roles did missionaries and imperial ideologies play in supporting and perpetuating imperialism? ❑ How did colonized societies resist cultural imposition, and what forms did this resistance take?	Impact of European economic and military power on Asia and Africa Resistance to cultural imposition
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ Imperialism was driven by economic, political, and cultural motives, including the desire for raw materials, national prestige, and the spread of European culture. ❑ Ideologies like Social Darwinism and Orientalism played a critical role in justifying the imperialist agenda by framing it as a natural and beneficial process, influencing the policies and practices of imperial powers. ❑ Different forms of imperial control, such as direct rule, indirect rule, protectorates, and spheres of influence, had varied impacts on local governance, societies, and cultural landscapes of colonized regions. ❑ The Berlin Conference significantly altered the political landscape of Africa by disregarding the continent's cultural and	**Students will be able to (transferable knowledge)...** • Explain the economic, political, and cultural motives behind 19th-century European imperialism. • Analyze primary sources, including political cartoons and historical texts, to understand different perspectives on imperialism. • Identify and describe the various forms of imperial control and their effects on colonized regions. • Discuss the significance of the Berlin Conference and its impact on the political and cultural landscape of Africa. • Reflect on the long-term effects of imperialism and how they continue to influence the modern world.

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ethnic diversity, leading to long-term political, economic, and cultural consequences.

- ❑ The legacy of imperialism continues to influence global relationships and socio-economic structures, highlighting the importance of understanding and respecting sovereignty and cultural diversity in addressing contemporary issues such as cultural identity, economic inequality, and geopolitical conflicts.
- ❑ Understanding the history of imperialism is essential for recognizing and addressing the ongoing effects of colonialism in today's world, including its impact on modern nations and global power dynamics.
- ❑ Imperial ideologies, including those propagated by missionaries, provided moral and ideological justifications for imperial rule.
- ❑ Post-colonial identities and cultural renaissances reflect both the lasting impacts of imperialism and the efforts of former colonies to redefine themselves.

- Define and differentiate between imperialism and colonialism.
- Analyze historical maps and primary sources to understand the extent and impact of European imperialism.
- Discuss the cultural, social, and economic changes brought about by imperialism in various regions.
- Critically evaluate the justifications used by imperial powers to legitimize their control over colonized peoples.
- Identify and explain the long-term effects of imperialism on modern nations and global relationships.
- Identify and explain the economic systems and labor practices established under imperial rule.
- Evaluate the roles of missionaries and imperial ideologies in justifying and sustaining imperialism.

Transfer Skills

Students will be able to independently use their learning to…

- Work in groups to complete the lesson's activities while developing social and cooperative learning skills
- Critically evaluate historical and contemporary examples of imperialism and colonialism.
- Analyze and interpret primary sources and historical data to understand different viewpoints and the complexity of historical events.
- Engage in informed discussions about the impact of historical events on current global issues.
- Develop a nuanced understanding of the long-term consequences of imperialism and advocate for respect of sovereignty and cultural diversity.

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	• Apply their knowledge of history to recognize and address issues of inequality and injustice in today's world. • Critically analyze contemporary global issues with an understanding of their historical roots in imperialism and colonialism. • Engage in informed discussions about the impact of imperialism on cultural identities and national histories. • Apply knowledge of historical justifications for imperialism to evaluate modern political and social rhetoric. • Recognize and address the ongoing effects of colonialism in current events and global interactions. • Develop a nuanced perspective on the complexities of cultural assimilation, resistance, and adaptation in the context of imperialism.

Key Terms:

Anglo-Saxon: A group of people who lived in England from around the 5th century to the Norman Conquest in 1066. They were a mix of tribes from what is now Germany, Denmark, and the Netherlands.
Assimilation: The process by which a minority group adopts the customs, attitudes, and language of the dominant culture, often losing aspects of their original culture.
Berlin Conference: A meeting where European powers divided Africa among themselves without considering the existing cultures and societies. This conference set the rules for the colonization of Africa.
Civiling Mission: The belief held by colonial powers that they were bringing civilization, education, and religion to the supposedly "less developed" people in their colonies.
Colonialist: A person who supports or is involved in the practice of gaining control over another country, occupying it with settlers, and exploiting it economically.
Colony: A country or area under the full or partial political control of another country and occupied by settlers from that country.
Craniology: A pseudoscience that involves measuring the skulls of different races to try to determine intellectual and other traits, often used to justify racial discrimination.

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Cultural genocide: The systematic destruction of a group's cultural heritage, including language, traditions, and identity, often associated with policies of assimilation.
Cultural imposition: When one culture forces its beliefs, practices, and values on another culture, often seen in colonialism and missionary work.
Decolonization: The process by which colonies become independent from their colonizing countries, often involving political, social, and economic changes.
Dehumanize: To deprive a person or group of positive human qualities, making them seem less human and easier to mistreat.
Direct rule: A form of colonial governance where the colonizing country controls the colony's government directly, often replacing local leaders with their own officials.
Eugenics: A now-discredited movement aimed at improving the genetic composition of the human race through selective breeding, often leading to racist and discriminatory policies.
Exploitation: Taking unfair advantage of people or resources for personal or economic gain, often seen in the context of colonialism.
Ideology: A set of beliefs, values, and ideas that guides the political, economic, or social policy of a group or country.
Imperialism: A policy of extending a country's power and influence through colonization, use of military force, or other means.
Incursion: A sudden invasion or attack into a territory, often leading to conflict.
Indirect rule: A colonial policy where local rulers are allowed to maintain their positions of authority and status in a new colonial setting, but they have to follow the rules set by the colonizers.
Industrialization: The development of industries in a country or region on a wide scale, transforming economies from agricultural to industrial production.
Missionary: A person sent on a religious mission, often to promote Christianity in foreign countries, sometimes accompanying colonial expansion.
Modernism: A cultural movement embracing new ideas, styles, and social trends, breaking away from traditional forms, often associated with the late 19th and early 20th centuries.
Nationalism: A political ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state and often promotes the interests of a particular nation above others.
Nation-state: A sovereign state whose citizens are relatively homogeneous in factors like language or common descent, forming a distinct political and cultural entity.
Orientalism: The idea that Europe (the West) is more advanced and open to change than Asia (the East)
Partition: The division of a region or country into separate political entities, often leading to the creation of new nations. For example, the partition of India in 1947 created India and Pakistan.
Paternalistic: A system or practice where people in authority restrict the freedom and responsibilities of those subordinate to them in the subordinates' supposed best interest, much like a parent would with a child.

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Postcolonial: Referring to the period and conditions after the end of colonial rule, including the cultural, political, and economic legacies of colonization of formerly colonized countries.
Primitive: An outdated and often offensive term used historically to describe early societies or cultures considered to be less advanced or less civilized according to Western standards.
Protectorate: A state or territory that is protected and partly controlled by a stronger state. The local rulers maintain some control over internal matters, but the protectorate's foreign policy and defense are handled by the protecting power.
Scientific racism: an ideology that appropriates the methods and legitimacy of science to argue for the superiority of white Europeans and the inferiority of non-white people whose social and economic status have been historically marginalized
Social Darwinism: A theory that applies Charles Darwin's ideas of natural selection and survival of the fittest to human societies. It suggests that certain people or races are naturally superior and more fit to rule over others, often used to justify social inequality, imperialism, and racism.
Sphere of influence: A region or area in which a foreign power exerts significant cultural, economic, military, or political influence, often without direct governance. This influence can shape local policies and economic activities to the advantage of the foreign power.
Subjugation: The act of bringing someone or something under domination or control, often through force. It involves making individuals or groups subordinate or dependent, stripping them of autonomy and freedom.
Trope: A commonly recurring theme, motif, or cliché in literature, art, or rhetoric. Tropes can shape how certain concepts or groups are perceived, sometimes reinforcing stereotypes or cultural narratives.

Suggested Authentic Performance Task: Imperialism Google Earth Tour

Imperialism Google Earth Tour: Students will create a Google Earth tour to explore the impact of European imperialism. Each student or group will be assigned a country from the Berlin Conference and will develop a tour with five stops. Stops 1 and 2 will highlight sites showing the impact of imperialism within the European country, while Stops 3 and 4 will focus on the impact in African colonies influenced by that country. Stop 5 will showcase a site of resistance against imperialism, either in Europe or Africa. Each stop will include a location tag, an image, and a description explaining its significance. The project will be shared and evaluated in class using a Google Form.

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Suggested Pacing				
Days 1	Day 2	Day 3	Day 4	Days 5
Topic 1: Imperialism and the Race for Colonies		Topic 2: Missionaries and Imperial Ideology		Topic 3: Scientific Racism
Day 6	Day 7	Days 8	Days 9	Day 10
Topic 4: The Scramble for Africa		Topic 5: Imperialism Map Activity		Topic 6: Cultural Imposition and Resistance
Days 11	Day 12	Day 13	Day 14	Day 15
Topic 7: Imperialism and Culture *(1-2 days)*		Topic 8: Consequences of Imperialism	Topic 9: Post-Colonial Identities and Cultural Renaissance	Topic 10: Social Darwinism and Orientalism in Asia
Day 16	Day 17	Day 18	Day 19	Day 19
Topic 10: Social Darwinism and Orientalism in Asia continued	Suggested Authentic Performance Task: Imperialism Google Earth Tour			

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Optional Learning Experiences and Aligned Resources

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Topic 1: Imperialism and the Race for Colonies[1]

Students will examine the image "The White Man's Burden." Distribute this political cartoon analysis sheet for students to complete with a partner. Students will analyze the picture and discuss what it means in their group, and then share with the class.

- The concept of the "White Man's Burden" was a **colonialist** ideology popularized by Rudyard Kipling's poem of the same name. It depicted the idea that it was the duty of Europeans and Americans to civilize and uplift non-European peoples, whom they considered to be backward or **primitive**. This notion was often used to justify **imperialism** and colonial rule by framing it as a moral obligation to bring civilization and progress to the "uncivilized" world. The image associated with this ideology typically portrays Europeans as benevolent figures guiding or uplifting non-European peoples, reinforcing racial hierarchies and justifying **paternalistic** forms of domination. **Note: this poem will be explored more in the next lesson.**

Students will work in small groups to answer the questions to the first passage "Imperialism: a German Perspective". Afterward, the class will discuss the answers together. Groups will then work together to analyze the remaining passages and complete the scaffolding guide.

- Reading two: Imperialism: A French Viewpoint
- Reading three: The Predominance of the Anglo-Saxon Race
- After the reading and adequate time for responding to questions, the class will review responses from each of the readings and then discuss the motives of Imperialism based on arguments in the readings, and how they are represented by the data sets in the previous exercise. Emphasis will be given to **Social Darwinism**.
    - Economic motives:
        - European powers sought raw materials like rubber, minerals, and spices to fuel their industrial economies.
        - Colonies provided new markets for European manufactured goods, ensuring economic dominance and growth.
    - Political motives:
        - Countries believed that having a vast empire was a symbol of national strength and prestige (**nationalism**).
        - Control of key territories ensured military and naval superiority, crucial for maintaining and expanding power.
    - Cultural motives:
        - **Civilizing Mission**: The belief that Europeans had a duty to spread their supposedly superior culture and religion to "less civilized" parts of the world.
        - **Social Darwinism**: The application of Darwin's theories to human societies, suggesting that the fittest nations

[1] adapted from https://patcosta.com/wp-content/uploads/2015/02/Imperialism-Lesson-Plan.pdf

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would naturally dominate inferior ones. This was used to justify imperialism as a natural and beneficial process.
    - Social Darwinism played a critical role in justifying imperialism by suggesting that it was a natural and beneficial process for stronger, more "civilized" nations to dominate weaker ones. This ideology was used to rationalize economic exploitation, political control, and **cultural imposition** as necessary for the progress of humanity. By examining the readings, students can see how these ideas permeated imperialist rhetoric and were used to legitimize the **subjugation** and **exploitation** of colonized peoples.
- How these motives are represented in the readings:
    - Reading 1: Imperialism: A German Perspective:
        - Emphasizes the need for Germany to secure colonies to compete with other European powers for resources and global influence.
        - Reflects the belief that strong nations are destined to conquer and civilize weaker ones, portraying imperialism as a natural progression of human development.
    - Reading 2: Imperialism: A French Viewpoint:
        - Highlights the French mission civilisatrice (civilizing mission), which aimed to spread French culture, language, and religion.
        - Indicates that French culture and civilization were considered superior and that spreading them would benefit the colonized peoples, justifying the expansion of French control.
    - Reading 3: The Predominance of the Anglo-Saxon Race:
        - Stresses the belief in the racial and cultural superiority of the Anglo-Saxon race, legitimizing their dominance and control over other races.
        - Explicitly applies Darwinian ideas to human societies, suggesting that Anglo-Saxons are naturally fit to lead and civilize the world, reinforcing imperialist ideology.

Remaining in their groups, students will work together to understand forms of Imperial control. Each group will be assigned one of the forms of control: **direct rule, indirect rule, protectorate, or sphere of influence**.

- **Direct Rule:** Colonizing country controls all aspects of governance, imposing its own laws and officials.
- **Indirect Rule:** Local rulers maintain some authority but are ultimately controlled by the colonizing country.
- **Protectorate:** Local government exists but under the protection and partial control of the colonizing power.
- **Sphere of Influence:** Colonizing country has exclusive trading rights and privileges without direct political control.

Distribute the Forms of Imperialism handout.

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- Groups will use the handout, their textbook, and the internet to answer a series of questions that identify the characteristics of their assigned form of control.
    - Who holds the ultimate power in this form of control?
    - How does this form of control affect the local governance and leadership?
    - What are the economic benefits for the colonizing country?
    - How does this form of control influence the local culture and society?
    - What are the main advantages and disadvantages of this form of control for both the colonizing and colonized regions?
- Once each group has investigated their assigned role, they will be broken up into new groups. In these groups, they will use their expert knowledge of their assigned role to teach the other members of their new group. Using the remaining class time, students will discuss their findings with the teacher.

To close, have students explain in their own words how Social Darwinism was used to justify imperialism. Provide one example from today's readings or discussions that illustrates this concept.

Topic 2: Missionaries and Imperial Ideology

Begin with a brief discussion question: "What comes to mind when you hear the word 'missionary'?" Allow students to share their thoughts, and write key words on the board. Explain that today's lesson will explore the role of Christian missionaries during the age of imperialism, focusing on how their work was intertwined with the broader goals of the empire. Emphasize that the goal is to understand the historical impact, not to criticize religious beliefs.

Provide a brief overview of the role of missionaries in the context of European imperialism. Highlight key regions such as Africa, Asia, and the Pacific Islands, where missionary activity was significant. Discuss the missionaries' stated objectives: spreading Christianity, providing education, and offering medical care. Explain how these goals were often framed within a belief that European culture and Christianity were superior.

Review the concept of the "**civilizing mission**" from the previous lesson and how it was used to justify imperial expansion. As a class, read Kipling's The White Man's Burden to illustrate how religious and moral justifications were intertwined with imperial ideology. Have students discuss:

- What is the "burden" that Kipling refers to in the poem?
- How does Kipling describe the responsibilities of the "White Man" in the poem?

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- How might colonized peoples have reacted to the ideas presented in “The White Man's Burden”?
- In what ways does the poem illustrate the concept of “imperial ideology”?

Divide the class into small groups and distribute a set of primary sources to each group:

1. The Jesuit relations and allied documents : travels and explorations of the Jesuit missionaries in New France, 1610-1791
   a. The Jesuit Relations are a collection of annual reports written by Jesuit missionaries working in New France (now Canada) among the Indigenous peoples. These documents provide detailed accounts of missionary activities, including their interactions with Indigenous cultures.
2. Missionary records: India by Religious Tract Society (1839)
   a. Tracts produced by missionary societies often served as propaganda to justify imperial expansion. They emphasized the need to "civilize" non-European peoples through Christianity.
3. Ann Judson’s Letters (Burma, 19th Century)
   a. Ann Judson (nicknamed "Nancy") was one of the first American missionaries to Burma (now Myanmar). Her letters provide personal reflections on the challenges and successes of missionary work.
4. William Apess - A Son of the Forest
   a. William Apess was a Native American writer and Methodist minister. His autobiography provides a critical perspective on the impact of Christianity and missionary work on Indigenous peoples in North America.
5. Hawaii's Story by Hawaii's Queen
   a. Queen Lili‘uokalani recounts the events surrounding the imposition of the "Bayonet Constitution" in Hawaii in 1887. Upon her return to Honolulu, she found that a conspiracy had been brewing against the Hawaiian Kingdom, led by wealthy American residents and members of the "missionary party." These individuals, who had gained power and land through the ignorance of the native Hawaiians, sought to undermine the monarchy and take control of the government. They forced King Kalakaua to sign a new constitution, known as the "Bayonet Constitution," under threat of violence. This constitution stripped the king of his powers and marginalized the Hawaiian people, placing the control of the government in the hands of foreign interests. The queen describes how this group, motivated by greed and a desire for power, used coercion and intimidation, including threats of assassination, to achieve their goals. The incident is depicted as a betrayal of the Hawaiian people and a significant step toward the eventual annexation of Hawaii by the United States.

Students will analyze the primary sources, focusing on:

- What the source reveals about the motivations of the missionaries or imperialists.

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- How religious or moral language is used to justify actions.
- The perspective of the indigenous people and how they responded to missionary activities.

Lead a class discussion on the complexities of missionary work. **Ask questions like:**

- Can missionary work be separated from the imperial context in which it often took place?
- How might indigenous people have viewed missionaries differently from how the missionaries viewed themselves?
- What are the long-term impacts of missionary activity on both the colonized regions and the global spread of Christianity?

Create a T-chart on the board: "Impacts of Imperialism. Have students suggest outcomes of missionary work. Discuss the outcomes generated on the list. Make sure students understand that although missionary work is perceived as having some positive outcomes, i.e. education. Indigenous communities might reject this framing because they had their own ways of educating and healing their communities.

Wrap up the discussion by summarizing the key points that were raised during the lesson. Reinforce the idea that while missionary work had some positive outcomes, it was deeply intertwined with imperial ideology, often contributing to cultural erasure and the spread of European dominance. Teachers can choose to have students engage in reflective writing, answering any or all of the following prompts in their response: How did the missionaries' goals align with the broader objectives of imperial powers? In what ways did missionary activities contribute to both positive and negative outcomes in the colonized regions? How might your understanding of the term 'missionary' have changed after today's discussion?

Topic 3: Scientific Racism

Ask students to brainstorm reasons that the study is invalid (e.g. size of brain is not correlated with intelligence, someone with a receding hairline would be the smartest).

Explain that starting in the 1700 and 1800s, scientists such as Johann Friedrich Blumenbach began classifying groups of humans by skin color and other physical traits.

In the late 19th century, this type of research developed into a pseudoscience known as **craniology** (the study of the skull). Scientists at research institutions including the University of Pennsylvania developed methods such as measuring the ratio of the length to the breadth

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of the head to "classify people into racial groups, make claims about alleged differences in intelligence, and to study human variation" (Penn Museum).

At University of Pennsylvania, Samuel Morton collected and measured skulls in order to show racial differences in average brain size. In doing so, he "suggested that differences in skull size showed a ranking of races based on cranial size, and therefore intelligence: Caucasians (especially Germanic Anglo-Saxons) were most intelligent, followed by Mongolians, Native Americans, Malays, and "Negroes." (Penn Museum)

- More information can be found here:

Craniology was used to justify **scientific racism**: an ideology that appropriates the methods and legitimacy of science to argue for the superiority of white Europeans and the inferiority of non-white people whose social and economic status have been historically marginalized (National Human Genome Research Institute). In this way, craniology was used to justify slavery, colonialism and imperialism.

Explain to students that we will be looking at examples of these offensive studies. Give students a trigger warning about the materials they will be looking at; make it clear that these studies are racist and difficult to look at. The teacher may also wish to skip this extension activity or have students watch this video about the history of eugenics and scientific racism. Explain that Stephen Jay Gould explores this sordid history of these studies in his book *The Mismeasure of Man*. In the book, he critiques craniology and explores how scientists deliberately manipulated data to produce biased studies justifying theories of white supremacy. Have students look at the diagrams in the excerpt of *The Mismeasure of Man*: Scientific Racism.pdf

First, have students look at the diagram of brains. Note that the larger brains are that of a mathematician, anatomist, and general. It is assumed that those people are of European origin. The brain in the middle left is that of a **Bushwoman**, someone who is nomadic and presumed from Africa. This brain is smaller.

Ask students: What is the conclusion the researcher is trying to draw between the brains of people in Europe and people in Africa?

Note that below the bushwoman is the smaller brain of a gorilla. **Ask students: why does the study include that of a gorilla? What is the message the researchers of the study are trying to say about the brains of Europeans and Africans compared to that of a gorilla?** Students should understand how the comparison of Africans with apes is a racist trope used to dehumanize Black people.

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Look at the next study which compares the facial features of a "Hottentot", which is a racist term once used to refer to nomadic people in South Africa, with that of an orangutan and chimpanzee and an "Algerian Neg–" to that of a gorilla.

Students should also consider how these studies were used to justify racist practices in the 19th and 20th century (eg. immigration legislation, imperialism, debates around the end of Reconstruction). For example, show students this image and answer the following: To what extent is craniology being used to support scientific racism? In what way could this study be used to justify not only slavery but immigration restrictions?

To close, have students privately journal. Reflect on how scientific racism, including studies like craniology, was used to justify imperialism in the 19th century. How did these pseudoscientific ideas support the imperialist agenda, and what long-term effects do you think they have had on our world today? Provide specific examples from today's lesson and our previous discussions on imperialism.

Optional Extension Activity:

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Scientists in the late 19th century also used the theory of **eugenics** to justify racist ideas. According to the National Human Genome Research Institute: **Eugenics** is an inaccurate theory linked to historical and present day forms of discrimination, racism, ableism and colonialism. It has persisted in policies and beliefs around the world, including the United States.

- Eugenics is the scientifically inaccurate theory that humans can be improved through selective breeding of populations.
- Eugenicists believed in a prejudiced and incorrect understanding of Mendelian genetics that claimed abstract human qualities (e.g., intelligence and social behaviors) were inherited in a simple fashion. Similarly, they believed complex diseases and disorders were solely the outcome of genetic inheritance.
- The implementation of eugenics practices has caused widespread harm, particularly to populations that are being marginalized.
- Eugenics is not a fringe movement. Starting in the late 1800s, leaders and intellectuals worldwide perpetuated eugenic beliefs and policies based on common racist and xenophobic attitudes. Many of these beliefs and policies still exist in the United States.
- The genomics communities continue to work to scientifically debunk eugenic myths and combat modern-day manifestations of eugenics and scientific racism, particularly as they affect people of color, people with disabilities and LGBTQ+ individuals.

Have students read the website of the National Human Genome Research Institute to answer the following: to what extent are ideas about eugenics still used to justify racism today?

Topic 4: The Scramble for Africa[2]

Begin with a brief overview of the concept of imperialism. Discuss key terms, such as colonization, empire, and exploitation, and introduce the Scramble for Africa as a period from the late 19th century in which European powers rapidly claimed African territory.

Ask students to examine this political cartoon (King Leopold and European powers dividing up the Congo) (Source). Explain that the Congo is a part of Africa divided by Europeans during the Berlin Conference. Distribute this political cartoon analysis sheet for students to complete with a partner.

1. Who do the animals represent? What are the animals doing to the Congo?
2. What message is the artist trying to make about the effects of the Berlin Conference on Africans?

[2] Adopted in part by the Arizona Geographic Alliance: https://geoalliance.asu.edu/azga

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Review the history of the **Berlin Conference**. In 1884-1885, European **imperial** powers met to draw up a plan to divide the continent of Africa. No Africans played a significant role in these agreements. One of the major reasons was the **exploitation** of Africa for its raw materials (e.g. rubber to make tires in industrialized nations). Before the Berlin Conference and the subsequent colonization by European powers, Africa was a continent characterized by a rich diversity of cultures, languages, and political systems. This diversity and complexity are evident in the various established trade networks, cultural practices, and governance structures that existed across the continent. Africa was home to hundreds of distinct ethnic groups, each with its own language, traditions, and social structures. For example:

- West Africa: The region was known for powerful empires such as the Mali Empire and the Songhai Empire, which were renowned for their wealth, scholarship, and trade. The city of Timbuktu was a major center of learning and culture.
- East Africa: The Swahili Coast was a hub of trade and cultural exchange, blending African, Arab, Persian, and Indian influences. Coastal city-states like Kilwa, Mombasa, and Zanzibar were prosperous centers of commerce.
- Central Africa: Kingdoms such as the Kingdom of Kongo had well-developed political systems and were engaged in trade networks that extended into the interior of the continent.
- Southern Africa: The Great Zimbabwe was an impressive stone city, reflecting a complex society with extensive trade networks reaching as far as China and Persia.

Africa had extensive and sophisticated trade networks that connected different regions of the continent and facilitated exchange with other parts of the world.

- Trans-Saharan Trade: This trade route connected West Africa to North Africa and the Mediterranean world. Commodities such as gold, salt, and slaves were traded across the Sahara Desert. Major trading centers like Gao and Timbuktu flourished due to this trade.
- Indian Ocean Trade: The Swahili Coast played a pivotal role in the Indian Ocean trade network, connecting East Africa with Arabia, Persia, India, and even China. Goods such as ivory, gold, and spices were traded, and the monsoon winds facilitated regular maritime voyages.
- Internal Trade Networks: Within Africa, there were extensive trade routes that connected various regions, enabling the exchange of goods like kola nuts, textiles, and agricultural products.

African political systems before European colonization were diverse and complex, ranging from small chiefdoms to large empires.

- Empires and Kingdoms: Powerful states like the Mali Empire, Songhai Empire, and the Kingdom of Kongo had centralized forms of government with structured bureaucracies, tax systems, and standing armies.

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- City-States: Along the Swahili Coast, city-states operated as independent political entities, each ruled by its own sultan or king. These city-states engaged in both local and long-distance trade.
- Decentralized Societies: Many African societies were organized into smaller, decentralized communities, often led by councils of elders or local chiefs. These societies had their own forms of governance that emphasized communal decision-making and social cohesion.

Ask students to think-pair-share:

1. Why do you think there was such demand for African land?
2. Which regions in Africa do you think that Europeans most desired? Why?
3. Does this act of imperialism relate to any other acts in world history?

Distribute the African Regions.pdf and the African Resources.pdf maps.

1. Group students into 4-5 students per group. Assign each group an African region:
    a. North Africa
    b. West Africa
    c. East Africa
    d. Central Africa
    e. Southern Africa
2. Have groups identify their assigned region on the African Regions.pdf printed map.
3. Have groups use the next map showing African Resources.pdf to identify the kinds of natural resources that their region contains.
4. Groups will draw symbols on their map to represent each of these resources and create a key to identify the symbols.
5. Have groups answer: What geographical features or natural resources that your region contains may have led Europeans to settle there?

Display or distribute these maps: Africa 1890 Map , Partitioning of Africa , and European colonies and independent countries in Africa ca. 1908.

- The countries involved in the **partitioning** of Africa were England, France, Germany, Italy, Portugal, Spain, Belgium, and Holland. These were known as the major **spheres of influence**.

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- **Ask students:** Looking at the map: Which countries controlled the most territory? Which countries controlled the least?

European nations did not want to fight over land in Africa so they met at the Berlin Conference in 1884-85 and agreed that any nation could claim any part of Africa by telling the others and by showing control of the area. Europeans quickly grabbed land. By 1914, only Liberia and Ethiopia were free from European control. Menelik II– the emperor of Ethiopia– was the only African ruler to hold off Europeans. African peoples were not invited to the conference and had no say in the formation of the boundaries.**Ask students: What impact might this have had on the political, economic, and culture of the peoples of Africa. How does this relate to the "Create Your Own Country" classroom simulation? Consider that the maps of Africa today follow the borders set by the Berlin Conference. What impact might this have on the ways that different peoples in Africa understand and express their cultures today?**

Imperialist nations also developed two basic methods to manage their colonies.

1. France and other European nations used **direct control**. They felt native peoples could not handle the tough job of running a country – instead the imperialist power governed – this policy was called **paternalism.**
2. The French also had a policy of assimilation where all colonial institutions were patterned after French institutions – the French hoped that the native peoples would learn French ways.
3. Have students look at the European Motives For Colonization to understand many of the forces driving imperialism.

Distribute the "The Sleeping Sickness" political cartoon (Source) and the Political Cartoon Analysis Tool with a Geographic Lens.pdf. Have students work in pairs to write answers. Elicit responses from the whole class. The message in the cartoon should be that African people were held against their will as Europeans took advantage of the land.

Closing: Considering everything we have discussed about the Scramble for Africa and the Berlin Conference, reflect on the following questions: How did the decisions made by European powers at the Berlin Conference impact the lives of African people, both during the colonial period and in the generations that followed? What can this teach us about the importance of respecting sovereignty and cultural diversity in today's world?

Topic 5: Imperialism Map Activity

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Review the definitions of imperialism and colonialism. Explain that while it can be argued that many societies throughout history practiced colonialism or imperialism, European colonialism and imperialism had a greater reach. By the beginning of the 20th century, the vast majority of the world was directly or indirectly ruled by European powers.

To illustrate the reach of European colonialism and imperialism, teachers may wish to show students the graphics in this Vox article:

- Point out that the European countries listed on the left side of the graphic are imperial powers. Note that while most are from Western Europe, there were other imperial powers such as the United States and Japan.

One way to examine the complexity of peoples who lived in a region is to look at maps showing the diversity of languages spoken by different peoples. Explain that even if a map labels a region having a predominant language spoken, it does not account for the diversity of dialects within that language or the mix of cultural groups who live within the region that speak many languages.

To illustrate this point, ask students to view the following maps:

- **Linguistic Maps of Nigeria**
  - https://drive.google.com/file/d/1eM-Lj2D-tjmtkaiYlW1Ke5YGjQE4lZAF/view?usp=sharing
  - https://drive.google.com/file/d/1fZoTZCfni69BlV_lNaCGOG-KFRPxYIAv/view?usp=sharing
  - Group Identities: Colonial Constructions or Founded in Pre-colonial Relationships? | NIGERIAN HISTORY

While the British had been an influential force in the region in earlier time periods due to their participation in the transatlantic slave trade, their designs on the region grew in the 19th century as the country industrialized. The British expanded their reach, especially in the Niger River delta, in order to control the lucrative palm oil trade. Palm oil was used at the time as lubricant for machines and was sought by many industrialized nations for use in their factories. It was also used to mass produce soaps and creams.

British **incursion** into the region increased the contact between British and Igbo peoples. Initially, British companies, acting on behalf of the British government, came into the region and established colonies and **protectorates**. Other British came to the region as **missionaries**.

The British took control by convincing local rulers to sign treaties of protection that would give them exclusive access to trade. Violence was used to put down Igbo and other African peoples who resisted. (**Note**: resistance will be explored in later lessons).

Teachers may want to review the long history of the exploitation of Africa (e.g. the Atlantic slave trade) predating this period. A

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summary of Nigerian history, including the impact on the slave trade, can be found HERE.

It was at the Berlin Conference when European powers formally recognized Britain's claim to the region. In 1914, the British formally united the northern and southern protectorates of Nigeria into the Colony and Protectorate of Nigeria and ruled it until independence in 1960.

Show students the following maps that illustrate how the British created the boundaries of Nigeria:

- **Maps of British Imperialism in Nigeria:**
  - **Nigeria Map 1914 (Source)**
  - **Map of the Colony and Protectorate of Nigeria, 1939 (Source)**

The modern nation of Nigeria was created largely by European powers who drew boundaries that benefited their interests. To learn more about this, ask students to read Birth of the Nigerian Colony. Ask students to answer the following questions as they read:

- Who named the region "Nigeria"? Why did she name it Nigeria?
- What impact did the growth of Islam have on the history of the region?
- What impact did the slave trade have on the history of the region?
- How did the British use laws that prohibited the slave trade to increase their influence in the region? What did they want to replace the slave trade with?
- What impact did the Berlin Conference have on British control of the region?
- How did British companies take control of the region?

As discussed in "Birth of the Nigerian Colony", the name "Nigeria" was coined by a British journalist Flora Shaw in an article she published in a British newspaper in 1897. Below is a quote taken from the article:
"Within these limits Nigeria contains many widely differing characteristics of climate, country, and inhabitants. Its history is ancient and is not wanting in dramatic elements of interest and romance. The country has been vaguely thought of as a country of swamps and forests, inhabited by pagan natives of low type who, as was lately demonstrated after the outbreak at Brass, had not finally risen above the cannibal stage. This is true of the immediate neighborhood of the coast, where the Niger runs to the sea through mangrove swamps and a population demoralized by the use of bad European spirits display their barbarous vices to European observation" (page 5).

Ask students to write a paragraph answering the following using textual evidence from the quote:

- How does Shaw characterize the people of Nigeria?

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- In what ways could her characterization of the people of Nigeria be used to attempt to justify British imperialism?

Optional Extension Activity
Students may wish to research the impact of British imperialism on other ethnic groups in Nigeria (e.g. Yoruba) or other regions of Africa (e.g. British in Kenya).

Topic 6: Cultural Imposition and Resistance

- Warm Up:
  - Have students look at these two photographs:
    - Photo 1
    - Photo 2
  - Turn and talk to a partner: "What do you notice first? What do you see that you can't explain? What people and objects are shown? How are they arranged? What is the physical setting? What do you notice? What do you think is happening?
  - Have a few students share.
  - Explain to students - "these are before and after photographs of Indigenous Pueblo children who were forced away from their parents to go to 'Indian Boarding Schools.'"
  - Turn and talk to a partner: "What has changed about how you interpret these photos?"
  - Have a few students share.
  - Share with students this quote: "Kill the Indian in him, and save the man." with the background that: "These words are from a speech by Captain Richard Henry Pratt's and describe his philosophy of assimilation. The speech was delivered in 1892 during the National Conference of Charities and Correction, held in Denver. Colorado. The ideas expressed in Pratt's speech are central to the development of the Carlisle Indian School (founded 1879) and other boarding schools across the country, which aimed to "civilize" and "Americanize" the Indian."
- Definition of Cultural Genocide:
  - Have students try to guess with their tablemates what the term Cultural Genocide might mean.
  - Have a few students share.
  - Share with students the following definition:

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        - "Cultural genocide, or ethnocide, is the attempted destruction of a group's culture, religion, and identity. It is a coercive act imposed by a dominant group upon a weaker or minority group. Cultural genocide has been associated with imperialism and with settler-colonialism." - Dr Gabriella Treglia
    - Ask students to brainstorm a list of practices which might be targeted or attacked during a cultural genocide. Give them an example so that they understand - ie. "traditional music might be banned."
        - As students share, keep a running list on the board.
        - After students are done sharing, fill in any of the key components that they might have missed:
            - Language: Suppression or eradication of native languages and dialects.
            - Religion: Destruction of religious practices, beliefs, and institutions.
            - Art and Music: Erasure or suppression of traditional art forms, music, and performance practices.
            - Cultural Practices: Elimination of traditional customs, rituals, and ceremonies.
            - Education: Disruption or alteration of traditional educational systems and knowledge transmission.
            - Historical Sites and Monuments: Destruction or neglect of culturally significant sites and landmarks.
            - Traditional Knowledge: Loss or suppression of traditional ecological knowledge, medicinal practices, and other forms of indigenous wisdom.
            - Social Structures: Disruption or dismantling of traditional family structures, community organization, and leadership systems.
            - Cultural Symbols: Eradication of symbols, totems, and artifacts that hold cultural significance.
            - Cultural Expressions: Suppression of traditional storytelling, literature, and oral histories.
            - Food and Cuisine: Disruption of traditional food practices and culinary heritage.
            - Clothing and Adornment: Suppression of traditional attire and body adornments.
- Resistance:
    - Explain to students that while cultural genocide attempts to eradicate entire ways of life for groups of people, marginalized people have always resisted by finding ways to continue their cultural practices.
        - For example, using the Indian Boarding Schools again, students were not allowed to speak their Indigenous languages, they were only permitted to speak English. However, at the Carlisle school, students communicated through Plains Sign Language, which is a nonverbal language using the arms and hands. In this way students were able to covertly preserve an Indigenous language while in school.
        - Show a bit of this video so that students understand. Show until 2 minutes (no need to watch the whole video unless you want to).Plains Sign Language camp a new spin on an old way of communicating on the Prairies
    - Have students count off, 1 and 2. The 1 students will read the first article, while the 2 students will read the second article.

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- While reading, underline any examples of Cultural Imposition, and circle any examples of Resistance.
- Go back to the mixed groups. Summarize your reading, underlines, and circles for your partners.
- Whole class share: what was similar about the two articles? What was different?
- Some groups share with the whole class: specifically note similarities between how groups were oppressed across both articles, and how groups resisted.

- Wrap - Up: What are some ways that you have seen resistance to cultural genocide in your own life?
  - A few students share.

Topic 7: Imperialism and Culture

Explain to students that they are going to do an activity where they will share different things about themselves. Explain that students are encouraged to answer the questions to the best of their ability and that there are no right or wrong answers.

Ask students to take a piece of paper and rip it into seven pieces. Explain that they will be asked seven questions that are of a personal nature. They should put a different number (#1-7) on the paper and answer each question on the corresponding piece of paper.

1. What is your nationality or ethnicity (teachers may need to define nationality and ethnicity)?
2. Name someone in your life who is important to you (e.g. friend, family member). Instead of writing their name, write their relationship to you (e.g. mother, best friend).
3. What is an important tradition that you share with others? Note that a tradition could just be something you do regularly with a group of people that you feel is important (e.g. Sunday dinner, getting together with your friends on Saturday night) or it could be something more organized (e.g. a holiday you celebrate; ritual you do at a religious institution).
4. What is something about your past that you feel is important?
5. What language do you feel is the most important in your life? (e.g. the one you are fluent in, the one that connects to your heritage)?
6. What is an important decision you have made about your life?
7. What is your name?

If students are comfortable, ask them to share their answers and why they chose them. Explain to students that they just did an activity where they talked about different aspects of their culture. Ask students to come up with a definition of culture using examples. When students think about culture they may often conjure up images of food, clothing or festivals. However, culture is not just the foods people

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eat, it is the collective experiences that shape why people eat the food they eat, wear the clothes they wear, or decide to follow any other visible forms of culture.

Ask for a student volunteer. Pull the student aside and explain that in a moment they will be taking on a role of an imperial power that will attempt to assimilate the other students, who will be playing imperial subjects. Make sure the student who has volunteered is comfortable being in the role of an imperial power.

Ask students: What effects do you feel imperial powers had on the peoples they controlled?

Students may say things like not being able to rule or trade. However, it is important to recognize the impact that imperialism had on the cultures of people who were subjugated. Explain to students that we will pretend that they are all individual subjects who live in a colony ruled by an imperial power. The student who has volunteered represents the imperial power. Explain that one of the ways that imperial powers maintained control over their subjects was through **assimilation** (the process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture of a society).

Ask the student representing the imperial power to read what they wrote on their pieces of paper. Unless students have something similar for a category, the students who are "subjects" should either crumple up their paper or cross out what they wrote and replace it with the answer the imperial power gave. In doing so, remember to let students know they do not have to do this if it is too triggering. Ask students how many of their original answers they have left. Ask students how they would feel if they really had to replace their answers with the ones of the student who is representing the imperial power.

Explain that one of the most damaging effects of imperialism was the impact it had on the cultures of subjugated people. Below are examples of using Japanese imperialism in Korea (for further information students may want to read the novel Pachinko by Min-jin Lee):

1. Nationality or ethnicity: When Japan annexed Korea, Koreans ceased to exist as a nation-state. Koreans became Japanese subjects.
2. Relationships: Japanese officials often tricked younger Koreans to move to Japan to work; this severed the bonds that many younger Koreans had with their families. This also severed the relationships that many younger Koreans had with their families.
3. Traditions: The Japanese government took control of temples in order to regulate Korean Buddhism.
4. History/Language: Koreans were not allowed to learn Korean language or history in schools.
5. Names: Koreans were required to take on Japanese surnames.

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6. History: Korean shamanistic traditions and other elements of history were deemphasized and made to seem backwards in Korean schools
    a. More information can be found here:
        i. Survivor of forced labor in Japan seeks true apology – DW – 02/08/2021
        ii. Contradictions in Korean Colonial Education
        iii. Japanese influence on Korean culture - Wikipedia
    b. More information on Japanese forced laborhttps://www.jstor.org/stable/41490120
        i. Education in Korea under the Japanese: - Attitudes and Manifestations Ronald Toby

Explain to students that Frantz Fanon is a French West Indian psychologist who wrote extensively about the impact of colonialism and imperialism on colonial subjects. In his book Wretched of the Earth, he examines the impact of colonialism on the mindset of subject peoples and explores forms of resistance. Present the following passage from the chapter "On National Culture". Explain to students that we are reading the following passage to determine Fanon's claims regarding this topic. Students may wish to read the passage individually or in groups:

- "When we consider the efforts made to carry out the cultural estrangement so characteristic of the colonial epoch, we realize that nothing has been left to chance and that the total result looked for by colonial domination was indeed to convince the natives that colonialism came to lighten their darkness. The effort consciously sought by colonialism was to drive into the natives' heads that if the settlers were to leave they would at once fall back into barbarism, degradation, and bestiality" *(p. 3 of excerpt)*

As students read, ask them to circle words or passages that support their answers to the following questions:

- What claims does Fanon make about the impact of colonialism on subject peoples?
- What claims does Fanon make about the methods that imperial powers use to subjugate colonial peoples?

Optional Extension Activity #1	Optional Extension Activity #2
As an extension, students can explore how different authors explore the impact of imperialism via the use of a literary device called allegory (a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one). To illustrate allegory, ask students to watch a clip from the Disney	Ask students to read other poems from former subject nations that address the impact of imperialism on subject peoples. For example, students may wish to read *Among Tigers* by Suniti Namjoshi, a South Asian poet who currently lives in Britain. • *Among Tigers* by Suniti Namjoshi

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movie: Turning Red. Explain that the movie is about a 13 year old girl who wakes up one morning having turned into a red panda. Ask students to figure out what the movie is an allegory for. Have students read the short story "Fly Eagle Fly", which is an adaptation of a sermon: "The Eagle That Would Not Fly" by J. Kwegyir Aggrey. In the sermon, Aggrey uses allegory to explore Africans' feelings about how their cultures were impacted by European imperialism. Explain that in allegories characters are typically used to represent real life people or peoples. Explain to the students that Aggrey is writing about the concept of **assimilation** and its impact on subject peoples. Using textual evidence, ask students to determine: • What is Aggrey's (author of original sermon) claim about the impact of assimilation on African people? • What is Aggrey trying to say about what African peoples need to do to address the impact of assimilation? • Identify the characters in the sermon. • Who is the eagle supposed to represent? • Who is the farmer supposed to represent?	From Charting the Journey, Writings by Black and Third World Women, page 262 https://archive.org/details/chartingjourneyw0000unse/page/n343/mode/2up • Ask students to answer the following using textual evidence from the poem: ○ How does the author use the metaphor of a tiger to discuss imperialism? Who does the tiger represent? ○ What are the characteristics of the tiger? How does the author use these characteristics to discuss imperialism? ○ Who does the narrator represent? What is the narrator's relationship to the tiger? How does the author use the narrator to discuss the relationship between imperial powers and subject people under imperialism? ○ What overall message is the author trying to convey about imperialism?

Topic 8: Consequences of Imperialism

To begin this lesson, show your students one or both of these pictures (picture 1, picture 2). Ask them what they notice about them, what they think they mean. Based on students' responses, ask them guiding questions to get at the theme of the lesson: the consequences of imperialism. Example guiding questions:

- What do you see in these pictures? Describe the elements and details.
- What are the people in the pictures doing or experiencing?
- What emotions do the images evoke?
- What message do you think the photographer or artist is trying to convey?

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- How do these images relate to themes of power, control, and resistance?
- What are some possible consequences of imperialism that these pictures might represent?

Before having students complete their research, make sure to review some important enduring understandings from previous lessons. Remind students of the distinction, and similarities, between **colonialism** and **imperialism**. While both are deeply connected and some argue they are indistinguishable, imperialism is not always acted out through colonialism. For example, free trade policies are a form of imperialism, but not colonialism (although they are certainly a specter of the legacy of colonialism). You may find it helpful to share this document from the first lesson of this unit again so that students can have it to help guide their research.

Activity: Case Studies
Students will spend the remainder of the lesson conducting research to dig deeper into the impact that imperialism has had on various countries. This lesson is written with four countries and some suggested articles that you can provide to your students. However, the activity would also work if you wanted to allow your students to pick any country they want to research. Use the readings below to brush up on the content yourself, and you can also have your students read and gather their information from these articles. If it would work for your class, you can also just assign them a country and have them find their own resources.

Graphic Organizer for notes

Congo
The Colonial Legacy and Transitional Justice in the Democratic Republic of Congo
Human Rights Watch: Congo Timeline
Milestones in the History of U.S. Foreign Relations
Violence in Eastern Congo has Displaced Millions. Some End Up at This Camp
A Guide to the Decades-Long Conflict in DR Congo
The Global Exploitation of Congo Must End

Haiti
Genocide Studies Program: Haiti
Haiti's Brutal History
Slavery & Remembrance: Haiti
Haiti: A Brief History of a Complex Nation

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The Root of Haiti's Misery: Reparation to Enslavers
The Guardian: Guns and weapons trafficked from US fueling Haiti gang violence

Vietnam
French Colonialism in Vietnam
How French Colonialism Shaped and Influenced Vietnam: A Historical Overview
6 events that laid the groundwork for the Vietnam War
Battle of Dien Bien Phu

Honduras
Imagining Central America
U.S. intervention and capitalism have created a monster in Honduras
How the US created violent chaos in Honduras
Under the Shadow - Honduras
Democracy Now! - Fmr. Honduran Human Rights Commissioner: "Impossible Negroponte did not know about human rights violations" in Honduras
Memories of a Honduran Coup

Possible closing reflection and discussion questions:

- What are some common themes and patterns you noticed across the different case studies?
- How did imperialism affect the political, economic, and social structures of the countries you researched?
- How do these case studies help us understand the global impact of imperialism?
- What lessons can we learn from these historical examples that are relevant to contemporary issues of power and justice?

Today, we have explored the profound and lasting consequences of imperialism on countries around the world. The case studies of Congo, Haiti, Vietnam, and Honduras reveal the enduring impacts on political instability, economic exploitation, social disruption, and cultural changes. These examples highlight how imperialism has left a legacy of violence, inequality, and underdevelopment that continues to affect these nations and their people. By understanding these consequences, we can better appreciate the complex historical and contemporary struggles for liberation and justice. It is crucial to acknowledge this history as we work towards addressing its lasting effects and creating a more equitable and just world.

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Topic 9: Post-Colonial Identities and Cultural Renaissance

Students will explore the process of reimagining and rebuilding cultural identities in postcolonial contexts through the analysis of poetry and literature. They will understand themes such as trauma, resistance, future aspirations, and national identity.

Ask students: Have you ever experienced a significant change in your environment or community? How did it affect your sense of identity? In what ways do you think colonization might have impacted the cultural identities of the people who were colonized? Can you think of any examples from history?

Part of the process of **decolonization** is the once colonized nation must begin to reimagine what it means to be an independent people. As learned about in previous lessons, part of the colonial project is not just complete or partial annihilation or enslavement of a colonized people, but also **cultural genocide** and stripping them of their cultural identities and collective histories (for example: residential boarding schools for indigenous Native Americans and Australians, labeling Black people as inferior/subhuman and chattel slavery, etc.).

A major part of **postcolonial** theory and studies is looking at the process of shedding the impacts of colonialism and the physical and psychological violence that it contains. Postcolonial theory tells us that in the process of decolonization, the once colonized will begin to (re)form their collective identity, which will then include aspects of the colonizing culture. Some major themes within postcolonial literature and art are trauma from colonialism, resistance, the future, and (national) identity.

Start the lesson with this poem by Grace Nichols, a Guyanese born poet (b. 1950) who moved to Britain in the 70's:

Epilogue
I have crossed an ocean
I have lost my tongue
from the roots of the old one
a new one has sprung

After having students read and reflect on the poem, have them **discuss their thoughts:** What do you think the poem means? How does the title "Epilogue" add to your understanding of the poem? Why do you think Nichols describes the loss and rebirth of her "tongue"? What does "tongue" symbolize here?

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- Let students know that Nichols herself moved to Britain from Guyana when she was in her 20's. This is a poem about separation, loss of identity, and creating new identities. While Nichols migration was by choice, unlike many others, the theme of this poem still resonates. For once colonized or enslaved people, there was no need to "cross an ocean" for them to lose their tongue, as students have learned from previous lessons and units. Make sure to discuss the importance of language in culture/nationhood.

This lesson is going to explore postcolonial identity through having students explore various poems, completing graphic organizers, and discussing as small/whole groups. Included below are multiple poems for different nations/cultures; however, you could choose to have your students find their own poems. Throughout this lesson, encourage students to think about their own family histories if applicable. Below are four protocol options for you to have your students use while analyzing the poems. It is strongly recommended that you have students do some background research on the poets and the colonial history they experienced.

Directions:

- Divide students into small groups and assign each group one poem from the selection provided.
- Instruct students to research the poet and the colonial history of their respective nations.
- Have students use one of the four protocols (Pyramid Discussion Protocol, Frayer Model, Double Entry Journal, TQE Protocol) to analyze their assigned poem.
- Each group should identify and discuss the following aspects of their poem:
    - The poet's background and historical context.
    - Key themes and messages in the poem.
    - How the poem reflects postcolonial identity and cultural renaissance.
    - Personal connections or reflections on their family histories (if applicable).
- Have each group share their analysis with the class. Facilitate a whole-group discussion with the following questions:
    - What common themes do you notice across the different poems?
    - How do the poets use language and imagery to convey their messages?
    - In what ways do these poems reflect the process of cultural rebirth and resistance?
    - How do the poets' backgrounds influence their perspectives on postcolonial identity?

Protocols/Graphic Organizers

Pyramid Discussion Protocol
Critical Text Analysis: Frayer Model
Double Entry Journal

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Thoughts, Questions, Epiphanies Protocol

Poems
Kei Miller, excerpt from *The Cartographer Tries to Map a Way to Zion* (Jamaica)
Louise Bennet-Coverley, *Colonization in Reverse* (Jamaica)
Louise Bennet-Coverley, *Pass Fe White* (Jamaica)
Chronixx, *Capture Land* (Jamaica)
Claude McKay, Outcasat (Jamaica)
Jean Senac, Triolet with a Line (Algeria)
Aime Cesaire, *Notebook of a Return to the Native Land* (excerpt) (Martinique)
Derek Walcott, *Names* (Saint Lucia)
Mamang Dai', *Small Towns and the River* (Arunachal Pradesh, India)
Natalie Diaz, *Post-Colonial Love Poem* (Mojave/Akimel O'oodham)
Oodgeroo Noonuccai, *We are Going* (Australia)

Throughout this unit, we've examined the profound impact of colonialism on various nations and peoples, focusing on the economic, social, and cultural disruptions caused by imperial rule. We've seen how colonial powers imposed their own systems, often erasing or undermining indigenous cultures and identities. This lesson is essential to understand that decolonization is not just a political process of gaining independence; it also involves a deep, complex journey of cultural reclamation and identity formation. This lesson aims to help us appreciate how formerly colonized peoples are actively reconstructing their identities, blending aspects of their indigenous heritage with influences from their colonial past. By studying postcolonial literature and poetry, we can gain insights into the emotional and psychological dimensions of decolonization, recognizing the resilience and creativity involved in this process.

Topic 10: Social Darwinism and Orientalism in Asia

Review with students the causes of 19th century imperialism:

- By the latter half of the 19th century, some industrialized nation-states began engaging in a process of expansion in order to obtain raw materials for industrialization and also to seek markets for their products. As a result, many industrialized countries began or increased the degree that they practiced **imperialism**. The goal was for an industrialized nation-state to create a **sphere of influence.** In this case, industrialized nations often wanted a port or region where they would have exclusive control of trade. In

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doing so, they ruled conquered peoples directly (e.g. India became a colony of Britain) or indirectly (e.g. conquered peoples had their own government with policies guided by conquering nation-states).
- For a visual, show students this map or this map.

Explain to students that many parts of Asia became directly or indirectly controlled by nation-states that practiced imperialism. This included nation-states in Western Europe, the United States, and Japan. For example, the British made India a colony in 1858, and the United States acquired the Philippines after the Spanish American War in 1898. Parts of China were carved into spheres of influence and ruled indirectly by European powers and Japan.

Explain to students that imperialist nation-states used racist ideas to justify colonizing parts of the world. In this activity, students will look at images to explore how these ideas were used to justify imperialism in Asia.

Review the concept of **Social Darwinism**, which applies Charles Darwin's 'survival of the fittest' theory to human societies. Explain that the late 19th century was a time period in European and American history when ideas of **nationalism** and **modernism** became even more intertwined with ideas of imperialism, racism, and Social Darwinism. This led to ideas that African Americans, Native Americans, and other people of color were naturally inferior races that needed to be civilized. Conversely, social Darwinism was also used to support arguments about what types of people or countries were considered "modern".

Another idea that was used to justify imperialism was **orientalism**: the idea that Europe (the West) is more advanced and open to change than Asia (the East).

Explain to students that we will be looking at images that could have been used to support imperialism from the 19th-20th century. Images 1, 2, 5, 6, 9 are meant to be images depicting people in China. Images 3, 4, 8 are meant to be images depicting people in India. The images are taken from the book *Scratches on our Minds: American Views of China and India* by Harold Issacs.

For each image:
1. Ask students to brainstorm words/phrases that come into their mind as thy view each images:
    - What do you see?
    - What do you think about what you see?
    - What do you wonder?
2. Ask students to find examples of social Darwinism and/or orientalism in each image.

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3. Ask students to explain: In what way could the image justify imperialism in China or india?

Students may wish to use this chart to answer the above questions.

To close, have students reflect on the long-term impacts of Social Darwinism and Orientalism on both the colonizing and colonized countries. How have these ideologies shaped modern perceptions and relationships between these nations? Provide one historical example and one contemporary example to support your answer, and aim to refer to at least two of the images.

Suggested Authentic Performance Task: Imperialism Google Earth Tour

Imperialism Google Earth Tour: Students will create a Google Earth tour to explore the impact of European imperialism. Each student or group will be assigned a country from the Berlin Conference and will develop a tour with five stops. Stops 1 and 2 will highlight sites showing the impact of imperialism within the European country, while Stops 3 and 4 will focus on the impact in African colonies influenced by that country. Stop 5 will showcase a site of resistance against imperialism, either in Europe or Africa. Each stop will include a location tag, an image, and a description explaining its significance. The project will be shared and evaluated in class using a Google Form.

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Standards	
PA Common Core Standards	CC.8.5.11-12.A: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CC.8.5.11-12.C: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CC.8.5.11-12.D: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) to address a question or solve a problem. CC.8.5.11-12.H: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

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	CC.8.5.11-12.I: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both. CC.8.6.11-12.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC.8.6.11-12.D: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CC.8.6.11-12.E: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.11-12.F: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CC.8.6.11-12.G: Draw evidence from informational texts to support analysis, reflection, and research.
C3 Standards	D1.1.9-12: Explain how a question reflects an enduring issue in the field. D1.2.9-12: Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. D1.4.9-12: Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. D1.5.9-12: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.2.9-12: Analyze change and continuity in historical eras. D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12: Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.7.9-12: Explain how the perspectives of people in the present shape interpretations of the past.

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D2.His.10.9-12: Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.11.9-12: Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
D2.His.12.9-12: Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.
D2.His.15.9-12: Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.Geo.4.9-12: Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
D2.Geo.6.9-12: Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
D2.Geo.7.9-12: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
D3.2.9-12: Evaluate the credibility of a source by examining how experts value the source.
D3.3.9-12: Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
D3.4.9-12: Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose (e.g., cause and effect, chronological, procedural, technical).
D4.3.9-12: Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
D4.4.9-12: Critique the use of claims and evidence in arguments for credibility.
D4.5.9-12: Critique the use of the reasoning, sequencing, and supporting details of explanations.
D4.6.9-12: Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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	D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. D4.8.9-12: Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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THE SCHOOL DISTRICT OF PHILADELPHIA

World History Quarter/ Term 3

Unit 3: Struggles for Liberation and Social Justice (2 Weeks)

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Starting Points: Brief Summary of the unit (including curricular context and unit goals)

The unit, "Struggles for Liberation and Social Justice," explores the global impact of colonialism and the movements that emerged in resistance to it. Students start by examining Frantz Fanon's theories on the dehumanizing effects of colonialism and move into a study of the Bandung Conference, which sought to unite newly independent nations in Asia, Africa, and the Middle East. A key focus is on how these nations collaborated to resist continued oppression and assert their sovereignty. The unit also emphasizes the significance of memory and representation, with students investigating various resistance movements.

To conclude, students engage in a project where they select a movement to study and design a memorial that honors its contributions to social justice. This project encourages creative expression and critical analysis of historical narratives. By connecting past resistance efforts to current struggles for liberation, students learn the lasting impact of these movements on global history. The curriculum blends artistic, historical, and critical perspectives to deepen students' understanding of the fight for justice. Through this approach, students explore both the philosophical and practical aspects of social and political change.

Essential Questions	Big Ideas
❑ How did colonialism impact the identity and humanity of colonized peoples? ❑ What were the key goals and outcomes of the Bandung Conference? ❑ How have various resistance movements contributed to the struggle for liberation and social justice?	The dehumanizing effects of colonialism and the fight for human dignity. The significance of international cooperation and solidarity among newly independent nations. The role of resistance movements in driving social and political change.

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❑ In what ways should resistance movements be remembered and commemorated? ❑ How do artistic representations and memorials influence our understanding of historical events and movements?	The importance of memory and representation in preserving the legacy of resistance movements. The continuous struggle for liberation and social justice in the post-colonial era.
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ Colonialism profoundly dehumanized colonized peoples and disrupted their cultural identities. ❑ The Bandung Conference was a pivotal moment in the collective effort of newly independent nations to resist colonialism and assert their sovereignty. ❑ Resistance movements played a crucial role in challenging colonial and oppressive regimes, leading to significant social and political changes. ❑ Memorials and artistic representations are powerful tools for remembering and honoring resistance movements, shaping collective memory and historical narratives. ❑ Understanding the history of resistance movements is essential for recognizing the ongoing struggles for liberation and social justice in the world.	**Students will be able to (transferable knowledge)...** • Understand the theories of Frantz Fanon on colonialism and dehumanization. • Identify the key goals and outcomes of the Bandung Conference. • Recognize various resistance movements and their contributions to liberation and social justice. • Analyze the importance of memorials and artistic representations in shaping historical narratives. • Critically analyze historical texts and theories. • Research and gather information on specific resistance movements. • Creatively express themselves through the design of memorials. • Present and explain artistic projects. **Transfer Skills** **Students will be able to independently use their learning to…** • Critically analyze contemporary issues of dehumanization and oppression through the lens of historical colonialism. • Recognize the significance of international cooperation in addressing global challenges.

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	• Appreciate the role of resistance movements in advocating for social justice and apply this understanding to current movements. • Create and evaluate artistic representations that honor and remember historical events and movements. • Engage in informed discussions about the ongoing struggles for liberation and social justice in today's world.

Key Terms:

Afro-Asian cooperation: Collaboration between African and Asian nations, particularly during the 20th century, to promote mutual interests and solidarity against colonialism and imperialism.
Alliance: A formal agreement between two or more nations to cooperate for specific purposes, such as mutual defense or shared economic interests.
Apartheid: A policy or system of segregation or discrimination on grounds of race, specifically the system of institutionalized racial segregation and discrimination.
Atomic bomb: A powerful weapon of mass destruction that uses nuclear reactions to release massive amounts of energy, first used during World War II by the United States on the Japanese cities of Hiroshima and Nagasaki in 1945.
Bandung Conference: A meeting of Asian and African states, many of which were newly independent, held in Bandung, Indonesia, to promote economic and cultural cooperation and oppose colonialism.
Bantu Education Act: A South African law that enforced racially separate educational facilities and curricula for black South Africans, designed to prepare them for lives as laborers under apartheid.
Capitalism: An economic system where trade, industries, and the means of production are largely or entirely privately owned and operated for profit.
Cold War: A period of geopolitical tension between the Soviet Union and the United States and their respective allies from the end of World War II until the early 1990s, characterized by political, military, and ideological rivalry without direct large-scale conflict between the superpowers.
Colonialism: The practice of acquiring and maintaining colonies or territories by a foreign power, often for economic exploitation, cultural domination, and political control.
Colonization: The process of establishing settlements in a region by people from another territory and often imposing their culture, language, and governance on the indigenous population.

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Communism: A political and economic ideology advocating for a classless society in which all property and means of production are communally owned, aiming to eliminate private ownership and promote equality.
Containment: A United States policy during the Cold War aimed at preventing the spread of communism by providing political, military, and economic assistance to threatened nations.
Decolonization: The process by which colonies gained independence from colonial powers, leading to the establishment of sovereign nations, particularly after World War II.
Dehumanization: The process of depriving a person or group of positive human qualities, making them seem less human and easier to mistreat or oppress.
Exploitation: The act of using someone unfairly for one's own advantage, particularly in a context where a dominant group benefits from the labor and resources of a marginalized group.
Frantz Fanon: A psychiatrist and revolutionary writer from Martinique whose works, including "The Wretched of the Earth," address the psychological and cultural impacts of colonization and advocate for decolonization and anti-colonial struggle.
Human Admixture: The mixing of different human populations, often resulting in a combination of genetic traits from different groups.
Imperialism: A policy of extending a country's power and influence through diplomacy, military force, or other means, often leading to the domination of one nation over another.
Intersectionality: A framework for understanding how various forms of social stratification, such as race, gender, class, and others, overlap and interrelate, creating systems of discrimination or disadvantage.
Liberation: The act of gaining freedom from oppression, slavery, or colonial rule, often through struggle and resistance.
Memorial: An object or structure established to remind people of a person or event, often serving as a place of reflection and remembrance.
Nationalist: A person who advocates for the independence, unity, and interests of a nation, often in opposition to foreign control or influence.
National Liberation: The process or struggle by which a nation seeks to gain political independence and freedom from colonial or oppressive rule.
National Renaissance: A period of renewed interest in and revival of a nation's culture, often following liberation from colonial rule or oppressive regimes.
NATO: A military alliance formed in 1949 between North American and European countries to provide collective security against the threat posed by the Soviet Union and its allies.
Neocolonialism: The practice of using economic, political, cultural, or other pressures to control or influence former colonies, even after they have gained formal independence.
Neutralism: A policy of not aligning with any major power blocs, particularly during the Cold War, aiming to remain independent and avoid involvement in international conflicts.

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Nonviolence: A philosophy and strategy for social change that rejects the use of violence, advocating instead for peaceful methods such as civil disobedience and passive resistance.
Oppression: The systematic and unjust treatment or control of a group of people by another group, often involving the denial of rights and freedoms.
Orientalism: A term coined by Edward Said to describe the Western portrayal and depiction of Eastern cultures as exotic, backward, and uncivilized, often used to justify imperialism.
Propaganda: Information, especially biased or misleading, used to promote a political cause or point of view, often disseminated by governments or organizations to influence public opinion.
Resistance movements: Groups or organizations that actively oppose and fight against an occupying force, oppressive government, or other forms of injustice, often using a variety of tactics including protest, civil disobedience, and armed struggle.
Revolutionary: A person who advocates for or participates in a radical change or overthrow of a government or social system, often aiming to replace it with a new and different system.
Self-determination: The right of people or a nation to decide their own political status and to choose their own form of government without external influence.
Settler: A person who moves to a new region or territory to live, often in a colonial context where settlers occupy land previously inhabited by indigenous people.
Social justice: The pursuit of fairness and equality in society, addressing issues such as discrimination, economic inequality, and human rights.
Sovereignty: The authority of a state to govern itself or another state, free from external control or influence.
Substantification: The process of treating abstract concepts, qualities, or phenomena as if they were real, tangible substances.
Tabula Rasa: A philosophical concept meaning "blank slate," suggesting that individuals are born without built-in mental content, and all knowledge comes from experience and perception.
United Nations (UN): An international organization founded in 1945 to promote peace, security, and cooperation among countries, and to address global issues such as human rights, development, and international law.
Warsaw Pact: A military alliance established in 1955 between the Soviet Union and its Eastern European satellite states as a counterbalance to NATO, promoting mutual defense and cooperation among member states.

Suggested Authentic Performance Task: Resistance Memorial Project

Resistance Movement Memorial Project : Students will take on the role of a sculptor tasked with creating a memorial to honor a chosen resistance movement. The project involves five parts: reading the imagining instructions, tracking the roles and contributions of various individuals and ideas within the resistance movement, answering a question about who or what should be remembered most, designing a memorial sketch, and presenting their memorial to the group. Students will use a table to document the contributions and

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reliability of their sources, and then determine the most significant elements to be included in their memorial. Finally, they will present their memorial design, explaining their choices and backing them up with evidence from their research. This project encourages critical thinking about historical memory and the importance of representation in commemorative art.

- Resistance Choice Board
- Resistance Memorial Project Document

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Suggested Pacing			
Day 1	**Days 2**	**Day 3**	**Days 4**
Topic 1: Fanon and the Violence of Decolonization		**Topic 2: Bandung Conference**	
Day 5	**Day 6**	**Day 7**	**Day 8**
Topic 2: Bandung Conference continued			**Topic 3: Soweto Uprising (Memorial Project Exemplar)**
Day 9	**Day 10**	**Day 11**	**Day 12**
Topic 4: Resistance Memorial Project	**Authentic Performance Task: Resistance Memorial Project**		

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Optional Learning Experiences and Aligned Resources

Topic 1: Fanon and the Violence of Decolonization

To begin this lesson, **ask the following question to the class:** Can a people gain independence from their colonizer peacefully?

Allow students time to think before opening up for a short discussion. Some students will probably point to the theory of **non-violence**

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practiced by Gandhi. Remind students of Topic 3 from Q2U3 on peace and non-violent perspectives.

Next, point out to students that the decolonial fight in India wasn't always peaceful, and many (before and after Gandhi's emergence as a leader of India's independence movement) did not follow the belief of non-violent resistance that he championed. You may choose to have students skim the following articles and discuss, or present the important information from the articles to your students.

- *The Forgotten Violence that Helped India Break Free from Colonial Rule*
- *The Myth of India's Non-Violent Freedom Struggle*

You are then going to take a deep dive into the philosophies of Frantz Fanon on the role of violence in **colonization** and **decolonization**. If you have not yet exposed your class to Fanon, you can choose to show them this short video.

Fanon was born in Martinique in 1925. He fought in the Free French Army during World War II, and studied medicine and psychiatry in France. He worked in the psychiatry department of a hospital in Algeria, where he first began to notice the psychological impacts of colonialism and the violence that comes with it on Algerians and French soldiers. He joined the Algerian resistance–the National Liberation Front (Front de Libération Nationale, FLN)-- helping the resistance from his position in the hospital, and becoming the editor of their newspaper in 1956.

It was his experience with the FLN and the Algerian fight for independence from France that Fanon based his most influential work, *The Wretched of the Earth.* In this text, Fanon argues that decolonization is in its very nature a violent process. You can read the following texts for more of a background, summary, and critique of Fanon:

- *Is Decolonisation Always a Violent Phenomenon* (also provides analysis and critique of Gandhi's non-violence)
- *Frantz Fanon* (Stanford Encyclopedia of Philosophy)
- *Frantz Fanon's Conflicted Vision for Decolonization*

To begin the deep dive, show students this clip [from 12:50-14:45] from the film *Concerning Violence (*if time permits, you could also watch the whole movie with your class). After discussing initial thoughts, explain to students that they will participate in a Socratic Seminar on Fanon's beliefs about the role of violence in decolonization after reading excerpts from the first chapter of *The Wretched of the Earth*. Provide students with the excerpts *(if it works for your class to assign larger sections of the chapter as a homework assignment prior to class, you can do that instead)* as well as this note catcher which includes guiding questions for the Socratic Seminar.

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Closing:
Frantz Fanon's theories provide a critical lens through which we can understand the complexities of resistance and liberation struggles. Fanon's perspective, particularly in *The Wretched of the Earth*, challenges the notion that decolonization can be achieved solely through non-violent means. By examining Fanon's assertion that decolonization inherently involves violence, students get to engage with a crucial debate on the nature of resistance. This examination will help us grapple with the broader dynamics of how societies confront and dismantle oppressive systems. Understanding Fanon's theories will ground our discussion of various resistance movements later in the unit by providing a theoretical framework to analyze their strategies and outcomes. This context will enrich our investigation into the practical and philosophical dimensions of struggle for independence, making it essential for comprehending the diverse approaches to liberation that we will explore throughout the unit.

Topic 2: Bandung Conference

Part One: Intro/Context to Bandung Conference

Show students this political cartoon (by French cartoonist Mitelberg on the Bandung Conference). The cartoon can also be found on this handout of documents in this set of lessons. Have students analyze the political cartoon using this method: First, ask students to look at the top panel. Have them look at the figure on the left side (maybe while covering up the figure on the right) and answer the following:

- What do I see?
- What do I think?
- What do I wonder?

Then have them look at the figure on the right side (maybe while covering up the figure on the left) and answer the following:

- What do I see?
- What do I think?
- What do I wonder?

Have the students write one sentence or phrase about the relationship between the figure on the left and the figure on the right. Next, have students look at the bottom panel. Have them look at the figure on the left side (maybe while covering up the figure on the right) and answer the following:

- What do I see?

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- What do I think?
- What do I wonder?

Then have them look at the figure on the right side (maybe while covering up the figure on the left) and answer the following:

- What do I see?
- What do I think?
- What do I wonder?

After doing this, have the students write one sentence or phrase about how the relationship between the figure on the left and the figure on the right has changed from the top to the bottom panel. **Ask students:** Why does the figure in the second panel say: "racist" ("raciste" in French) to the other figure? In doing so, what is the cartoonist trying to say about the relationship between the two figures.

- Explain that the cartoon is from a French newspaper examining the impact of the **Bandung Conference** and the way that former European **imperialist** powers (including France) viewed the conference.

The Bandung Conference was the first large-scale meeting of Asian, African and Middle Eastern nations. Representatives from twenty nine countries, most of whom were former European colonies, met from April 18th-24th, 1955 in Bandung, Indonesia. The goals of the conference were to promote Afro-Asian economic and cultural cooperation and oppose **colonialism**. In doing so, the organizers also attempted to chart a path forward for newly independent countries in response to the actions of the US and the Soviet Union during the **Cold War**.

Explain that the Bandung Conference was called for by the leaders of India (Jawaharlal Nehru) and Indonesia (Sukarno). Along with Pakistan, Sri Lanka (Ceylon), Myanmar (Burma), India and Indonesia became the formal organizers of the conference. Explain that the two leaders were motivated to organize the Bandung Conference in response to global events that the newly independent nations of Asia, Africa, and the Middle East were facing in the early 1950s. For this reason, the conference was also called the Afro-Asian or Asian-African Conference.

To go over some of these global events, have students look at this map created by the OER Project.

First, have students examine the blue and red portions of the map. Ask students if they know why these areas are red and blue (without looking at the map's legend).

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- Explain that the maps are colored in red and blue to indicate alliances made by the US and the Soviet Union during the Cold War. Students may want to read this article to gain a brief overview of the Cold War.
- The countries shaded blue are part of **NATO**, the North Atlantic Treaty Alliance, a military mutual defense alliance led by the US which started in 1949 *(if necessary, review background on NATO and alliance building from Quarter Two)*. The US organized NATO as a means of carrying out its policy of **containment**, which was meant to stop the spread of **communism** around the world. Countries who joined NATO pledged to defend each other against common threats with the understanding that the common threat was a possible military incursion by the Soviet Union and its allies.
- The countries shaded in red are part of the **Warsaw Pact,** a similar alliance of Communist countries led by the Soviet Union that became formalized in May,1955, right after the Bandung Conference.
- The tension between the US, the Soviet Union and their respective allies were exacerbated by the fact that by 1955 both the United States and Soviet Union were in possession of the **atomic bomb**. During the Cold War, there was a real concern that war between the two nations would lead to nuclear war *(teachers may wish to review the Quarter Two Unit Two lesson on nuclear war)*.
    - Teachers may wish to use specific readings or lessons from this unit on the Cold War from the OER Project to help students better understand the causes and dynamics of the Cold War. **Note**: Teachers will need to create an account on the OER website to access the unit. The unit is in the curriculum: *World History Project 1750 to the Present*.

Have students find China on the map. Have students note that China is not shaded in red or blue. Instead it is shaded in gray. Explain that China at the time had just become a Communist country. **Ask students**: If China is Communist, then why isn't it colored in red like the Communist countries in Eastern Europe?

- Explain that China had recently become a Communist country when the Communist Party under Mao Zedong won a civil war against the US backed Nationalists, who fled to the island of Taiwan. This brought a new level of tension to the region which culminated in the US and China fighting each other in the Korean War. Students may wish to read this article for context.
- Because China had the largest population in the world, Mao Zedong saw China as a country that would lead a global Communist movement. This often put him and other Chinese leaders at odds with the leaders of the Soviet Union. Thus, by the time of the Bandung Conference, Mao and his foreign minister, Chou Enlai, were actively trying to increase China's power independent of the Soviet Union and sought to strengthen their power by building relationships with nearby countries in Asia.

Have students look at the countries that are shaded in green and notice the dates indicated on those countries. Have students determine why these countries are shaded in green.

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- Explain that these countries were former colonies of mainly European imperialist powers such as Great Britain and France. The end of World War Two saw a movement called **decolonization** where many of these former European colonies successfully achieved independence. During this time, the Philippines, which was a colony of the United States, also won independence. Students may wish to read this article entry to understand this concept in more detail.
    - Teachers may wish to use specific readings or lessons from this unit on decolonization from the OER Project . **Note**: Teachers will need to create an account on the OER website to access the unit. The unit is in the curriculum: *World History Project 1750 to the Present*.
    - Students may also wish to look at these maps which show the impact of decolonization.

Explain to the students that the Bandung Conference took place on April 18-24, 1955. Have students notice the year that many countries in green became independent. Have students determine which parts of the world had countries that became independent after the Bandung Conference. Students may also wish to look at this map (PDF) which shows the 29 countries that were present. Point out that many of the countries that were not yet independent in 1955 were in Africa, meaning that a significant number of African countries did not take part in the Bandung Conference.

The organizers of the Bandung Conference invited four already independent African countries: Egypt, Ethiopia, Sudan, and Libya. Although South Africa was independent, the organizers chose not to extend an invitation because they opposed the country's racist policies of **apartheid**. The organizers later extended invitations to the Central African Federation (Malawi, Zambia, Zimbabwe) and two countries that were currently fighting for independence from the British: the Gold Coast (present day Ghana) and Sudan. Ghana and Sudan chose to attend.

Ask students:

- Although the conference was billed as an Afro-Asian conference, African countries were underrepresented. What impact might this have on decisions made at the Bandung Conference?
- Look at the map (PDF) of the 29 countries represented at the Bandung Conference. What other parts of the world (excluding Europe, the US, and Canada) were excluded. What impact might this have on decisions made at the Bandung Conference?

During the Cold War, the United States, the Soviet Union, and their respective allies tried to get newly independent countries to join their side. One method was through the formation of alliances similar to NATO. For example, the year before the Bandung Conference, the United States persuaded several South and Southeast Asian countries to sign the Southeast Asia Treaty Organization (SEATO), where

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countries pledged to defend each other against possible communist aggression. The signing of this treaty raised a number of questions among different newly independent nations.

Have students read the following article on SEATO and answer the following questions:

- What countries signed SEATO? What was their reasoning? *(e.g. Thailand was concerned about Communist China; Great Britain and France had colonies in the region, Pakistan wanted support against India, the US wanted to fight communism in the region).*

India and Indonesia were two newly formed countries that successfully fought for independence from, respectively, Britain and The Netherlands. At this time, the Prime Minister of India, Jawaharial Nehru, and Sukarno, the President of India, began pressing for newly independent countries to unite and stake out positions independent of the US and European imperialist nations or the Soviet Union. They also were skeptical of the ability of existing organizations such as the United Nations, which were being used by the US and Soviet Union to press their issues, to be an effective way of making their country's voice heard *(e.g. Nehru failed to get the UN to support India's position on a border dispute with Pakistan)*. Explain that students will look at the United Nations in more detail in the next part of the lesson.

India first articulated this idea by refusing to take a side regarding the Korean War at the United Nations. Instead, India chose a policy of **neutralism**: refusing to pick a side and not being involved in a foreign dispute. This became known in later years as the **non aligned movement**.

The leaders of India and Indonesia were also concerned about the growing power of China. Leaders like Mao and Chou saw communism as a way of overcoming the negative impact of European and Japanese imperialism, and thus saw themselves as a potential leader of the decolonization movement. As a result, Nehru and Sukarno proposed a meeting of recently independent nations also to address concerns about US, Soviet, and Chinese influence in the region.

Part Two: Analyzing Primary Sources on Causes of the Bandung Conference

Divide students into two groups and have students work individually or with a partner in those groups. Explain that the first group will read an excerpt from a document to understand the goals of the Bandung Conference. Explain that the US and its ally Great Britain were concerned about the Bandung Conference and how it would impact their ability to get participating countries to make alliances with them against the Soviet Union during the Cold War. Thus, the second group will read an excerpt from a document to understand this perspective.

Distribute this handout and have students look at the excerpts from the documents in Lesson Three.

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Have the first group of students analyze the excerpt of this welcoming speech by Sukarno, the President of Indonesia, to understand the goals of the conference. In doing so, have them answer the following:

1. According to Sukarno, how is colonialism not dead? *(Africa still colonized, discusses neocolonialism; political, economic control)*
2. What does Sukarno hope to accomplish at the conference? *(have attendees understand each other and unite, show rebirth of Asia and Africa with decolonization)*
3. **Note**: The excerpts are taken from this site. The full text of Sukarno's speech can be found here.

Have the second group of students read the excerpt from a note by the British Foreign Office to understand their perspective on the Bandung Conference. In doing so, have students answer the following questions:

1. What are some of the concerns of the British regarding the conference? *(African and Asian countries will indulge in anti-colonialist propaganda and stir up racial feelings against the West, support Communism or be neutral)*
2. What do the British propose doing to address this? *(get friendly delegates to counter those views)*
3. **Note**: Full text of this document.

Have students share their answers with students who were assigned the document they did not read. Working together, have students write a 2-3 sentence answer to these questions:

1. What challenges did the organizers of the Bandung Conference face?
2. How do you feel the organizers of the Bandung Conference will address those challenges?

Part Three: Simulation on the Bandung Conference

Explain to students that we will be doing a simulation where you will be representing some of the countries that were present at the Bandung Conference. Your goal is to draft a declaration of unity: in other words, a document with beliefs that all participating nations agree to uphold.

Assign students one of the following countries:

- India
- Indonesia
- China
- Pakistan

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- Egypt
- Japan
- Gold Coast (Ghana- a country that was still fighting for independence against the British at the time)
- Philippines
- Iraq
- Thailand

Explain that you will be role-playing delegates representing your assigned country at a mock Bandung conference with the goal of drafting a declaration of unity similar to that of the UN Charter *(see below)*. You will be making decisions based on your understanding of what delegates from your country at the actual Bandung Conference would have believed, as opposed to your own personal beliefs. Give students the option to switch groups if they are given a group they feel they may not be able to represent. Students may be given the opportunity to pick other countries that were at the Bandung Conference.

Each of the statements in the declaration of unity should start and end with one of the following stem sentences:

"We support ___ because _____"
"We oppose ___ because _____"

Each statement that is included in the declaration of unity must be agreed upon unanimously by the delegates of every country in the simulation.

Have students complete the following tasks using this worksheet.

Part Three Task One: Examine The UN Charter

The delegates at the Bandung Conference were inspired by documents such as the UN Charter, The Principles of the Indonesian Constitution, and the Chinese government's Five Principles of Peaceful Coexistence to create their own set of common principles. Explain to students that after the simulation we will see how the declaration of unity we make compares to what was done in real life (the Final Communiqué of the Asian African Conference).

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Have students look at the Articles 1 and 2 of the UN Charter. Go over why the United Nations and the UN Charter were created. Students may wish to examine in more detail the history of how the UN Charter came to be as well as background on the formation of the United Nations by reading this article written by the UN.

Have students look through this document and do the following:

1. Circle three words or phrases that summarize the main points of the document. Write down those words or phrases.
2. Write at least two question marks next to passage that you do not understand of what to learn more about.

Article 1

The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace;
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace;
3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion; and
4. To be a center for harmonizing the actions of nations in the attainment of these common ends.

Article 2

The Organization and its Members, in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality of all its Members.
2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.
3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.
4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.

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5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.
6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.
7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures under Chapter Vll.

Students may also look at the Universal Declaration of Human Rights and the history of how this document came about.

Part Three Task Two: Examine Countries That Signed the UN Charter
Have students look at this list of the original 26 countries that signed the UN Charter:

The original twenty-six signatories were:
the United States of America, the United Kingdom of Great Britain and Northern Ireland, the Union of Soviet Socialist Republics, China, Australia, Belgium, Canada, Costa Rica, Cuba, Czechoslovakia, Dominican Republic, El Salvador, Greece, Guatemala, Haiti, Honduras, India, Luxembourg, Netherlands, New Zealand, Nicaragua, Norway, Panama, Poland, Union of South Africa, Yugoslavia

Subsequent Signatories:
Subsequent adherents to the Declaration were (in order of signature): Mexico, Philippines, Ethiopia, Iraq, Brazil, Bolivia, Iran, Colombia, Liberia, France, Ecuador, Peru, Chile, Paraguay, Venezuela, Uruguay, Turkey, Egypt, Saudi Arabia, Syria, Lebanon.

Have students compare the list of countries who attended the Bandung Conference with those who were original signers of the UN Charter.

List of countries that attended the Bandung Conference:
- Afghanistan
- Burma
- Cambodia
- Ceylon
- People's Republic of China
- Cyprus

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- Egypt
- Ethiopia
- Gold Coast (Ghana)
- India
- Indonesia
- Iran
- Japan
- Jordan
- Laos
- Lebanon
- Liberia
- Libya
- Nepal
- Pakistan
- Philippines
- Saudi Arabia
- Syria
- Sudan
- Thailand
- Turkey
- North Vietnam
- South Vietnam
- Yemen

Have students determine:

- Which countries at the Bandung Conference were not original signers or even subsequent signers in 1945?
- Many of these countries did not originally sign on because they were still colonies at the time. Instead, they signed on soon after they became independent. Why do you think they chose to sign on as newly independent countries?
- How might this impact decisions made by countries at the Bandung Conference?

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By the time of the Bandung Conference, the countries who attended represented almost half of the countries who were members of the United Nations. Thus, delegates saw the Bandung Conference as a way to fulfill the aspirations of the UN Charter and the Universal Declaration of Human Rights by flexing their collective power as recently independent countries fighting colonialism.

Part Three Task Three: Read Summaries of Opening Speeches at the Bandung Conference

Explain to students that they will be writing a proposal with statements your country wishes to include in the declaration of unity. To get a sense of what type of statements each country might want to include, have students look at this document, a summary of each country's opening speech at the Bandung Conference. Have students find their assigned country in the document and read the summary of what delegates from their assigned country chose to talk about in their opening speech. Make sure students understand that the document was created by the British embassy and reflected how the British interpreted each country's speech.

Have students answer the following to the extent they are able:

1. What are some beliefs that your country supports?
2. What are some beliefs that your country opposed?
3. What are some issues facing your country that your country raised in their opening speech?
4. What are some issues in other countries that your country raised in their opening speech?
5. What are some beliefs or issues that are mentioned in your speech that you will need to learn more about in order to accurately represent your country? *(e.g. some countries make references to the situation in South Africa; this would require students to research what was happening in South Africa in the early 1950s)*

Part Three Task Four: Create a Proposal

Working in their assigned groups, have students write a 1-2 page proposal addressing the following:

1. Give historical background on your country during the period of 1930-1955. In doing so, discuss how the Cold War and/or the decolonization movement has impacted your country.
2. The goal of the Bandung Conference simulation is to create a declaration of unity. What are some conflicts that your country may be having with some of the other countries in the simulation that could make it difficult to create a declaration of unity? Explain.
3. Answer as many of the following questions as your group is able to answer:
    - To what extent does your country support the British, the US and other imperialist powers? Explain.
    - To what extent does your country support the United States' Cold War policies (e.g efforts to build coalitions against the spread of communism such as NATO and SEATO)?
    - To what extent does your country support the Soviet Union and its policies (e.g. Warsaw Pact)?

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- To what extent does your country support communism?
- To what extent does your country support neutralism (e.g. would you not take a side with the US or Soviet Union in the Cold War)?
- To what extent does your country support China? Consider that prior to the Bandung Conference, leaders such as Mao wanted China to be the leader in spreading communism around the world. If your group is China, you should determine what type of relationship you wish to have with the other countries in the simulation.
- What role should your country play in supporting colonies that are still fighting for independence, especially those that are not are not present at the conference (e.g. colonies in West Africa fighting for independence)?
- Are there particular statements in the UN Charter that should be included? Why?
- Look at the Universal Declaration of Human Rights. Are there particular human rights that should be emphasized in the statement of unity?
    - **Note**: Remind students they can draw on anything that was happening at the time period to answer the questions. For example, India's independence was achieved when the British partitioned India into India and Pakistan, causing tension between India and Pakistan.

4. Write at least THREE 1-3 sentence statements that your group feels your assigned country should be in the declaration of unity. Each statement should fill in the blanks using one of the two sentence stems:
   "We support ___ because _____"
   "We oppose ___ because _____"
   Each statement should clearly draw upon the answers your group found for Questions #1, 2 and 3.
5. Include a works cited page with at least three credible sources.
6. Students should create their proposals on a separate Google Doc that can be viewed by the instructor and all students in the class.

Part Three Task Five: Present Proposals

Remind students that their goal is to draft a document with a declaration of unity: in other words, statements of what you all agree on. The wording of each statement must be agreed upon unanimously by every country. Explain that they will do this by negotiating with other groups to get them to support your proposed statements. To begin, have students in each group volunteer for the following roles:

- **Spokesperson:** Goes over your group's proposals and answers questions. Speaks on behalf of group at the conference (others can speak too)
- **Notetaker:** Writes new changes on your group's proposal
- **Lead Negotiators (2 people):** Strategizes how to best meet with other groups to negotiate what statements will go on the declaration of unity. Everyone else in your group will also be participating as negotiators.

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Make all the proposals available for students to view. Each group will briefly go over the statements they made in their proposal. Have the spokespersons of each group go over the statements their group came up with and their rationale for each statement. The spokesperson should also answer questions from students. The goal is for everyone to understand the rationale behind each group's statements. Afterwards, have each group read through the proposals of the other groups and answer the following:

1. What are statements throughout the ten proposals that are similar?
2. What are statements throughout the ten proposals that are different? For those statements that are different, what is the rationale the country (or your country) has given for those proposals?
3. What statements from other groups exist that would you be willing to agree to? Explain why using evidence about your country's background.
4. What statements from other groups exist that you would not be willing to agree to? Explain why using evidence about your country's background.
5. What are some conflicts that you notice between countries in the simulation that may make it hard to create a declaration of unity? What could your country do to address them?

Based on each group's answers to the questions, have the lead negotiators, with input from the rest of the group, come up with a plan for what to say to other countries to get them to agree to the statements your group has come up with. In doing so, students should decide if and how they will need to change the wording of their statements.

Part Three Task Six: Negotiations

Have all students, now in the role of negotiators, go to other groups with the goal of convincing them to accept the statements the group has come up with. In doing so, students may decide to add or drop a particular statement, change the wording of their statement or another group's statement. The goal is to come to a consensus on statements. Each time a country decides to add, drop or change a statement in their proposal, the notetaker of the group should write the revised statement on their proposal.

Part Three Task Seven: Writing of the Declaration of Unity

Have students sit together in a big circle. Appoint one student to be a facilitator and another to be a notetaker. Have the notetaker create a shared Google Doc and title it "Declaration of Unity". Have the spokesperson from each group propose statements that will appear on the declaration of unity and their rationale for the statement.

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Each statement needs to be voted on by the entire class (not just spokespeople). If a statement is passed unanimously, have the notetaker add it to the "Declaration of Unity". If a statement is rejected, students may choose to propose amendments to the wording of the statement until it passes or decide not to include it. Students may also call time for negotiating in small groups if needed. Give students one class period to do this if time permits.

Part Three Task Eight: Reflection

At the end of the period have students write a one page reflection answering the following:

- How did it feel to do the simulation?
- What were some statements that were easy to pass? Why did this happen?
- What were some statements that were difficult to pass or did not pass? Why did this happen?

Part Four: The Legacy of the Bandung Conference/Critiques

Explain to students that we will now look at the Final Communiqué, which was the document produced by the delegates at the end of the Bandung Conference detailing all their points of agreement. Have students read **Section G: Declaration on the promotion of world peace and cooperation** (also known as the **Bandung Declaration**). This section can be found on this handout of documents under Part Four. Have students answer the following:

- How did the delegates address issues of world peace and cooperation? In doing so, consider how what they wrote addressed issues stemming from the Cold War.
- The delegates talk about the need for "**self determination**"? What does this mean and how is it exercised? Consider how this connected to the decolonization movement.
- What statements in the document are similar to the ones that our class made?
- What statements in the document are different? What do you think accounts for those differences?

Have students share their answers, and in particular their thoughts on the meaning of **self determination**. Explain that one of the effects of the Bandung Conference was to foster the development of the **Non-Aligned movement**, where countries chose to advance their own interests without taking a side in the Cold War. Have students discuss the extent they feel this was a good path forward for the countries in the Bandung Conference. Students may wish to research how the Cold War was resolved and address that in their answer.

Have students first go back to the political cartoon they analyzed in Part One and look at the bottom panel (where the figure on the right accuses the other of being "racist"). Remind students that the cartoon is a reaction to the Bandung Conference from a French newspaper. Have students recap what they thought the message of the political cartoon was. **Ask students:** Now that you have learned

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more about the Bandung Conference, what would you draw? Have students draw their own version of the political cartoon in Lesson One. The political cartoon should reflect their understanding of the impact of the Bandung Conference. Students should write a one or two phrase caption on their cartoon which expresses their opinion on the impact of the Bandung Conference.

Topic 3: Soweto Uprising (Memorial Project Exemplar)

In the subsequent lesson (topic 4), students will pick a resistance movement from the Resistance Choice Board to research, analyze, and ultimately evaluate who/what should be most remembered about their chosen resistance movement. In doing so, students will create their memorial, planning using the Resistance Memorial Project Document. This lesson (topic 3) will focus on the Soweto Uprising to offer students an exemplar of how to engage with their chosen resistance movement.

Ask students: Imagine you are a student in a school where the education system is designed to limit your future opportunities. How might you and your peers respond if a new policy was introduced that further restricted your ability to learn and succeed? What kind of actions or protests could you envision taking?

In South Africa during **apartheid**, the education system for Black South Africans included both missionary schools and Bantu schools, which were part of a segregated and unequal education system established by the apartheid government. These schools derived from educational policies set up by British missionaries and the Afrikaner-led apartheid government of South Africa and were created in response to the **Bantu Education Act**. The Bantu Education Act created a separate inferior education system for black students. The purpose of this act was to make sure that black South Africans would only ever be able to work as unskilled and semi-skilled laborers, even if they were intelligent enough to become skilled.

- **Missionary schools**:
  - Missionary schools in South Africa were established by Christian missionaries during the 19th and early 20th centuries with the goal of converting African children to Christianity while providing basic education.
  - The curriculum in these schools typically included religious instruction, basic literacy, and vocational training.
  - Initially, these schools were the primary source of formal education for Black South Africans, as they aimed to provide some level of education to African children, often with limited resources.
  - While missionary schools did provide some educational opportunities, they also reinforced colonial and Christian ideologies, often at the expense of African cultures and languages.
- **Bantu schools**:

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- Bantu schools were established following the Bantu Education Act of 1953, which was part of the apartheid regime's policy to enforce racially segregated and inferior education for Black South Africans.
- The curriculum in Bantu schools was designed to prepare Black students for lives as laborers and servants, emphasizing manual labor and vocational skills over academic subjects. The teaching of Afrikaans was mandated as a medium of instruction for certain subjects, alongside English.
- These schools were severely underfunded and overcrowded, with inadequate facilities and resources compared to schools for white students.
- The Bantu Education Act aimed to ensure that Black South Africans remained economically and socially subordinate. The poor quality of education and the promotion of apartheid ideology in these schools sparked significant resistance, including the Soweto Uprising in 1976.

Ask students to read the information about the 1953 Bantu Education Act from Bantu Education Act.

- What was the purpose of the Bantu Education Act? *(answer: to correct idea the idea that Blacks could assimilate into European society; to create segregated schools and society)*
- What impact did the Bantu Education Act have on Black people in South Africa? *(answer: denigrate Black history, deny access to opportunities, promote stereotypes, lead to loss of funding in schools and unequal resources)?*

It is important to understand the ways that Black South Africans, especially students, resisted the Bantu Education Act. One famous example of resistance was the **Soweto Student Uprising in 1976**, when students boycotted their education in Bantu schools in protest of a government policy that would have elevated the teaching of Afrikaans language and culture in schools.

Ask students to read the information about the Soweto Student Uprising.

- What are some of the causes of the Soweto Student Uprising? *(answer: effects of using Afrikaans on student performance, impact of Black Consciousness Movement, forced removal of teachers)*
- What impact did the Soweto Student Uprising have overall on the anti-apartheid struggle *(answer: reinvigorated the movement, drew international attention)*?
  - Additional articles if time permits:
    - June 16, 1976: Soweto Uprising - Zinn Education Project
    - Soweto Uprising and Riots
    - The June 16 Soweto Youth Uprising | South African History Online
  - Additional videos/audio if time permits:

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- Soweto Uprising: The Story Behind Sam Nzima's Photograph 100 Photos -TIME
- The revolution never ends – students remember 1976
- BBC Sounds: The Soweto Uprising

Show students the Resistance Memorial Project Document EXAMPLE. Explain to students that the Soweto Uprising memorial exemplifies how to honor and remember significant resistance movements. Explain that, just as they explored the Soweto Uprising to understand its history and significance, they will now apply similar analytical methods to their own chosen resistance movement. Emphasize that they will be using the graphic organizers to research, analyze, and create their own memorial. Highlight that they should consider what aspects of their chosen resistance movement are most important to remember and why.

Closing:
The Bandung Conference serves as a pivotal case study in understanding the international dimensions of decolonization and resistance movements. The Bandung Conference, which was a significant gathering of newly independent and decolonizing nations, was fundamentally a response to the global power dynamics and colonial legacies discussed by Fanon. Students get to explore how these nations negotiated their positions in the global arena, sought to challenge existing power structures, and promoted unity among the oppressed. This examination highlights the practical application of decolonization theories and the strategic efforts of countries to assert their sovereignty and address the impacts of colonialism. The relevance of the Bandung Conference lies in its role as a formative moment in global political history, demonstrating how emerging nations sought to redefine their futures and address common struggles in a post-colonial world.

Topic 4: Resistance Memorial Project

Distribute the Resistance Movement Memorial Project. Teachers can decide whether students will work on this project individually or in small groups.

Directions:
- Choose a resistance movement to learn more about.
- Collect important things that you learn in your note catcher.
- Decide how your resistance movement should be remembered.
- Create a memorial for your resistance movement.
- Present your work and explain your choices to your peers.

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Part 1: Choose one of the resistance movements from The Choice Board to study and learn more about.
Part 2: Collect important information that you learn about your resistance movement in the Note Catcher.
Part 3: Use the Resistance Memorial Project Document to evaluate who/what should be most remembered in your resistance movement.
Part 4: Create your memorial. Plan it out in the Resistance Memorial Project Document.
Part 5: You will present your work and explain your choices to your peers.

Suggested Authentic Performance Task: Resistance Memorial Project

Resistance Movement Memorial Project : Students will take on the role of a sculptor tasked with creating a memorial to honor a chosen resistance movement. The project involves five parts: reading the imagining instructions, tracking the roles and contributions of various individuals and ideas within the resistance movement, answering a question about who or what should be remembered most, designing a memorial sketch, and presenting their memorial to the group. Students will use a table to document the contributions and reliability of their sources, and then determine the most significant elements to be included in their memorial. Finally, they will present their memorial design, explaining their choices and backing them up with evidence from their research. This project encourages critical thinking about historical memory and the importance of representation in commemorative art.

- Resistance Choice Board
- Resistance Memorial Project Document

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Standards

PA Common Core Standards	**CCSS.ELA-LITERACY.RH.11-12.1**: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. **CCSS.ELA-LITERACY.RH.11-12.3**: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RH.11-12.7**: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively) in order to address a question or solve a problem. **CCSS.ELA-LITERACY.WHST.11-12.1:** *Write arguments focused on discipline-specific content.*

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	CCSS.ELA-LITERACY.WHST.11-12.2: *Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.* **CCSS.ELA-LITERACY.WHST.11-12.4:** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.* **CCSS.ELA-LITERACY.WHST.11-12.9:** *Draw evidence from informational texts to support analysis, reflection, and research.*
C3 Standards	**D1.2.9-12** – Identify and explain how questions reflect an enduring issue in the field. **D2.Civ.2.9-12** – Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. **D2.His.1.9-12** – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. **D2.His.14.9-12** – Analyze multiple and complex causes and effects of events in the past. **D3.1.9-12** – Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. **D4.1.9-12** – Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. **D4.6.9-12** – Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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THE SCHOOL DISTRICT OF PHILADELPHIA

Social Science Quarter/ Term 1

Planning and Resource Guide

Unit 1: Foundational Framing for Civics and Economics (2 Weeks)

Presentation Slides

Table of Contents:

- Starting Points: Brief Summary of the unit (including curricular context and unit goals)
- Essential Questions
- Big Ideas
- Enduring Understandings
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- Suggested Pacing
- Recommended Learning Experiences and Aligned Resources
- Topic 1: Defining Key Terms
- Topic 2: Intersectionality -Jigsaw Activity
- Topic 3: History of Racism in the United States and Policy Implications
- Topic 4: Establish norms for classroom as a brave space
- Topic 5: Civic Action Project Brainstorm & Root Cause Analysis
- Topic 6: Who is working on this issue in Philly?
- Standards
- Quarter/Term 1 Anti-Racist & Social Justice Supplemental

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

This unit is focused on framing the Social Science course for the year. There are three major components to this unit: Framing antiracism and intersectionality, establishing the classroom as a brave space, and identifying an issue for the course-long Civic Action Research Project.

The first week will be spent exploring the definitions of racism, antiracism, oppression, privilege, and intersectionality, and applying them to our city, classroom, and identities. Students will also explore how racism and antiracism have played out in policy in the United States. Using this

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understanding as a starting point, students will discuss and plan how the classroom can be a brave space that embraces antiracism and affirms the intersectional identities of everyone in the community. This week will combine whole group, small group, and individual work, and is designed to set the tone for the course and introduce topics that will appear throughout.

In the second week of this introductory unit, the focus will shift to identifying issues for the CIvic Action Research Project that will guide much of the work in this course throughout Quarters 1, 2, and 3. The week will begin with a whole-class brainstorm of issues that students see in their communities. From there, students will be asked to choose an issue or connected issues and begin to identify root causes, consider different perspectives, and brainstorm possible solutions. At the end of the week, students will share what they learned and draw connections between the issues they identified and definitions from the previous week - as well as the work of their classmates.

These resources are a starting point - feel free to share your own ideas or resources here.

Essential Questions	Big Ideas
❑ How will we use antiracism & intersectionality as lenses during our study of Social Science this year? ❑ How can we create a brave space that embraces antiracism and affirms the intersectional identities of everyone in the classroom community? ❑ How can we engage in dialogue around difficult issues of identity, history, and power across our differences? ❑ How might civic action be used to address issues I care about in my community?	**Racism & Anti Racism** We are either working against racism or supporting it. There is no "non-racist" **Social Identity** Our social identities are internally constructed and externally applied. **Intersectionality** We do not live single-issue lives. Oppression and privilege intersect through our identities. **History & Policy** There is a deep history of racism and antiracism in public policy in the United States. We must understand that history to address them today. **Brave Space** Authentic learning about Civics and Economics requires risk, difficulty, and controversy. It is important to create a classroom where students are brave enough to take those risks. **Civic Action** There are actions that can be taken by organizations and individuals to work to change issues in society. There are already organizations and individuals doing this work.
Enduring Understandings	**Knowledge and Skills:**

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❑ U1 Our identities are intersectional. ❑ U2 Anti Racist work should be done using both a mirror and a magnifying glass. ❑ U3 There are connections between racism, antiracism, and public policy. ❑ U4 The classroom should be envisioned as a brave space that embraces antiracism and affirms the intersectional identities of everyone in the community. ❑ U5 The issues we are passionate about can be addressed through civic action. ❑ U6 When trying to address an issue, it is important to get to the root cause. ❑ U7 There are already organizations and individuals in our local communities working on the issues we have identified. ❑ U8 Our communities should not be defined by their deficits. We should also emphasize assets.	**Students will be able to (transferable knowledge)...** ☐ K1 Social identity consists of a wide variety of factors, including race, gender, class, ability, national origin, ethnicity, language, and more. Different aspects of our identities carry privileges and oppression, and those impact the way the world views us and how we interact with the world. ☐ K2 A mirror approach involves looking at yourself to see the ways that racism and antiracism play out in your own life, experience, and perspectives. A magnifying glass approach involves looking at systems, policies, and practices and considering the roles of racism and antiracism in them. Both are essential parts of antiracist work. ☐ K3 Racism is about power and policy, not just "bad people". Throughout the history of the United States, racism has been furthered by public policy. Housing segregation is a key example of how this played out, and how it still impacts us today. Antiracist public policy must be a part of the solution. ☐ K4 In order for our classroom to address important issues of privilege, power, oppression, and racism, it is important that we move beyond a "safe space" and into a "brave space". This should be a space in which all students' identities are affirmed and supported, and students feel comfortable taking risks and engaging in difficult topics. ☐ K5 The topics and processes we learn about in Social Science are relevant because they can be used to address issues we care about. While public policy and government action is one aspect, this also extends to grassroots organizing and activism. ☐ K6 Issues in our communities have causes that are deeper than they often appear. In order to truly find solutions that work, it is important that we dive deep. These root causes

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	often relate back to issues of racism, intersectionality, oppression, and privilege. ☐ K7 Both the government and non-governmental organizations (non-profit, grassroots) are already working to address these issues. Some have many working towards addressing them, while others have fewer. As we begin our work, we should interrogate the work of those already doing it. ☐ K8 While we are interrogating and addressing issues, it is important to also keep in mind the strengths that our communities possess - and to use those as we begin to think about solutions. Viewing communities from a deficit lens often serves to deepen existing issues.
	Transfer Skills
	Students will be able to independently use their learning to… ☐ Define and apply key terms from this unit like racism, antiracism, oppression, intersectionality, and privilege. ☐ Analyze the harmful impact of bias and injustice on the world, historically and today. ☐ Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem. ☐ Work collaboratively to establish norms to create the classroom as a brave space. ☐ Use the 5 Whys to conduct Root Cause Analysis. ☐ Engage in peer feedback with their classmates to build community and improve work. ☐ Analyze work that is already being done around issues. ☐ Present ideas in a way that engages and informs their classmates.

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Key Terms

Antiracism strategies, theories, actions, and practices that challenge and counter racism, white supremacy, inequalities, prejudices, and discrimination based on race. (definition from Racial Justice Organizing Committee)
Asset Positive thing or strength. A community asset can be a skill, a quality, or a resource.
Brave Spaces can look, sound and feel different from one another, but the general idea is to cultivate a productive dialogue where participants are encouraged to speak honestly and critically from their own experience toward the end of mutual learning and liberation.
Civic Action (or Engagement) individual and collective actions taken to address issues of public concern. Government and public policy is only one method of doing this. It also includes grassroots movements and organizations.
Intersectionality prejudice stemming from the intersections of racist ideas and other forms of bigotry, such as sexism, classism, ethnocentrism, and homophobia. (Kimberlé Crenshaw)
Oppression is malicious or unjust treatment or exercise of power, often under the guise of governmental authority or cultural opprobrium. Oppression may be overt or covert, depending on how it is practiced.
Privilege A set of unearned benefits given to people who fit into a specific social group
Public Policy is a course of action created and/or enacted, typically by a government, in response to public, real-world problems
Racism Racism is a system of advantages and disadvantages based on race. (Tiffany Jewell)

- One racial/ethnic group has systemic power like political, economic, and social power over another race of people.
- Prejudice + Power = Racism

Root Cause Analysis is the process of discovering the root causes of problems in order to identify appropriate solutions.
Social Identity is both internally constructed and externally applied, occurring simultaneously. Educators from oneTILT define social identity as having these three characteristics:

- Exists (or is consistently used) to bestow power, benefits, or disadvantage.
- Is used to explain differences in outcomes, effort, or ability.
- Is immutable or otherwise sticky (difficult, costly, or dangerous) to change.

Suggested Authentic Performance Task:

Civic Action Research Project Short Pitch - Social Media Images or Video

After spending a week defining key terms and applying them to public policy and beginning to explore the issues they hope to focus on for their Civic Action Research Projects for the entire course, students will create a short pitch in the form of either a series of images or a short video. This will be shared with a group of classmates and will serve as a jumping off point for their committee (small group) proposal that they will create during Unit 4 of Quarter 1.

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As the first piece of the project, this short assignment should send the message to students that work for this project is designed to be relevant to their passions and interests, and also ready to be publicly presented. Their work for this project should be designed to share on a social media platform, preferably Instagram or TikTok. Students should be given 2 clear options for projects, but can also be free to propose an alternative means of communicating:

- Social Media Images: A series of 3-5 images with a cover image. This is meant to inform readers in a way that is visually appealing and engaging. A resource like Canva can be helpful in this type of project.
- Social Media Video: A short (1 minute or less) video either designed to be posted on Instagram (just speaking to the camera) or with more sophisticated editing (like for TikTok). These are helpful examples for short, funny, informative videos.

Regardless of the format that students use to communicate their ideas, students should be expected to include the same content in their short pitches:

- Identify an issue that is important to you and one of its root causes.
- Explain why this issue matters to you.
- Connect the selected issue to at least 1 of the key terms defined during week 1.
- Provide at least 1 example of an organization or initiative working on that issue in Philadelphia and what they are doing

Suggested Pacing				
Day 1	Day 2	Day 3	Day 4	Day 5
Review Agreements Defining Key Terms - Racism & Anti Racism	Defining Key Terms - Oppression & Privilege	Jigsaw Activity - Intersectionality	History of racism in the United States with public policy implications	Establish norms for classroom as a brave space
Day 6	Day 7	Day 8	Day 9	Day 10
Intro to Civic Action Research Project & Brainstorming	Root Cause Analysis (with connections to previous week)	Who is working on this issue in Philly?	**Suggested Authentic Performance Task** Create Civic Action Project pitch video or images Pitch presentations (small groups)	

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Recommended Learning Experiences and Aligned Resources

Topic 1: Defining Key Terms

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Presentation Slides

The course begins with foundational framing of some key concepts that will be used to explore Civics and Economics throughout the course: racism, antiracism, and intersectionality. The first two lessons give students common language to define key terms that will support this conversation, and encourage them to begin the self and systems analysis necessary to bring antiracism and intersectionality to the forefront of work in the course. Alongside each definition, students should have opportunities to discuss and unpack what they are learning, and how it applies to them and their own experiences. This lesson was created using materials from the Racial Justice Organizing Committee.

Suggested Resources:

- At the end of week 1 (see Topic 4), students will come up with norms to create the classroom as a Brave Space. It is valuable to have some baseline understanding of definitions and context before doing that work of co-constructing norms. While discussing these difficult issues, it is important to establish some very basic expectations for the first few days. These Antiracism Agreements from the Racial Justice Organizing Committee are a good place to start:
    - No racism, transphobia, homophobia, fatphobia, body shaming, colorism, ableism, etc.
    - Use I statements to keep the focus on your thoughts
    - Value your time and others' time
    - Be accountable to yourself, your peers, and me (your teacher).
    - Apologize when you do something hurtful or harmful
- Use definitions listed above when defining prejudice, racism, antiracism, oppression, privilege, and intersectionality.
- Introduce the frames of a mirror and a magnifying glass for doing antiracist work from Dr. Ibram X. Kendi. Explain to students that these frames will be used throughout the course.
    - Mirror: Looking at yourself to see the ways that racism and antiracism play out in your own life, experience, and perspectives.
    - Magnifying Glass: Looking at systems, policies, and practices and considering the roles of racism and antiracism in them.
- Use this video from *The Guardian* featuring Marlon James. As students watch the video, have them reflect on these questions: How have you noticed racism in our school or in your own life? Is there a specific moment that this video made you think about? What nonracist or antiracist systems or structures do you see in our school or other settings? After students have had some reflection time, open up a conversation about these questions.
    - Note: It is important to give a content warning to students before showing this video. This video contains references to rape, and

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students should have the option to not watch / listen if that is a trigger for them.

- Use this video from the National Museum of African American History and Culture to introduce students to the concept of Intersectionality.
- Engage students in this Social Identity Activity. This is meant to take the definition of intersectionality and bring it to students' own identities and experiences. This is an example of mirror work introduced in the previous activity.
    - Introduce students to the definition of Social Identity (see above).
    - Either have students make their own copies (or make a force copy) of the Google Slides or do the activity on paper or through another program.
    - First, have students list the different aspects of their Social Identities using the aspects listed on slide 1. If necessary, they can reference the examples on slides 3-4 (note that color coding is the next step of the activity).
    - After students have listed the aspects of their own identities, review slide 2 with them. Connect the idea of dominant and oppressed aspects of identity back to the introduction of intersectionality from the previous day. Emphasize for students that identities and experiences are complex, and refer back to the intersection image reviewed in the previous definition to show how multiple oppressed identities can interlock.
    - After reviewing this chart, encourage students to color code their own charts, noting which aspects of their identities are dominant and oppressed. Also note that some aspects may be less clear, and students can feel free to label those as "unsure".
    - After students have had time to color code, ask any students who are comfortable to share and talk about their charts with the class. This is not a chart that students should feel forced to share if they don't want to.
    - Encourage students to share aspects that they labeled as "unsure" and open a conversation with the class about whether students believe that aspect is oppressed or dominant. It is possible that students will disagree here, and it will remain "unsure" - that is perfectly OK and emphasizes for students the complexity and messiness of identity and intersectionality.
- See this resource from the National Museum of African-American History and Culture for additional guidance and activities for having students explore their social identities.

Topic 2: Jigsaw Activity - Intersectionality

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Presentation Slides

Building on the definitions and Social Identity Chart that students completed in the previous lesson, this is a magnifying glass activity that encourages students to dive deeper into the concept of intersectionality by looking closely at a number of different aspects. This particular activity asks students to look deeply at the aspects of gender and sexuality, class, ability, ethnicity, language, and . There are many other aspects that can be emphasized if they seem more appropriate for your context. This lesson was created using materials from the Racial Justice Organizing Committee.

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Lesson Flow:

- Assign students to 6 different groups for each of the 6 topics below. Explain that students will spend time watching videos and reflecting on how they relate to intersectionality. Then they will have time to discuss as a group before sharing what they learned with the rest of the class.
- Each group should reflect on these questions based on their individual topics:
  - What did you learn about this topic from the video you watched?
  - How does this relate to oppression, privilege, and intersectionality?
- Below are the videos to be used for each group. Feel free to add additional topics or find different videos or articles if they seem more appropriate to your students and class:
  - Language:
    - There's Nothing More American Than Speaking Spanish. Here's Why.
    - What Is The Official Language Of The United States?
  - Gender & Sexuality: Gender and Sexuality Animation
  - Ability: Some Basics of Ableism New video: Confronting ableism: What it is and how we can challenge it - New Day NW
  - Ethnicity: What's the difference between Hispanic, Latino, and Spanish
  - Class: Explained - Racial Wealth Gap (Note that this video is longer than the others. See below for 2 recommended start time)
    - Start at 12:39 and play through the end
    - Start at 3:40 and play through 7:40
  - Nationality: The White Supremacy of Being Asked Where I'm From

Topic 3: History of Racism in the United States and Policy Implications

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Presentation Slides

After defining key terms and doing some identity work, it is important to dive into the history of how the reality of racism in the United States today came to be. This is a lesson that focuses on the magnifying glass work of looking closely at systems, policies, and practices. This history extends all the way back to the arrival of the first enslaved Africans in Jamestown in 1619, and the creation of race and racism that followed. The legacies of these histories still live with us today. To bring racism and antiracism concretely into the context of the Social Science course, students need to begin to grasp the implications of racism and antiracism on public policy - beginning with a look at the seminal work of Ibram X. Kendi. This lesson was created using materials from the Racial Justice Organizing Committee.

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Suggested Resources:

- ☐ This video from the Equal Justice Initiative is a helpful overview of the history of racism in the United States. As students watch the video, ask them to make a note of any information that is new or surprising, and open up the floor for a conversation at the end of the video.
- ☐ Use this excerpt from *How to Be An Antiracist* by Ibram X. Kendi to introduce students to the ways that racism and antiracism interact with public policy.
- ☐ While the Kendi piece is a strong overview, it could be helpful to dive deeper into a specific example of racist and antiracist policy before moving on. There will be opportunities to continue these discussions in later units. If you want to dive a little deeper now, here are a few ideas:
  - ☐ This video from NPR's Code Switch about how housing segregation shows up in everything is a concrete and engaging example of the implications of racist policy. Ask students: Why is housing segregation an example of racist policies? What are the implications of those racist policies in wealth, education, health, and policing today?
  - ☐ These Race Forward videos on systemic racism are short and engaging (and provide models for student performance tasks later in this unit). The video on Housing Discrimination is particularly applicable to this conversation.
  - ☐ A collection of resources on a wide variety of racist and antiracist policy applications.

Topic 4: Establish norms for classroom as a brave space

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Presentation Slides

The idea of a classroom as a "safe space" is good in theory. However, to discuss significant issues in a Social Science classroom, students need to be willing to take risks, engage in difficult conversations, and wrestle with controversy. This requires a reframing of the type of space for a classroom from "safe" to "brave". During this day's lesson, students should be introduced to the idea of a brave space and then work to develop norms to make the classroom a brave space.

Suggested Resources:

- ☐ Present students with this quote from From Safe Spaces to Brave Spaces by Arao and Clemens: "We question, however, the degree to which safety is an appropriate or reasonable expectation for any honest dialogue about [history or identity]. The word safe is defined in the Merriam-Webster Online Dictionary as 'free from harm or risk...affording safety or security from danger, risk, or difficulty...unlikely to produce controversy or contradiction' (Safe, 2010). We argue that authentic learning about [history and identity] often requires the very qualities of risk, difficulty, and controversy that are defined as incompatible with safety. These kinds of challenges are particularly unavoidable in

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participant groups composed of [oppressed] and [dominant] group members." Use these questions (or others) as a jumping off point for the conversation:

- ☐ How does this connect to what we studied earlier this week about intersectionality? Focus the conversation on the last sentence about oppressed and dominant group members, and the role that plays in the creation of a space.
- ☐ Why does authentic learning about history and identity require risk, difficulty, and controversy?
- ☐ Can you think about times in your own learning where you have felt risk, difficulty, and controversy?

☐ Using this poem can be a helpful entry to the conversation about the limits of "safe spaces": Untitled Poem by Beth Strano (introducing the concept of Brave Spaces)

- ☐ Ask students to identify the lines, words, and phrases that stand out to them and explain why.

☐ As you have students develop their norms, it is helpful to have some examples for them to reference and adapt. Singleton and Linton's Norms for Courageous Conversations can be a great starting point. Here are some examples, including theirs and more.

- ☐ **Speak your truth** Share your honest feelings, experiences, opinions, and questions. Take a risk and grow. Share the mic. Be open to other people's truths.
- ☐ **Listen to understand.** Try to see from another's perspective. Ask clarifying questions. Recognize that people have different experiences than you. Listen without thinking about how you're going to respond.
- ☐ **No personal attacks** Avoid personalizing your challenge. Focus on what someone said. Recognize when you might be mistaking a challenge for an attack.
- ☐ **Stay engaged, Experience discomfort** Be willing to challenge yourself and your opinions in order to grow. Pay attention to when you are shutting down and take care of yourself.
- ☐ **Own your intentions, Own your impact** Mistakes will be made. Let's learn from them. Be open to feedback. When made aware that your comment hurt someone, try not to explain or rationalize what you said or why. Instead, listen to understand and acknowledge the hurt. Sometimes positive intent is not enough.
- ☐ **Expect and accept non-closure** We won't always resolve all disagreements. Remain engaged in the process of self-reflection, dialogue, and learning.
- ☐ **Honor Confidentiality (Vegas Rule)** Stories stay here; Lessons leave and help us grow.

☐ For more background on this topic, here is a useful article: Safe Spaces and Brave Spaces: Historical Context and Recommendations

Topic 5: Civic Action Project Brainstorm & Root Cause Analysis

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Presentation

The second week of this introductory unit will frame the course-long **Civic Action Research Project** for students. Students will identify an issue (or related issues) and use that issue throughout the course to take action. In addition to identifying issues in their communities, students should also be asked to identify assets that their communities possess. This is especially important to emphasize for students the importance of avoiding a deficit-based approach. This component is designed to make the course more engaging and relevant for students, and also to make the work that students do more authentic and meaningful. This should begin with an open and comprehensive brainstorm as an entire class, and then encourage students to zoom in on the issue they would like to be their focus. Students should be encouraged to consider issues that are as specific and local as possible, and to connect issues, keeping in mind what Audre Lorde said: "There is no such thing as a single-issue struggle because we do not live single-issue lives."

Lesson Flow:

- Begin by defining the concept of civic action for students (see above).
- Provide a brief overview of the overall project, as well as the final project in the introductory unit (their pitch project). Here are some key points for the overall project:
    - During the first 3 Quarters of this course, we will be conducting a Civic Action Research Project, inspired by the tenets of critical pedagogy (Paolo Freire) and Participatory Action Research.
    - You will identify a local issue (or connected issues) during this intro unit, and use that throughout the course to guide your work.
    - We will explore our issues from a wide variety of angles, including governmental and grassroots approaches to addressing them.
    - You will present your work and action at the end of Quarter 3.
    - At the end of this week, you will present a pitch video or social media post to your peers that identifies the issue you hope to focus on.
- Open the floor for brainstorming of issues that students see in their communities. You can either record student responses by writing them on the board or using word cloud software that students can contribute to (like Mentimeter) or using an online whiteboard program (like Miro or Jamboard).
    - It is most helpful to use either a board in the classroom or a virtual white board so that you can draw lines to connect issues that are related - so that students can see the interconnectedness.
    - Emphasize for students that the goal is to create as comprehensive of a list as possible in order to inspire and push their thinking.
- Then, open the floor to brainstorm community assets in the same way that you brainstormed issues. Explain to students that, while it is important to focus on and try to address issues, we should not lose sight of the assets possessed by communities or let the issues define our communities.
    - Emphasize for students that an asset can be a skill, a quality, or a resource.

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- Continue to add as many assets to the board as possible, and then consider connecting those assets in the same way you drew connections between the issues.

- Close the day's class by asking students to reflect on which issue (or connected issues) and asset (or connected assets) are most significant to them individually. Let students know that they will use their selections to inform their work on the following day.
- The next day, introduce students to the concept of Root Cause Analysis. Explain that if we are really looking to address issues, it is important for us to get to the root - rather than focusing only on surface level issues. Explain that we are looking for causes of these issues, not just symptoms.
  - There are a variety of approaches for Root Cause Analysis, but this lesson focuses specifically on the 5 Why's.
  - This activity is best done in collaborative groups, so encourage students to work with others who have identified the same (or similar) issues.
  - Students should begin by coming up with a problem statement in their group that combines the issues they chose.
  - Then, they should ask "Why?" and write a response for why that problem exists.
  - They should then reply to their statement by asking "Why?" again and writing another response.
  - After completing this same pattern 4 times, students should get closer to a root cause for their issue.
- Close class by having groups share the work they did for their 5 Why's, and the root causes they came to.
- For additional resources on jump-starting a Youth Participatory Action Research (YPAR) project, see this excellent resource from Berkeley.

Topic 6: Who is working on this issue in Philly?

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Presentation

It is important for students to begin their Civic Action Research Project with an understanding that there are already individuals and organizations in their communities working to address these issues. While hopefully students will come up with new or expanded approaches, it is important for them to know that their work builds on the work of others who came before them. This lesson will focus on students identifying governmental and grassroots organizations that are working to address their issues, and understanding a little about their strategies.

Lesson Flow

- Begin the lesson by explaining to students that there is already work being done in Philadelphia around their issues. For some issues, like gun violence and addiction, there are many organizations and initiatives already happening. For other issues, there may be fewer initiatives that already exist. Explain that this doesn't mean that every response is effective, but it does mean there are things happening.

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- Explain that this class period will be spent exploring two types of responses: Governmental and non-governmental (non-profit or grassroots). Emphasize that the resources students find during today's class could be helpful as they move forward in later stages of the project. You can move through these two activities in whatever order makes the most sense to you. These activities can either be done individually or in small groups.
- **Governmental Responses:** Explore what the City of Philadelphia is doing to address your issue. The easiest way to start this is by going to phila.gov, and searching for your issue.
    - Look through the results, and find articles or pages that focus on initiatives or programs that are intriguing to you.
    - Click on one of those results.
    - As you read through the page or article, reflect on these questions:
        - Who is involved in running this program or initiative? (ex. Mayor, City Councilpeople, etc)
        - What does this program or initiative attempt to do to address your issue?
        - Where is this program or initiative focused? (ex. the entire city or specific neighborhoods)
        - How do you feel about the effectiveness of this program or initiative in addressing your issue?
    - Students should then have a chance to share what they found with their classmates - either in groups focused on different issues or within a group of fellow students focused on the same issues.
    - It could also be a helpful resource to encourage students to share the links to the page they reviewed, and to compile those links as a reference for other students to use.
- **Non-Governmental Responses:** Explore what non-profits and grassroots organizations are doing to address your issue. The easiest place to do this is through a Google search. Begin by typing your issue, then type "Philadelphia" and "organization" or "non-profit" or "grassroots organization".
    - Scroll through the results. Some results may direct you to a specific organization, while others may direct you to lists.
    - Find one organization that looks intriguing to you and click on it.
    - Review their website. It might be most helpful to begin by reading the "About" page, and then by looking through some of their "Programs".
    - As you review the site, reflect on these questions:
        - Who runs this organization? Who is on their board (if they have one)?
        - What does this organization do to address your issue?
        - Where is this organization focused?
        - How do you feel about the effectiveness of this organization in addressing your issue?
    - Students should then have a chance to share what they found with their classmates - either in groups focused on different issues or within a group of fellow students focused on the same issues.

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- It could also be a helpful resource to encourage students to share the links to the page they reviewed, and to compile those links as a reference for other students to use.
- Close the class with a discussion of what students learned about governmental and non-governmental responses to their issue in Philadelphia, and what questions this raised for them.

Suggested Authentic Performance Task:

Civic Action Pitch Project and Presentation

To conclude this introductory unit, students will create a social media video or series of images to pitch their issue to their peers and teacher. This is an opportunity for students to reflect on the week's discussions and activities, to begin to develop a vision for their Civic Action Research Project, and to get a sense of the types of authentic performance tasks that will be the focus of the course. These projects will be designed in a format that could be shared on social media, but will only be shared with classmates for this particular unit.

Lesson Flow:

- Review the description of the Performance Task, and share with your students.
- Explain to students that the issue they use for this project should be the issue they intend to focus on for the rest of the course. There can be opportunities to change, but this should emphasize that students should think deeply about their focus, and that this is an important starting point of the work.
- Emphasize the important components that students must include in their video or series of images.
- Review the examples of videos and images with students before they choose the format they want to utilize.
- Give students time to brainstorm and draft their pieces. Encourage opportunities for Peer Feedback during the process before students create their final pieces.
    - In peer feedback, have students give each other praise, ask questions, and provide ideas.
- During the 2nd class period, have students share their work with peers. For these types of projects, there are a couple of ways to do this sharing:
    - Assign students to groups and have them share their projects with the other students in their group. Have students provide feedback, possibly through a Google Form. In their feedback, encourage them to give Praise, a Question, and an Idea.
    - Collect the links to student projects and compile them in a document. Give other students the choice of which projects they review from this list. Have students provide feedback, possibly through a Google Form. In their feedback, encourage them to give Praise, a Question, and an Idea.
    - Have students post the links to their projects on some form of discussion board (Canvas, Google Classroom, etc.) and then have other students review the links and leave their feedback as comments in the discussion board.

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- Conclude this unit with a discussion of what students learned from the presentations of their peers and what ideas they got for their own projects.

Standards	
PA State Standards	**5.1.12.C.** Evaluate the application of the principles and ideals in contemporary **civic life**. • **Liberty / Freedom** • **Democracy** • **Justice** • **Equality** **5.2.12.D** Evaluate and demonstrate what makes competent and responsible citizens. **8.3.12.D** Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability **8.3.12.C** Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization
Common Core Standards	**CCSS.ELA-LITERACY.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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	CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **CCSS.ELA-LITERACY.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **CCSS.ELA-LITERACY.RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Learning for Justice	1. Students will develop positive social identities based on their membership in multiple groups in society. 2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. 5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces. 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. 9. Students will respond to diversity by building empathy, respect, understanding and connection. 10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. 13. Students will analyze the harmful impact of bias and injustice on the world, historically and today. 14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

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	17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

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	• The Unified Judicial System of Pennsylvania • Pennsylvania Court System **(pyramid diagram)** • About the Philadelphia Courts • Innocence Project • *Philly's wrongful convictions have frequently involved official misconduct. A report says it's a national problem.* **- Philadelphia Inquirer**

Quarter Three Unit Two:

Essential Questions	1. How does the government use public policy to manage the economy? 2. How do your decisions impact your family, community, society, or the environment? 3. In what ways do different economic systems encourage self interest and the common good?	
Topics	Foundations of Economics ➔ Introduction to Economics and Economic Systems ◆ Major Concepts; wants, needs, scarcity, labor, capital, opportunity costs ◆ Economic Systems	
Standards	**CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas **CCSS.ELA-LITERACY.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RH.11-12.4** Determine the meaning of words	**Economics** 6.1.12.A. Predict the long-term consequences of decisions made because of **scarcity**. 6.1.1.12.B. Evaluate the economic reasoning behind a choice. Evaluate effective allocation of **resources** for the production of **goods** and **services**. 6.2.12.G. Evaluate various **economic systems**. 6.3.12.A. Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**.

	and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). **CCSS.ELA-LITERACY.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem	
Unit Description and Learning Progression (context, important teacher knowledge and understandings, necessary student prior knowledge, and potential misconceptions)	In this unit, students are asked to take a critical view of economic assumptions common in the US and in most high school and college economics courses. Teachers and students need to question the "laws of economics" that often mask the effects of extreme inequality among people and nations. Students will examine the opportunity cost of economic decision making on themselves, others, and for the public good. Finally, students will analyze different economic systems and how they promote individual and collective well-being.	
Enduring Understandings ***What understandings should students have after***	1. Resources are unequally distributed in most economies. As a result, individuals and households face quite different choices depending on their income and wealth. 2. Purchases, investments, and other economic decisions by individuals, companies, and governments carry opportunity costs that impact us individually, as well as others collectively, our society, and the environment. 3. Different economic systems encourage people to act in different ways. Some are more conducive to individual self interest as an economic motivation, while other systems place more emphasis on providing for the common good of all people.	

engaging with this unit?	
Authentic Performance Tasks	**Wants, Needs, and Well-Being** **The Global Distribution of Well-Being** - 1. Students use the UN Human Development Report hdr.undp.org or the World Bank World Development Indicators www.worldbank.org, to find country data, identify and interpret the data for measures of well-being. Ask students to imagine if these statistics applied at home. 2. The 2020 Human Development Report explores a suite of metrics for measuring human development in the Anthropocene. This new dashboard, with four dimensions and 21 indicators organized according to the Report's findings, provides a glimpse into the complex interactions between people and ecosystems and helps monitor country progress towards easing planetary pressures and social imbalances. 3. The four dimensions are status of human development, energy systems, material cycles and transforming our future. The 21 indicators were chosen in part based on data availability. 4. Data visualizations show the distribution of values for each indicator across more than 190 countries and territories. Create your own visualizations and draw your own insights by selecting different regions, human development groups or individual countries and adding regional averages, global averages and distribution quartiles. The play button activates the change over time data, from 1990 to 2019, when available. Poverty and World Resources An important part of a person's understanding of global issues is the recognition of the dramatic inequalities between nations and social classes within countries. The purpose of this activity is to graphically demonstrate the vast differences in wealth between different areas of the world. It combines math, geography, writing, and social studies. Ten Chairs of Inequality - **Simulation** Inequalities of wealth are becoming more extreme in the United States. While billionaires double their wealth every 3-5 years, we have by far the highest poverty rate in the industrialized world. No industrialized country has a more skewed distribution of wealth. Students need information about this concentration of wealth — and the power that accompanies it — in order to become critical thinkers and aware citizens.

Opportunity Cost and Externalities

The Opportunity Cost of Going to College - Reading
The Hidden Costs of College
Students research the costs of attending college beyond tuition.

The Opportunity Cost of Military Spending - Students research comparative military spending between several countries. The Stockholm International Peace Research Institute is a good source: sipri.org. Compare relative military spending on the nations they researched in the "Global Distribution of Well-Being" lesson above and ask them if they see a correlation between military spending and well-being indicators, or with spending in other areas such as education or health. Ask students to draw conclusions about the opportunity cost of military spending.

Opportunity Cost: Exploring Externalities - What are the external opportunity costs (beyond yourself) of certain decisions. How do your decisions impact your family, community, society, or the environment?
Ask students to hypothesize and research the impacts of decisions such as:

- Going to college
- Driving an SUV
- Consuming beverages from plastic bottles
- Burning coal
- Moving your factory to a poor country
- Getting vaccinated (or not)

Economic Systems and the Common Good

Critique and Edit a Circular Flow Diagram
Many economics textbooks use a circular flow diagram to demonstrate how a market economy works, showing the interaction between producers and consumers, labor and capital, revenues and expenditures, etc. Is this a complete view of economic factors? Is it sustainable? What's missing from this diagram? Ask students to take the Ecological Footprint Quiz to help brainstorm other economic factors.
Ask students to edit the diagram to include and explain other factors they've brainstormed, such as:

- Government production, consumption, employment
- Natural environment
- Resource depletion

	• Energy consumption • Waste disposal, air and water pollution • Global warming and climate change • Environmental cleanup costs **Self Interest vs. Public Good** - There are two games that can be played in the classroom to foster discussion. The Ultimatum Game and the Public Goods Game. Online versions are available at VeconLab. **Mixed Economy Observation** - Ask students to catalog examples of traditional, market, and command economic interactions they experience in a set amount of days. **Economic System Analysis** - Ask students to find data on countries with different economic systems. Compare types of economies with the ranking on the UN Human Development Index.
Aligned Resources	• Antiracist and Social Justice Resources for Third Quarter **(see Unit 2 - *The Racial Wealth Gap*)** • IntroducingEconomics.org -- *Introducing Economics: A Critical Guide for Teaching* • *Rethinking Globalization* • American Labor Studies Center • VeconLab : Experimental Economics Laboratory • *Critical Financial Literacy: Rethinking Curriculum to Close the Racial Wealth Gap* • Philadelphia Area Environmental Justice Curriculum Hub

Quarter Three Unit Three:

Essential Questions	1. Is "supply and demand" the whole story? 2. Is total flexibility in markets always the best for society? 3. What is the proper role of government in regulating the market of public goods?
Topics	Markets Supply and Demand ➔ Supply and Demand ➔ Markets and Prices ➔ Controls on Prices

Unit Description and Learning Progression (context, important teacher knowledge and understandings, necessary student prior knowledge, and potential misconceptions)	In this unit, students again take a critical view by analyzing traditional supply and demand curves and economic simulations that over-simplify economic models into "laws" that many people and policy makers accept as "truth", but which have few, if any, examples in the real world. Students discuss the benefits as well as the drawbacks of allowing free market forces to drive economic decision-making. Finally, students examine the role of government policy in managing the economy, the balance between flexibility and stability in the market, and the benefits and drawbacks of governmental regulation.
Enduring Understandings ***What understandings should students have after engaging with this unit?***	1. The supply and demand curve is a model that does not exist in reality. There are many variables that affect supply and demand, and market efficiency is only one of many goals that may be of value to society. 2. Market prices reflect what consumers need and want only if those consumers have sufficient ability to pay. Market prices may have social disadvantages in unequal societies, do not incentivise public goods, may lead to negative externalities, and lead to instability. 3. Market flexibility and market stability are managed through public policy decisions, action and inaction by governmental institutions.
Authentic Performance Tasks	**<u>The Supply and Demand Fallacy</u>** The supply and demand curve is a model that does not exist in reality. There are many variables that affect supply and demand, and market efficiency is only one of many goals that may be of value to society. Introduce a simple supply and demand curve for a homogenous good and ask students to brainstorm other factors and variables that could affect the model in reality, such as: • Convenience • Brands • Packaging • Store presentation

- Freshness
- Advertising and information
- Transaction costs

Run a series of in-class experiments, such a demand auction, supply auction, or other market simulations. What are some of the variables that become apparent, even in a controlled classroom environment? Is this scenario likely in the real world? What are other factors that may impact outcomes in an actual economy? (Start with the variables listed in the first activity, and encourage students to consider labor unions, environmental concerns, resource depletion, ethical issues, etc.)

Problems with "Free Market" Allocation and Incentives

Ask students to research the stock market crash of 1929, the Asian financial crisis of 1997-1997, and or the "Great Recession" of 2007-2009. What were some of the causes of these economic downturns? What did government do, or not do, to stabilize the market and aid in recovery? How did these policies impact people's well-being?

Free Markets and Public Goods

This Won't Hurt a Bit is a short video that takes a humorous look at health care costs in the US and other countries. This lesson plan accompanies the film (We the Economy).

Case-Studies

Ask students to research the pros and cons of neoliberal government policies that place public goods on the free market, such as:

- **Health care** - What are the global impacts of policies that allow pharmaceutical companies to sell their drugs to the highest bidders? What is the proper role of governments in regulating the distribution and availability of tests, drugs, and vaccinations to fight HIV/AIDS, malaria, and the COVID-19 pandemic?
- **Education** - What are the local impacts of funding or defunding public schools, opening charter schools, or providing vouchers to attend private schools?
- **Environmental Protection** - What are the environmental and health impacts of deregulation of industry?

Watch *Lemonade War* a short film about ethical issues in free market competition and the importance, benefits, and shortcomings of government regulation. See Lesson Plan - Students develop their opinions about the role that the government should play in the free market.

Aligned Resources	• Antiracist and Social Justice Resources for Third Quarter **(see Unit 3 - *Public Banking*)** • IntroducingEconomics.org -- *Introducing Economics: A Critical Guide for Teaching* • *We the Economy* - 20 short films, discussion guides and lesson plans • *Rethinking Globalization* • American Labor Studies Center • VeconLab : Experimental Economics Laboratory • *Critical Financial Literacy: Rethinking Curriculum to Close the Racial Wealth Gap* • Philadelphia Area Environmental Justice Curriculum Hub

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Office of Academic Supports
Dr. Malika Savoy-Brooks, Chief

Curriculum & Instruction

[redacted]

Dr. Nyshawana Francis, Deputy Chief

Planning Grid Social Science

Grade: 12th Grade

Important Civic Engagement Note for Quarter Four: Most seniors become eligible to vote before the Primary Election. It is essential for Social Studies teachers to help students register to vote by the deadline, at least 15 days before the election, and to provide information about offices and candidates to students.

After the Primary Election, remaining eligible students can register for the November General Election. If they move away for college or work after graduation, they can re-register or vote absentee.

- Download your school's Eligible Student Voter Spreadsheet to track who needs to register.
- Unique Online Voter Registration links for each high school
- Apply for an absentee or mail-in ballot.
- Apply for your school to receive the PA Governor's Civic Engagement Award for Voter Registration.
- Nonpartisan election information at Committee of Seventy and Ballotpedia

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Quarter Four Unit One: Business, Labor, Market, and Structure

Essential Questions	***How does the promise of capital benefit and harm developing countries and low-income communities?***
Topics	Business, Labor, Market, and Structure ➔ Productivity, Profit, Competition, Labor ➔ Forms of Business Organizations ➔ Entrepreneurs and Monopolies ➔ Stock Market ➔ Human Capital ➔ Income ➔ Labor Unions ➔ Case Study: ◆ Skilled Trade vs. College ➔ Authentic Performance Task: ◆ Union Organizing
Standards	**CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas **CCSS.ELA-LITERACY.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **CCSS.ELA-LITERACY.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). **CCSS.ELA-LITERACY.RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences,
	Economics 6.2.12.G. Evaluate various **economic systems**. 6.3.12.A. Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**. 6.3.12.A. Evaluate the **costs** and benefits of government decisions to provide **public goods** and **services**. 6.3.U.D. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the US. • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability 6.4.12.D. Analyze how changes in transportation, communication networks, and technology affect economic **interdependence** around the world in the 21st century. 6.2.12.F. Evaluate the impact of **private economic institutions** on the individual, the national and the international economy

	paragraphs, and larger portions of the text contribute to the whole. **CCSS.ELA-LITERACY.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **CCSS.ELA-LITERACY.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Unit Description and Learning Progression (context, important teacher knowledge and understandings, necessary student prior knowledge, and potential misconceptions)	Understanding the Pros and Cons of Competition Standard textbooks often treat perfect competition as the primary goal of economic policy. While it's true that competition can provide efficiency and lower prices to consumers in many cases, it's also true that these benefits are not distributed to all people equally. Low priced clothing for some could mean sweatshop labor for others. Modern markets are dominated by oligopolies, where competition exists, but is often overwhelmed by large transnational corporations. Entrepreneurs and small firms, as with Internet start-ups, can bring innovation and competition to markets, but they are often swallowed up, bought out by large corporations as with the consolidation of media companies, or the buying out of craft breweries by large beer manufacturers. These megacorporations are not technically monopolies, but they can act in much the same way, affecting prices, and setting political and cultural agendas. Extractive business models can provide many jobs and benefits to people along the supply chain, while at the same time depleting natural resources and downgrading working conditions. When a resource is exhausted, companies pull

their capital from a country or region leaving people behind with environmental problems and declining living conditions.

In the lesson, *The Human Lives Behind the Labels* from Rethinking Schools students will look at the competitive behavior of transnational corporations seeking labor, and nations seeking capital and jobs for their citizens. Students will act as political/economic elites from different countries engaging in a "race to the bottom" auction to attract companies. Students will then look at the social and environmental consequences of the auction.

Students start by reading the labels on their clothing. They can have their neighbor turn down the collar on their shirts to see where they were made.
Then read Bertoldt Brecht's poem, *A Worker Reads History*.
The poem poses a series of questions about the workers that built famous historical structures.
Ask students what questions they have about the workers that stitched their clothes.
Then ask them to draft a poem of their own, from the perspective of the worker, or the article of clothing (or any other manufactured product).

Transnational Capital Auction (Used with permission - Rethinking Globalization: Teaching for Justice in an Unjust World)
In this simulation, students play the roles of elite policy-makers in developing nations setting the standards to attract transnational corporations to set up factories within their borders.

Organic Goodie Simulation (Available for free download at the Zinn Education Project) - *"The teacher creates a three-tier society — owners, workers, and unemployed — and, as the owner, seeks to profit through playing on and creating divisions between workers and the unemployed. Can students overcome those divisions and unite for needed changes? This lesson lets students experience some of the pressures that lead workers to organize. Depending on what happens in class, students either glimpse the possibility of organizing and practice overcoming cynicism, or gain an experience out of which their attitudes can be directly discussed."* - Bill Bigelow

Black Work Matters: Race, Poverty, & the Future of Work in Philadelphia (UNITE HERE and POWER) - **Workplace Equality Lesson**

Enduring Understandings ***What understandings should students have after engaging with this unit?***	• Competition is a critical part of capitalism that can increase efficiency and quality of products and services, and it has positive and negative consequences for workers, consumers, and nations. • Global capital provides opportunities for much needed resources and employment for developing countries, but at a cost: Countries are forced to compete for global capital by lowering wages, working conditions, and environmental protections. • We see downward leveling on a global and local scale. Much as poor countries seek capital, poor cities like Philadelphia, as well as poor rural areas, seek capital and potential job-creation by enticing companies to locate their assets such as headquarters, stadiums, prisons, conventions and events in their areas. • On a neighborhood level, poor communities and their elected officials seek to attract real estate development, stores, groceries, and services into underserved or "blighted" neighborhoods with positive and negative consequences, for example, urban renewal and gentrification.	
Authentic Performance Tasks	**Formative:** Poem from the perspective of a worker or a manufactured product. Community Asset Mapping - Students walk the neighborhood around their school or home and record the locations of assets and liabilities. Explore the concept of "capital." What examples of capital does the community possess? What sorts of capital might the community seek to attract? What are the pros and cons of attracting additional capital into the neighborhood?	**Summative:** Transnational Capital Auction Reflection/Position/Arguments • If Capital were to accept your "bid" and come to your country, what would be the real human and environmental consequences there? • Based on your experience with the auction, agree and/or disagree with the following statement and back up your position with evidence: "Poor countries need investment, so it is beneficial when transnational companies invest there." • What, if anything, could people in poor countries do to stop downward leveling, or "the race to the bottom?" • Why do you think company directors feel forced to move production to countries that have a lot of "Friendly-To-Capital" points?

		• What impact does global downward leveling have on workers in the US? In what ways does it affect your lives? • What examples of downward leveling can you see in Pennsylvania, Philadelphia, or your neighborhood? What impact has it had on your lives and community?
Aligned Resources	**Primary Sources:** • *A Worker Reads History* (poem) - Bertolt Brecht • *Masks* (student poem) - Cameron Robinson • CIA World Factbook • What is Asset Mapping? | VISTA Campus • Unlocking Your Community's Hidden Strengths: A Guidebook to Community-Asset Mapping - Southern Poverty Law Center • Black Work Matters: Race, Poverty and the Future of Work in Philadelphia - UNITE HERE Philly	**Secondary Sources:** • *The Human Lives Behind the Labels* - Rethinking Schools • Organic Goodie Simulation - Zinn Education Project • *We Live in an Extractive Economy, But Can We Make it Better?* (Upworthy video)

Quarter Four Unit Two: The Role of Government **Presentation Slides**

Essential Questions	***What is the role of government policy in managing the economy?***
Topics	The Role of Government ➔ Stability and Growth ◆ Fiscal vs. Monetary Policy ◆ Federal Reserve ◆ The National Debt ➔ Regulation and Control

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◆ Monopoly Prevention
➔ Case Study:
◆ Special Interest Groups and Congress
◆ Examining the Wealthy Senate and Business Regulations and Deregulations
◆ Examining the Government Stimulus, Mitch McConnell and State Bankruptcy
➔ Authentic Performance Task:
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<tr><td>Standards</td><td>
Common Core:
CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
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PA Academic Standards:
Economics
6.1.9.C Explain the opportunity cost associated with government policies.
6.1.9.D Explain how incentives cause people to change their behavior in predictable ways.
6.1.12.A Predict the long-term consequences of decisions made because of scarcity.
6.1.12.B Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.
6.1.12.C Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
6.1.12.D Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.4.12.C. Evaluate the impact of multinational corporations and other non-government organizations.
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	CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Unit Description and Learning Progression (context, important teacher knowledge and understandings, necessary student prior knowledge, and potential misconceptions)	In this unit we will take a critical look at the role of government in managing the economy in a number of different areas: **Enforcing property rights** - The fundamental role in protecting our "natural rights of life, liberty, and property" begs the question, "in what circumstances do property rights trump civil and human rights?" This question can be raised throughout US history, from the invasion of Native American lands and extermination of indigenous people, to the clauses of the US Constitution and later the Black codes designed to uphold enslavement and subjugation of Black people and protect the property rights of the enslaving and wealthy minority, to modern questions of the use of eminent domain to bulldoze a communities and dig pipelines for commercial profit. **Safeguarding the market system** - What is the role of government in quelling social and economic unrest? Consider Shay's Rebellion, union strikes, the Bonus Army, the Occupy Movement, US-backed coups, assassinations, and military interventions in nations deemed unfriendly to US business interests. Whose interests were served? **Growth of government** - When is "big government," of the rise in deficit spending, and increasing national debt a problem? Is it a problem at all, or are they investments in our economy and infrastructure that benefit people and businesses alike? Is it sustainable? An excellent warm-up activity is to display the US National Debt Clock. Ask for reactions and pose questions. • Similar US debt counters are posted on billboards around the country. Why? • Is the national debt (over $28 trillion in 2021) alarming? Why? • What do the red and green numbers indicate? Discuss revenues/expenditures, surplus/deficit, and the accumulation of debt. • Compare the US national debt to other more familiar forms of debt: personal, family, or business finances. What are some common reasons why people and businesses go into debt? (Seek both positive and negative	

	responses to this question- good debt vs. bad debt, investments in a home, college education, business venture, vs. careless spending or for economic survival, predatory lending.) • How might the US national debt compare to personal debt? (Consider investments in society and infrastructure that can support economic growth and increased revenue, that the US is the largest economy in the world, that the US literally creates its own money, and the US has excellent credit.) Look at pie charts of the total US budget, then at separate charts of the mandatory and discretionary budgets. Be sure students know the difference. A good source for these charts is National Priorities Project, Federal Spending: Where Does the Money Go - Federal Budget 101 Marketplace - The Federal Budget Explained (short video) Newsbound - Budget Breakdown: Ep 2 - The FY 2011 Fight A look at how the US military budget compares to the next 7 nations combined (chart) Also see the primary source Congressional Budget Office links below. There are a number of excellent federal budget simulations available for classroom use. • JFK Library Federal Budget Simulation is available for free online. • EconEdLink - National Budget Simulation is available for free online. • Teacher Curriculum Institute *Government Alive!* Chapter 14 - Federal Budget Simulation is available to schools with subscriptions.
Enduring Understandings ***What understandings should students have after***	The federal budget (fiscal policy) is an important tool that the government uses to manage the economy, provide services, and invest in infrastructure that benefits individuals as well as businesses. Deficit spending has both positive and negative consequences. Disagreement about government spending is a central political debate between liberals and conservatives in the US.

engaging with this unit?		
Authentic Performance Tasks	**Formative:** Students work in groups to complete simplified federal budgets and make decisions based on the White House agenda to fund or defund various federal departments and agencies.	**Summative:** Students write a defense of their proposed budget to justify their expenditures to the House Committee on the Budget which is poised to vote. Reflection: If passed, what likely impact will your budget have on different groups of people. Students may choose among different groups, for example, business leaders, military personnel, factory workers, unemployed people, refugees, low-income single parents, farmers, etc. Students should consider the social, economic, and environmental impacts of their budget.
Aligned Resources	**Primary Sources:** ● Congressional Budget Office - The Budget and Economic Outlook: 2021 to 2031 ● GovInfo.gov - Budget of the United States Government ● Congressional Budget Office - ○ The Federal Budget in 2019: An Infographic ○ Discretionary Spending Infographic ○ Mandatory Spending Infographic	**Secondary Sources:** ● US National Debt Clock ● National Priorities Project

Quarter Four Unit Three: Financial Literacy and Economic Justice

United States History Quarter 2

Unit 2: America's Growing Foreign Policy Footprint (3 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - PA Core
  - Common Core
  - C3
- **Quarter/Term 2 Anti-Racist and Social Justice Supplemental (Underdevelopment)**

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

In this three-week unit, students embark on a comprehensive exploration of American foreign policy spanning from the late 19th century to the conclusion of World War I. This pivotal period witnessed the United States assert its influence on the global stage, profoundly shaping the nation's international trajectory. The primary objective is to foster a profound comprehension of the factors driving American intervention, occupation, and warfare during this transformative epoch. The unit initiates with the annexation of Hawaii, prompting students to delve into the motivations behind this action and its enduring impact on Hawaii's inhabitants. The spotlight then turns to the Spanish-American War, where students dissect the triggers and repercussions of this conflict, emblematic of Teddy Roosevelt's Big Stick Policy. A critical examination of "The White Man's Burden" unveils the ideological foundations of American imperialism and the far-reaching consequences it bore. The American occupation of the Philippines and the ensuing Filipino-American War are scrutinized to grasp the economic and military interests propelling American expansion beyond its hemisphere. The unit delves into the debates surrounding imperialism, weaving connections between social Darwinism, racialized political control, and the era of industrialization. Case studies of American intervention and occupation in the Western Hemisphere, notably the Banana Wars, shed light on the intricate landscape of American foreign policy in this region. The culmination of the unit centers on a profound exploration of World War I's impact on American foreign policy. Students analyze the war's causes, the U.S. role in its entry, and the harrowing consequences, including the deployment of mustard gas. Woodrow Wilson's 14 points and the Treaty of Versailles serve as a lens through which students examine the aftermath and its enduring implications for contemporary foreign policy considerations.

Essential Questions	Big Ideas
❑ What role does race and racism play in influencing the development of American Foreign Policy?	Foreign Policy Cause and Effect of War Conflict and Compromise

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❑ What role do governmental policies play in fundamentally shaping societies? ❑ What are the consequences of political, cultural, and social conflict and compromise in the world community? ❑ What were the political, social, and cultural responses to the question of liberty and justice for all? ❑ What geopolitical considerations are involved in determining whether an independence movement is legitimate? ❑ How does American imperialism reflect and influence American Identity? ❑ What makes an Empire?	Occupation Independence Movements
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ Race and racism have historically played a significant role in shaping American foreign policy. This influence can be traced through various periods of history, influencing policies, international relationships, and global perceptions. ❑ Governmental policies hold the power to fundamentally shape societies. These policies, whether in economics, social welfare, or politics, have far-reaching effects on how societies are structured, how resources are allocated, and the opportunities available to their members. ❑ Political, cultural, and social conflicts and compromises in the world community have profound and lasting consequences. These consequences may lead to power shifts, the formation of alliances, and the diffusion of cultural and political influences, shaping the global landscape. ❑ The pursuit of liberty and justice for all has evoked a wide array of political, social, and cultural responses throughout history. These responses have ignited movements, policy changes, and ongoing debates, fundamentally impacting societies and the global human rights discourse. ❑ Geopolitical considerations play a pivotal role in the determination of the legitimacy of independence movements. The recognition of such	**Students will be able to (transferable knowledge)...** • Understand the historical context of Hawaii's annexation by the United States and the causes that led to it, including the impact of petitions and public sentiment on the annexation process. • Analyze primary sources, petitions, and documents to evaluate arguments both for and against annexation. • Explore the motivations and causes of the Spanish-American War, focusing on the explosion of the U.S.S. Maine, and connect it to Teddy Roosevelt's Big Stick Policy. • Assess the impact of the Spanish-American War on American foreign policy and its role in shaping the nation's global influence. • Analyze a political cartoon to comprehend the American role as an empire following the Spanish-American War. • Interpret Rudyard Kipling's poem "The White Man's Burden" and create a response poem, comparing it to other responses, while exploring the reactions to the poem. • Describe the American occupation of the Philippines, examining historical speeches, primary source documents, and video clips to understand the economic and social

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movements is influenced by factors like historical ties, economic interests, regional stability, and international alliances.

- ❑ American imperialism has left a lasting imprint on American identity. It both reflects the nation's pursuit of power and resources and has raised questions about the alignment of these pursuits with American values and principles.
- ❑ Empires are defined by their extension of authority, influence, and control over diverse regions and populations. They often emerge from conquest, economic dominance, and cultural dissemination, prompting exploration of questions related to governance, expansion, and the consequences of imperial rule.

dynamics during the occupation.

- Analyze the Monroe Doctrine and the Roosevelt Corollary, and explore American intervention in Nicaragua, Haiti, and the Dominican Republic as case studies. Examine primary and secondary source documents to identify the philosophical underpinnings of American interventionism and their impact.
- Analyze Woodrow Wilson's 14 points and compare them to the Treaty of Versailles to assess the fulfillment or betrayal of these points.

Transfer Skills

Students will be able to independently use their learning to…

- Synthesizing information to make claims
- Analyzing primary & secondary sources including: political cartoons, political speeches, news articles, and videos

Key Terms:

American Anti-Imperialist League: Established in 1898 to combat the annexation of the Philippines. They believed that territorial expansion was against American ideals of liberty and consent of the governed
American Exceptionalism: The idea that the United States had a unique destiny to foster democracy and civilization. This leads to policies like Big Stick Diplomacy and the annexation of Hawaii.
Annexation: Annexation is the administrative action and concept in international law relating to the forcible acquisition of one state's territory by another state and is generally held to be an illegal act
Big Stick Diplomacy: aka Big stick ideology or big stick policy refers to the idea of International negotiations backed by the threat of force. Credited to U.S. President Theodore Roosevelt's foreign policy: "speak softly and carry a big stick, you will go far."
Colony: a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country.
Empire: an extensive group of states or countries under a single supreme authority, formerly especially an emperor or empress.
Expansionism: the policy of territorial or economic expansion
Geopolitical: relating to politics, especially international relations, as influenced by geographical factors such as proximity and natural resources.
Interventionism: a policy of non-defensive (proactive) activity undertaken by a nation or group of nations to manipulate an economy and/or society of another country or region
Isolationism: a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries.
Imperialism: a policy of extending a country's power and influence through diplomacy or military force.

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Jingoism: extreme patriotism, especially in the form of aggressive or warlike foreign policy.
Monroe Doctrine: a principle of US policy, originated by President James Monroe in 1823, that any intervention by external powers in the politics of North or South America is a potentially hostile act against the US.
Open Door Policy: the United States policy that would allow for a system of trade in China open to all countries equally. It was put into place because the US was afraid of being shut out of trade with China by Europeans and Japanese powers.
Paternalism: the practice of governing in the manner of a father dealing benevolently and often intrusively with his children, making decisions for them and not intrusting others to have freedom to self-govern.
Philippine Organic Act: In 1902 American forces suppressed a Filipino independence movement, and Congress passed the Philippines Organic Act to establish civilian control. Among other provisions, the act authorized two Filipino resident commissioners to represent the Philippine government in the **U.S.** Congress.
Propaganda: the spreading of information in support of a cause. Often used in a negative sense, especially for politicians who make false claims to get elected or spread rumors to get their way.
Protectionism: the policy of imposing tariffs (taxes) on imported products in order to protect home industries from overseas competition
Protectorate: a state that is controlled and protected by another. The degree of control may vary from a situation in which the protecting state guarantees and protects the safety of the other to one that is a masked form of annexation (taking over a territory).
Spheres of Influence: a country or area in which another country has power to affect developments although it has no formal authority. For example the US and Latin America.
Treaty of Versailles: The peace document signed by the Allied forces and Germany on June 28, 1919 that ended WWI. It made harsh demands of Germany, including the payment of reparations and the complete dismantling of the German government.
Yellow Journalism: journalism that is based upon sensationalism and crude exaggeration.
Wilsonianism: Woodrow Wilson's foreign policy strategy, a form of liberal internationalism, that promoted democracy, capitalism, and intervention while opposing isolationism and non-interventionism.

Suggested Authentic Performance Task: 14 Points and modern day Foreign Policy Comparison Analysis

This Stuff Again? The Lasting Impact of Wilsonianism on America's Foreign Policy: . For this performance task, students will step into the shoes of policy analysts and embark on a comprehensive exploration of Woodrow Wilson's 14 Points, a landmark document in the realm of international relations. The primary objective of this task is to foster a deeper understanding of the connections between contemporary foreign policy decisions and the enduring legacy of Wilsonianism established in the early 20th century. Click the link for resources.

Students will commence their journey by conducting rigorous research into Woodrow Wilson's 14 Points, which were unveiled in 1918 as a blueprint for a post-World War I world order. The goal here is for students to gain a profound understanding of these historical principles and the socio-political context in which they were conceived. Next, students will immerse themselves in the world of modern-day foreign policy coverage and decisions. They will explore the foreign policy issue related to the recent conflict in Libya. The task at hand is for students to conduct a thorough and nuanced analysis of this contemporary foreign policy action. Students will then discern and draw parallels between Wilson's 14 Points

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and the contemporary foreign policy issue. They should meticulously identify which of Wilson's principles are evident in the current policy landscape. This step requires a discerning and analytical approach to assess the applicability and relevance of Wilson's ideas in today's intricate global landscape. Students will synthesize their findings into a comprehensive comparative and critical analysis. This analysis should illuminate the points of convergence and divergence between the Wilsonian principles and the chosen contemporary foreign policy issue. Students are expected to address thought-provoking questions such as:

- How do contemporary foreign policy choices align with or deviate from the Wilsonian ideals?
- What are the broader implications of these alignments or deviations on the global stage?
- In what ways have the objectives of international relations evolved since Wilson's era?

In the final step, students will present their findings to their peers and instructors. Their presentations should not only elucidate the historical context of Wilson's 14 Points and their resonance in today's foreign policy but also provide insightful policy recommendations based on their analysis. These recommendations should offer a forward-looking perspective on how the insights derived from this analysis can inform and shape future foreign policy decisions.

Evaluative Rubric

Other Evidence:

Write your own peace treaty. As a final performance task suggestion, students can take a stab at rewriting the Treaty of Versailles to better cover the issues that caused WWI. This can be a discussion or a more formal writing assignment based on the needs of your students.

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Suggested Pacing				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Topic 1: Hawaii and American Imperialism	Topic 2: Spanish-American War	Topic 3: White Man's Burden		Topic 4: The American Occupation of the Philippines & Filipino-American War
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
Topic 5: Debating Imperialism		Topic 6: Case Studies of Intervention and Occupation in the Western Hemisphere 1910-1935		
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Topic 7: WWI and Shifting American Foreign Policy				Suggested Authentic Performance Task: 14 Points and modern day Foreign Policy Comparison Analysis

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Optional Learning Experiences and Aligned Resources

Topic 1: Hawaii and American Imperialism

Hawaii was annexed in 1898 and became a state in 1959. Hawaii was a sovereign state until US business men began to petition the US government to annex the country. The last queen was exiled to England and it officially became a territory of the US.

In this lesson students will look at the arguments for and against annexation (Worksheet for lesson can be found here). To begin, have students look at the "Men's Petition against Annexation" and the "Women's Petition against Annexation". While they look at these two documents have students think about the impact of this petition. Ask them to write down their predict whether or not this will work or delay annexation and why. Next students should read "Background on Hawaiian Annexation"(easier reading) or "The 1897 Petition Against the Annexation of Hawaii" (more

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challenging reading) and watch the video "The Overthrow of Queen Lili'uokalani" from WHYY. While they are doing this, have students take notes on their Hawaiian Annexation worksheet. Finally, have students read the vox.com article, "Mauna Kea protests: what's at stake for Native Hawiians" and answer the questions on the worksheet. Finish with a class discussion about the historical and modern impacts of annexation. Note: The vox.com article is linked in its entirety so it may need to be cut for different reading levels.

Topic 2: Spanish-American War

The Spanish-American War started with the explosion of the U.S.S. Maine in Havana harbor. It was fought because the U.S. was actively supporting Cubans and Filipinos fighting for freedom against the Spanish. This support exemplifies Teddy Roosevelt's Big Stick Policy. For an overview of the war from the Library of Congress, click here.

In this lesson(s), students will examine the motivation for the U.S. to invade Cuba as part of the Spanish-American War. This lesson comes from SHEG and is a document analysis lesson. All of the needed documents, graphic organizer, and opening powerpoint can be found in the Spanish-American War folder.

Topic 3: The White Man's Burden

After the Spanish American War, the United States gained control over several new territories in the Caribbean and the Pacific (Guam, Puerto Rico, Cuba, and the Philippines). As America began exerting control over recently acquired territory, the poet and novelist, Rudyard Kipling, published the poem "The White Man's Burden" to inspire support for the imperialistic endeavor in the Philippines. The poem received positive endorsement of it's meaning by then President Thedadore Roosevelt and ridicule from people opposed to expansion of American in the world.

Students will start the lesson analyzing a political cartoon "Holding his End Up" , a political cartoon about the American newly acquired role of being an Empire after the Spanish American War. Students will identify the meaning of the poem through the analysis of the significance of images and historical context related to American imperialism on this sheet. Next, students will analyze the poem "The White Man's Burden" by Rudyard Kipling by identifying at least six lines or phrases from the poem to act as the starting point of developing a response poem. Along with identifying phrases/lines, students will deconstruct the meaning of the poem in small groups. Two poems written in response to "The White Man's Burden" will be used to compare the content of the student developed response poem and reflect on the meaning of the importance of historical contextualization to understand.

Topic 4: The American Occupation of the Philippines & Filipino-American War

The occupation of the Philippines represented American economic and military interests extending beyond the Western Hemisphere.

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At the beginning of the lesson, the class will engage in reading an 1899 speech given by Senator Tillman of South Carolina the day after the treaty ending the war with Spain was signed and the Philippines was acquired as a territory by the United States. Students in small groups will engage in a close read of the document while answering questions from the text document analysis protocol on chart paper. Students will watch clips from the documentary Savage Acts: War, Fairs and Empire 1898-1904 and use the accompanying viewer guide to explore the relationship between concepts related to social Darwinism and economic exploitative designs of American imperialist determined to expand influence (documents should be used prior or along with video). After the video, the students will perform a brief quick write about their perceptions of the relationship of concepts associated with social darwinism and military intervention.

Topic 5: Debating Imperialism

As America expanded economic and political power over territories outside the continental borders of North America, the use of scientific explanations justifying the unequal exploitative relationship between the "superior" races and the "inferior" races informed debates around newly developing American imperialism. Social Darwinism developed as a rationalization of both laissez faire economic policies and racialized political control. The combination of the misapplication of Darwin's theory of evolution imposed on societal structures with the acquisition of territories following the Spanish-American War would act as the foundation of American foreign policy in the era of industrialization.

The lesson will begin with small group reading on a secondary source discussing the Insular Cases relationship to exclusion of non-whites from the benefits of American citizens even if born under territorial control. The article explores the Insular Cases with several guiding questions throughout the article and makes modern connections to American policies towards territories. Students will then utilize a note catcher table sheet to analyze the connection between assumptions underlying social darwinism through primary source texts (John Fiske "Manifest Destiny" 1885, and the founding platform of the Anti-Imperialist League 1899).

Topic 6: Case Studies of Intervention and Occupation in the Western Hemisphere 1910-1935

In the time period between the end of the Spanish American War to 1935, American military forces intervened and occupied several countries in the Western Hemisphere to secure American economic interests tied to desired resources known as the Banana Wars. Students will look at three specific case studies highlighting the intervention and occupation of Haiti, Dominican Republic, and Nicaragua.

Before splitting the class in groups, students will review the Monroe Doctrine and the Roosevelt Corollary by reading two brief summaries and utilize the primary documents to identify the main points of the policies in their own words. First, the students will review an excerpt of a speech given by James Monroe that informs what was going to guide American foreign policy in the Western Hemisphere and identify the four major points of the doctrine. Next, the class will review an excerpt of a speech by Thedore Roosevelt that would later be known as the Roosevelt Corollary to the Monroe Doctrine. Following the completion of the questions, this video about American intervention in Nicaragua will be utilized to

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reinforce previous knowledge and contextualize content knowledge about American foreign policy. The class will be evenly divided into groups and assigned one of three specific case studies highlighting either Nicaragua 1912-1925, Haiti 1915-1935, or the Dominican Republic 1916-1924. Students will explore the several documents, primary and secondary, in order to answer several questions meant to encourage small group and whole class discussions around the rationalizations, interest, and philosophical underpinnings of American interventionism in the Western Hemisphere.

Topic 7: WWI and Shifting American Foreign Policy

World War I, fought between the Triple Alliance and the Triple Entente, sets the stage for 20th century world politics and is the catalyst for some of the worst atrocities the world has seen. It was a significant war in America's history. Below you will find a group of material that can be used individually or in order as a mini unit. Starred items are the recommended minimum for topics to cover in WWI.

1. ***Causes of WWI-** In this activity, students will research and make predictions about the causes of WWI. First students will learn about the assassination of Archduke Franz Ferdinand with a short video then they will work with groups to find and explain the other four causes. Finally they will make predictions about the implications of those causes. Here is a powerpoint and videos to help step students through and a graphic organizer to have students complete.
2. **Why did the U.S. enter WWI in 1917?**- This lesson is two parts. First a primary source analysis lesson that comes from Digital Inquiry Group: Why the U.S Entered WWI Resources. Second a worksheet to help scaffold students to write an essay in response to the question that involves peer evaluation skills practice.
3. ***Mustard Gas**- This activity has students look at the use of mustard gas in WWI and beyond by reading one or more articles from this folder, "Mustard Gas", read poetry, *"Dulce et decorum est"* about the gas attacks in WWI, and respond to both with a discussion.
4. ***African Americans in WWI**- This activity is a discussion(questions linked here) based around an article entitled, "Fighting for Respect: African American Soldiers in WWI". It is recommended to have students read part or all of the article ahead of time because of its length.
5. **WWI battlefield and technology**- In this activity, students will watch a documentary on trenches in WWI and the different technologies that the Allies and Entente developed to try to overcome the trench warfare stalemate. The video, "How the Allies Broke the Deadlock in Trench Warfare" is accompanied with a guided questions sheet for students to answer before, during, and then after they watch the documentary.
6. ***Wilson's 14 points and the Treaty of Versailles (1919)-** In this final activity for WWI mini unit, students will look at Wilson's 14 points and compare them to the Treaty of Versailles. There is document analysis, map work, and discussion questions and a full lesson plan--all of which can be found in this folder, titled Fourteen Points and the Treaty of Versailles lesson plan. The questions that will be tackled are: 1. Did the Versailles Treaty represent the fulfillment of Wilson's Fourteen Points, or their betrayal? And 2. What do Wilson's 14 points show us about Wilsonian foreign policy? This lesson comes from the NEH and requires technology.

Suggested Authentic Performance Task: 14 Points and modern day Foreign Policy Comparison Analysis

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This Stuff Again? The Lasting Impact of Wilsonianism on America's Foreign Policy: . For this performance task, students will step into the shoes of policy analysts and embark on a comprehensive exploration of Woodrow Wilson's 14 Points, a landmark document in the realm of international relations. The primary objective of this task is to foster a deeper understanding of the connections between contemporary foreign policy decisions and the enduring legacy of Wilsonianism established in the early 20th century. Click the link for resources.

Students will commence their journey by conducting rigorous research into Woodrow Wilson's 14 Points, which were unveiled in 1918 as a blueprint for a post-World War I world order. The goal here is for students to gain a profound understanding of these historical principles and the socio-political context in which they were conceived. Next, students will immerse themselves in the world of modern-day foreign policy coverage and decisions. They will explore the foreign policy issue related to the recent conflict in Libya. The task at hand is for students to conduct a thorough and nuanced analysis of this contemporary foreign policy action. Students will then discern and draw parallels between Wilson's 14 Points and the contemporary foreign policy issue. They should meticulously identify which of Wilson's principles are evident in the current policy landscape. This step requires a discerning and analytical approach to assess the applicability and relevance of Wilson's ideas in today's intricate global landscape. Students will synthesize their findings into a comprehensive comparative and critical analysis. This analysis should illuminate the points of convergence and divergence between the Wilsonian principles and the chosen contemporary foreign policy issue. Students are expected to address thought-provoking questions such as:

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Evaluative Rubric

Other Evidence:
Write your own peace treaty. As a final performance task suggestion, students can take a stab at rewriting the Treaty of Versailles to better cover the issues that caused WWI. This can be a discussion or a more formal writing assignment based on the needs of your students.

Additional Suggested Resources:

- https://amhistory.si.edu/militaryhistory/printable/section.asp?id=7
- https://edsitement.neh.gov/curricula/woodrow-wilson-and-foreign-policy
- https://whfua.history.ucla.edu/units/seven/landscape/07_landscape5.pdf

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- https://www.gilderlehrman.org/history-now/lesson-plan/introduction-imperialism

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Standards	
PA State Standards	**Civics & Government:** 5.4.U.A. Explain how United States foreign policy is developed. 5.4.9.E. Identify the politics of interest groups (e.g. business and labor organizations, ethnic, and religious organizations) on foreign policy **Economics:** 6.3.U.B. Analyze how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. • Ethnicity and Race • Working conditions • Immigration • Military conflict • Economic Stability **History:** 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events. 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of facts versus opinions, multiple perspectives, and cause and effect relationships. 8.1.U.C.Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
Common Core Standards	CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.

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	CC.8.6.9-10.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
C3 Standards	D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

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Unit 1: Race, Slavery and Resistance in the Early U.S. (4 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- Additional Resources
- **Standards:**
  - Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

This unit will shift the focus of the course to the antecedents to the development of the American slaveholding republic to the expansion of slavery prior to the Civil War. This unit investigates the legalization of slavery prior to, during, and after the Revolutionary time period. First by centering the structural confines institutionalized in the very foundational antecedents developed during British colonial America to control Black life. Beyond just focusing on systems of control, the unit seeks to center the continual resistance of Africans to these structures through spirituality, music, kinship relations, quiet to outright defiance, and sometimes violence. It examines the Constitution and the contradictory relationship that the Founding Fathers had with slavery and calls for liberty from the British crown. In addition, the unit will provide students the opportunity to explore several narratives related to the lead up to the American Revolution while exploring the influence of Revolutionary rhetoric on the demands for abolition of slavery and universal liberty. Not only did Africans utilize every opportunity to disrupt and undermine the system of slavery, many sought refuge during the Revolutionary time period with the British. Despite the Revolution being built upon the language of liberty, the Constitutional Convention and the continuation of slavery as the country expanded based on popular sovereignty created the conditions for major conflict. Students will get an opportunity to reflect on the totality of the development of slavery and the violent rebellion of Nat Turner in a Mock Trial to determine if Nat Turner was guilty or innocent. Or students can explore how components of the material reviewed during this unit are targeted under current legislation in several states as being restricted from being discussed in the classroom. Students will use the information acquired from this unit to construct a letter taking position on whether content examined throughout the unit should be taught in schools.

Optional Lesson:

This lesson serves as an entry point into the study of slavery, designed to broaden our understanding beyond the year 1619 and the rise of the United States. Slavery was not simply an American story that began with the arrival of the first enslaved Africans in Virginia. It was a **global**

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tragedy that stretched across continents, shaped by colonial empires, racial ideologies, and the forced movement of millions of African people long before 1619.

By centering the experiences, voices, and strategies of the enslaved themselves, this lesson reframes slavery not only as a system of violence and exploitation but also as a site of **resistance, resilience, and culture-making**. Students will explore the Smithsonian's *In Slavery's Wake* exhibit through a guided gallery walk, tracing three themes:

- **Roots of Inequality** – how colonialism and racial slavery created enduring systems of wealth and dispossession.
- **Navigating the Wake** – how enslaved people and their descendants resisted oppression, built networks, and sustained cultural life.
- **Building Black Futures** – how Black communities across the world imagined freedom and continue to pursue justice and repair.

This lesson invites students to see slavery as part of a **global story of struggle and survival**—one that began before the founding of the United States, and one that continues to shape our world today.

☐ In Slaverys Wake

Essential Questions	Big Ideas
❑ How did Black communities develop and retain culturally in the colonies of the United States? ❑ In what various ways did Black communities in colonial British North America resist the white power structure and enslavement? ❑ What role did slave resistance play in producing the conditions for the calls for colonial independence from the crown? ❑ How did the white power structure respond to Black resistance during the American Revolution? ❑ How did Black people participate in the Revolutionary War? ❑ Were the Founding Fathers hypocritical for claiming freedom? ❑ What are the differences between gradual and immediate emancipation in Northern states after the Revolutionary War? ❑ Was the Constitution a pro-slavery document? ❑ Why should the history of slavery be taught in schools? ❑ How did the question about the expansion of slavery affected early political differences in the United States?	☐ Resistance ☐ Colonial Laws ☐ Historical Contention ☐ Resistance and Survival ☐ Power and Oppression ☐ Black Agency

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Enduring Understandings	Knowledge and Skills (Performance Objectives):
☐ Black Communities in the United States developed and retained both common and unique cultural characteristics contingent on their living environment and developed in their colonial space. ☐ Utilizing various forms of strategies and tactics, enslaved Africans resisted throughout Colonial British North America. ☐ The legal codification of slavery and increased repression developed as a direct response to enslaved Africans affirming their humanity through various means of violent resistance. ☐ Black people participated on both sides during the Revolutionary War in pursuit of increased opportunities to gain freedom. ☐ The Founding Fathers were greatly influenced by fear of encroachment on ☐ There were differences between the expediency of the ending of enslavement in Northern states after the Revolutionary War. ☐ Although not explicitly using the terms slave or enslaved, at several points, the Constitution does have passages addressing slavery. ☐ In order to contextualize anti-Blackness and systemic structures of race based exploitation, students need to be aware of the foundational role slavery occupied in the United States. ☐ Territorial expansion deepened the political and economic reliance on the institution of slavery and produced the conditions for further regional divisions.	**Students will be able to (transferable knowledge)...** • Analyze and compare the historical significance of two pivotal years in African-American history, 1619 and 1776, by examining primary source documents and participating in a structured debate. • Examine how cultural retention shaped identity and community. • Analyze primary source materials to explore how enslaved Black communities in the American South retained West and Central African cultural traits and used these expressions as a form of resistance against the white supremacist society of their time. • Evaluate the dual role of religion as both a tool for maintaining control and a catalyst for liberation within the context of African American history to examine the intricate dynamics of religious influence during the era of slavery and its impact on African Americans' pursuit of liberation, ultimately forming a thoughtful perspective on the overall significance of imposed religion in this context. • Assess the historical significance of Bacon's Rebellion in colonial America by closely examining the laws enacted before and after the rebellion, and engage in critical discussions to grasp the political tactics employed to uphold the subordination of enslaved Black people, all while drawing connections to key claims • Describe the relationship between the Founding Fathers and the question of freedom in a Slaveholding Republic • Make connections between Black resistance and increased white backlash • Differentiate the reasons between gradual and immediate emancipation in Northern states during the Revolutionary period.

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- Explain how the expansion of US territory and the question of slavery created increasingly more tension between Northern and Southern states.

Transfer Skills

Students will be able to independently use their learning to…

- Compare and contrast primary sources.
- Analyze complex text to draw conclusions.
- Draw conclusions about historical events from multiple perspectives
- Interpret legal documents to understand legal codification.
- Citing textual evidence to support claims.
- Write arguments that address opposing and alternate claims.

Key Terms:

Abolition- the action or an act of abolishing a system, practice, or institution.
Acculturation- assimilation to a different culture, typically the dominant one.
Articles of Confederation- Adopted by the Continental Congress on November 15, 1777. This document served as the United States' first constitution. It was in force from March 1, 1781, until 1789 when the present-day Constitution went into effect.
Atlantic Creoles- Africans engaged in the evolving Atlantic world who were gifted with "linguistic dexterity, cultural plasticity, and social agility.
Colonist- a person living in a country or area controlled politically by a more powerful country
Compromise- an agreement in an argument in which the people involved reduce their demands or change their opinion in order to agree
Cultural Retention- the act of retaining the culture of a specific ethnic group of people, especially when there is reason to believe that the culture, through inaction, may be lost.
Declaration of Independence-The unanimous Declaration of the thirteen united States of America, is the pronouncement and founding document adopted by the Second Continental Congress meeting at Pennsylvania State House (later renamed Independence Hall) in Philadelphia, Pennsylvania, on July 4, 1776.
Delegate-a person sent or authorized to represent others, in particular an elected representative sent to a conference.
Democratic-Republicans-Members of an early American political party that championed state and local government, westward expansion, and the interests of farmers.
Domestic Slave Trade- the term for the domestic trade of enslaved people within the United States that reallocated slaves across states during the Antebellum period.
Emancipation- The fact or process of being set free from legal, social, or political restrictions; liberation
Expansionism- refers to the policies and practices of invading foreign lands to expand territory, political influence, or ideology

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Free African Society (FAS)- Among the first organizations of its kind in America, the Free African Society's main goal was to provide aid to newly freed blacks so that they could gather strength and develop leaders in the community
Fugitive Slave Act 1973- The Fugitive Slave Acts were a pair of federal laws that allowed for the capture and return of runaway enslaved people within the territory of the United States. Enacted by Congress in 1793, the first Fugitive Slave Act authorized local governments to seize and return escapees to their owners and imposed penalties on anyone who aided in their flight.
Gradual Abolition/Emancipation- A legal mechanism used by some states to abolish slavery over a period of time
Haitian Revolution- series of conflicts between 1791 and 1804 between Haitian slaves, colonists, the armies of the British and French colonizers, and a number of other parties. Through the struggle, the Haitian people ultimately won independence from France and thereby became the first country to be founded by former slaves
Indentured Servitude- a person who signs and is bound by indentures to work for another for a specified time especially in return for payment of travel expenses and maintenance
Indigenous Peoples- Refers to culturally distinct ethnic groups whose members are directly descended from the earliest known inhabitants of a particular geographic region and, to some extent, maintain the language and culture of those original peoples.
Loyalist- a colonist of the American revolutionary period who supported the British cause.
Patriot- people who wanted the American colonies to gain their independence from Britain.
Petition- a formal written request, typically one signed by many people, appealing to authority with respect to a particular cause.
Popular Sovereignty- Political doctrine according to which the people of federal territories should decide for themselves whether their territories would enter the Union as free or slave states.
Privileges and Immunities Clause- Clause in the Constitution that prevents states from treating citizens of other states in discriminatory manner.
Proportional Representation- An electoral system in which parties gain seats in proportion to the number of votes cast for them.
Republic- A government in which supreme power resides in a body of citizens entitled to vote and is exercised by elected officers and representatives responsible to them and governing according to law
Seven Years' War- was a global conflict involving most of the major European powers and many smaller European states, as well as nations in Asia and the Americas.
Slave Codes- Any of the set of rules based on the concept that enslaved persons were property, not persons.
Territory- an organized division of a country that is not yet admitted to the full rights of a state.
Three/ Fifths Clause- Article one, section two of the Constitution of the United States declared that any person who was not free would be counted as three-fifths of a free individual for the purposes of determining congressional representation.

Suggested Authentic Performance Task Option #1:

Performance Task Option #1- Nat Turner Trial

This lesson encourages students to debate and discuss the hypocrisy of the Revolutionary Era's pursuit of an independent America versus the treatment of armed Black resistance. Nat Turner's rebellion provides students with the ability to investigate in detail the circumstances of his planning and execution. Also due to the religious motivation of Turner's rebellion further discussion can be had regarding the relationship between slavery and Christianity. It should be noted that the "Trial Evidence" document is a combination of many different secondary sources. The "evidence" that students actually used to determine whether or not Turner is guilty can also be revised based on teacher's discretion.

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Day 1: Trial Evidence
Introduce students to the "fast facts" of the Nat Turner rebellion:

- took place in Virginia
- owner and owner's family were killed
- led others to also set fire to plantations/kill other owners

Explain to students they are to determine whether or not he is guilty or innocent of leading a rebellion. Show images of where the rebellion took place. Distribute the reading, and explain to students that for each piece of evidence, they are to list whether or not the evidence shows that Turner is guilty or innocent. This can be done in their notes or a graphic organizer created by the teacher. At the end of examining all the evidence, students determine whether or not they believe Turner is guilty or innocent. This website is also helpful for possible additional sources that could be used. Teachers can also assign students to be on a guilty/innocent team, and those in the jury.

Day 2: Statement Preparation
This day focuses on witness/lawyer statements. Lawyers and witnesses are to write statements on why they believe Nat Turner is guilty or innocent. The person who is assigned to be John Smith should also come up with a statement. At this time jury members can come up with a list of questions they want to ask during the trial. The witnesses who are used should be presented to the other side so that lawyers can prepare for cross-examination. Encourage students to refer to at least 2 pieces of evidence in their statement.

Day 3: Trial Day
On trial day lawyers will make opening statements, followed by witnesses testifying, and closing arguments. Teacher should act as the judge and the jury should ask questions as necessary. At the end the teacher will gather the votes from the jury about Turner's guilt or innocence.

Suggested Performance Task Option #2

Performance Task Option #2-CRT Response Letter
In this lesson students will learn about the CRT bans that are being discussed across the country. Students will discuss the importance of slavery being included in curriculum, and revisit some of the RP1 Unit 1's lessons on the importance of African American History.

Begin this lesson with asking students what were some of the first memories of Black history they learned. Follow up by asking students what they did learn about slavery, and how what they learned so far is different from what they learned in the past. Explain to students that in many states the teaching of slavery, race, 1619, and CRT is discouraged or banned. Define CRT and show students this map and have students identify a few states where CRT is banned. As a follow up, have students watch this news clip about CRT bans. Explain to students they are going to compare, contrast, and discuss an example of racist teaching to the backlash of teaching about slavery in schools today.

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Show students the image of Marinda Branson Moore. Distribute to students the readings by Moore and Stewart. Explain to students that she was a teacher in the South around the year 1830, and during that time she wrote a book on teaching "geography." Make sure to frame for students that the textbook was incredibly racist. If necessary, only point out one or two racist statements that are made in the reader. Reiterate for students that this racist discourse was taught to many students in the South. As a follow up, have students read Nikita Stewart's article for the 1619 Project. Provide these guiding questions for comprehension.

- What are some issues she raises regarding the teaching of slavery in schools?
- Who is involved/not involved in the teaching of slavery?
- What does she recommend?

Distribute the letter of the Bryn Mawr and Gilman parents about their concern over CRT in schools. In response, direct students to write a response to the letter. In their letter they should include facts they learned about slavery in the past 2 units, why they believe slavery should be taught in schools, and any suggestions they have for a curriculum that includes slavery.

Additional Suggestion/Option- Have students research one of the states banning CRT. They could write a similar letter as above, but to a state senator, representative, school board etc., of their choice.

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Suggested Pacing				
Day 1	Day 2	Day 3	Day 4	Day 5
Topic 1: 1619 Project Key Claims	Topic 2: Cultural Creation and Retention	Topic 3: Religion as Form of Control & Tool for Liberation	Topic 4: Bacon's Rebellion	Topic 5: Indentured Servitude, Blackness, and the Law
Day 6	Day 7	Day 8	Day 9	Day 10
Topic 6: Stono Rebellion and 1712 NY Revolt	Topic 7: The Influence of Slavery on the American Revolution	Topic 8: Loyalists or Patriots? The Black Quest for Freedom during Revolution		Topic 9: Revolutionary Implications: Slavery in the North

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Day 11	Day 12	Day 13	Day 14	Day 15
Topic 10: Independence and Race			Topic 11: The Constitution	Topic 12: Ona Judge/Hercules
Day 16	Day 17	Day 18	Day 19	Day 20
Topic 13: Founding Fathers Reaction to Haitian Revolution	Topic 14: The Expansion of Slavery/America (out west)		Performance Task 1- Nat Turner Trial Performance Task 2 - Response Letter to CRT Criticism	
Day 21				
Performance Task 1- Nat Turner Trial Performance Task 2 - Response Letter to CRT Criticism				

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Optional Learning Experiences and Aligned Resources

Topic 1: 1619 Project Key Claims

*This lesson is also a part of the Pulitzer Center's Education Impact Grant 1619 Teaching Lab. Access here to view a model of this lesson and additional resources.

This lesson introduces students to 2 significant years in African-American History 1619 and 1776. The goal of this lesson is for students to identify
Start with a Think Write Share: A mansion is being built. Do you want to meet the architect or the construction worker who is going to build it?
Ask students a follow-up question: If something goes wrong with the house, who do you want to meet first?

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Start the lesson with a review of "fast facts" about the 1619 Project and CRT state bans. Distribute the readings. Direct students to set up their notes in a T-Chart. On the left hand side is "1619 Opening Essay" and on the right hand side is 1776 National Review Opinion (or provide graphic organizer). Divide the class in 2. Half of the class will read the Nikole Hannah Jones opening essay the other half of the class will read the National Review Opinion. Direct students to read for general comprehension.

a. What does the essay say about the history of America?
b. What details in history are mentioned?

Debate Prep - put students in groups and have them come up with 3-4 reasons why either 1619 Project or 1776 is more important. Direct students to review any details they don't understand and to come up with persuasive arguments why their assigned year in American history is important.

Debate- follow the recommendations below for flow/pacing of debate

c. opening arguments (1-2 min each)
d. 1 or 2 rounds of rebuttal arguments (2 min each)
e. Closing arguments (1 min each)

Debate debrief - Ask students what stood out to them about the debate and what questions they have.

Additional Resources

Reshaping and Reframing African-American History with the 1619 Project Books
1619 Key Claims Google Slide Deck
Kemetic (Socratic) Seminar Protocol

Topic 2: Cultural Creation and Retention

Enslaved Black communities in the south were able to both retain West and Central African cultural traits and transform them into new forms of unique cultural mores. The lesson will focus both on the agency of these communities and how each aspect of cultural creation and retention doubled as a form of resistance against the white supremacist society in which they lived. Students will examine primary source material that shows both the connection to Africa and the development and integration of African culture into unique African American cultural mores in the U.S south. This lesson utilizes stations and takes roughly two block periods.

Start with an image analysis or See Think Wonder of this plantation painting. Ask students to consider what ways African culture impacted plantation life. The teacher will need to print a number of physical materials from each resource folder and place them each at a different station (collection of 4-5 desks). The teacher (if able) should also seek out suggested physical items listed on the culture station activity sheet such as

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ginger snaps and rice cakes for the food station and distribute the activity sheet to all students to complete and keep with them as they make their way through each station. Each station should take approximately 15 -20 minutes depending on the makeup of the class. The teacher will rotate station to station aiding students when necessary and keeping each group on task. Students continue to rotate through each station until they have completed each one. Before the stations are wrapped up and the class reviews the material, give students an additional 15 minutes or so to go back to any station they need to in order to check up on their activity sheet and make sure they answered each question from each station.

Once students have completed their activity sheets the teacher will review one content question and all resistance questions from each station with the class. This will give an opportunity for students to share their answers and discuss their weight and implications. Strong emphasis should be placed on how each aspect of culture discussed embodies a form of resistance. The teacher should also make connections to present forms of U.S culture that are directly linked to the forms expressed in the stations.

Exit Ticket Option 1 - ask the students to write down how an aspect of their present culture can be utilized to express resistance to oppression.
Exit Ticket Option 2 - Ask students to revisit the plantation painting. What is something that you learned today that deepened your understand of this painting?
Culture of West Africa
Station 1: Food
Station 2: Communication
Station 3: Spirituals
Station 4: Gullah
Station 5: Quilts

Topic 3: Religion as Form of Control & Tool for Liberation

Begin the class by asking the students to brainstorm how religion can be used as a tool to fight for freedom or a tool to maintain control. Utilize the responses from students to highlight the contradiction of religion being used to control the enslaved population, but that control did not necessarily extend to the significance of the spirituality of enslaved Africans who used stories from the bible to justify resistance and even violent rebellion. Show this video to highlight and reinforce key ideas students should take away regarding the way religion was used as a tool for liberation and control following the brief large group conversation.

Each student will receive one of four articles discussing religion and African American experiences with religion in the United States. Students will use the information from their assigned article to complete this double entry journal. From the article, students will need to identify four excerpts and briefly write how the excerpt relates to religion being used to control the enslaved population and how religion was used to assist in resistance

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against slavery. Once students complete their own four excerpts and explanations, students will be assigned to groups of four based on each student being assigned different articles. While in groups, students will share at least two of the most resonate excerpts from each of their respective assigned articles and share their brief explanations regarding the relationship of the excerpt to control or resistance. Lastly, the double entry journal will then be used again to identify one excerpt from each group member from the differing articles and write a brief explanation in your own words about how it relates to control or resistance.

Show this video about the formation of the first independent Black Churches by free Black populations and how these places of worship were also centers of organized Black resistance to the institution of slavery.

Exit Ticket: Do you view imposed religion being ultimately positive or negative for African Americans pursuit of liberation?

Topic 4: Bacon's Rebellion

This lesson examines how Bacon's Rebellion codified slavery in colonial America, and examines some of the laws passed to limit Black freedom. It encourages students to consider the political steps the colonists took to maintain a state of submission for enslaved-people.

Begin the lesson by telling students that colonial leaders got into an argument in Virginia. Ask students to make predictions:

1. What do you think they fought about?
2. How might the fight impact Black people?

Explain to students that to fully understand the violent argument between these 2 men they have to understand what happened before and after the fight. Show students a timeline of these dates:

- 1619: (arrival of enslaved-Africans)
- 1640-1672: laws that were in place before the rebellion
- 1676: Bacon's Rebellion
- 1680-1795: laws that were put in place after the rebellion

Explain to students who Nathanial Bacon and William Berkeley were, and each of their beliefs about what should be done with Native Americans. Distribute the reading. Direct students to read for comprehension of the laws from 1640-1672 with the following guiding questions.

- What exactly do the laws say or do?
- What part of Black lives are they trying to control or prevent?
- What might white people be concerned about when it comes to the law?

Check for understanding regarding the questions above. Ask students that when the violence breaks out between Berkeley and Bacon, Bacon offers freedom for enslaved-Africans that fight for him, "if you were an enslaved-African at this time, would you fight for Bacon? Why or why not?" After discussion explain to students that Bacon ended up losing the rebellion. Ask students to make a prediction on what will happen to enslaved

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Black people next? How might the laws change? Explain to students that because of the rebellion, additional laws were passed creating the separation of Black people. Have students read the laws from 1680-1795) using the same guided questions.

Exit Ticket: How did Bacon's Rebellion and the subsequent laws from 1680 to 1795 codify slavery and limit Black freedom in colonial America? Provide specific examples from the laws discussed in class to support your answer.

Additional suggestion- make connections to key claims that were made by Elizabeth Wilkson and Bryan Stevenson in the previous unit.

Topic 5: Indentured Servitude, Blackness and the Law

Students will examine multiple case studies of Black persons from Colonial Virginia and analyze how colonial Virginia attempted to use the law to control and define those persons. Students will be able to reflect on the information from the previous day's lesson and analyze how those laws affected the experiences of several historical Black peoples in colonial Virginia.
To begin, ask students to write one law they remember from the lesson the day before.
To model the activity, utilize a short primary and secondary source outlining the case of Frances Driggus with the students. The Teacher will provide the Driggus Think Write Pair Share graphic organizer with students. Before looking at the sources with the students the teacher will read the four Questions provided in the graphic organizer with them, explaining that each question aligns with one Dr. Gholdy Muhammeds five pursuits for teaching and learning, identity, skill development, intellectualism, criticality, and joy. The teacher will review the questions briefly and match each with the pursuit it aligns explaining how it does so with the students. (This part of the lesson is important because students will be asked to create questions from their case studies later that align with these same pursuits).

Once the instructions are given, students will access the source document, use it to complete their organizer and begin the Think Write Pair Share, spending the first five minutes working independently and the next five with a partner. The class will then spend the next five minutes sharing out.

The main activity will take approximately 50-60 minutes.

Split students into threes and disseminate the case studies and graphic organizers to the students, with the ones completing John Punch (court transcript), The twos completing John Casor (court transcript) and the threes completing Elizabeth Key-Grinstead (video). Snowball activity.

Once students complete the case study they must pick one of the five pursuits and frame a question about their case study that embraces said pursuit.

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As an extension please provide the following primary source reading with guided questions.

Exit Ticket: How did the legal decisions and treatment of Frances Driggus and John Punch reflect the colonies' shift towards total enslavement, and what does this indicate about the changing social and legal status of Black individuals in colonial Virginia?

Additional Resources:
Video Clip about Frances Driggus
Video Clip on John Punch

Topic 6: Stono Rebellion and 1712 NY Revolt

This lesson encourages students to deepen their understanding of the colonial reaction to Black resistance. Furthermore, through the combination of images, primary and secondary sources this lesson reminds students that slavery and rebellion took place in the North, leading to a similar set of backlash through laws that were passed.

To begin the lesson show these images (without title) of the auctions in South Carolina and New York. Ask students to See Think Wonder, and then follow up with asking students which image is of New York and which is of South Carolina. Explain to students that they are going to be learning about a rebellion that took place in each location. Distribute the readings and explain that students will be using a secondary source to understand what happened during the rebellion, and reading a primary source to determine how Black lives were limited through laws that were passed after the rebellion. Reading could be done in pairs, groups, or splitting the class.

For the secondary source provide these guiding questions for comprehension:
- Where and when did the rebellion take place?
- Who participated?
- What other significant details stand out to you about the rebellion?

For the primary source laws provide these guiding questions for comprehension:
- What does the law exactly do?
- How does the law limit Black people's freedom?
- What evidence is there of white fear?

Exit Ticket Options

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1. Formal Writing - What was the impact of enslaved-rebellions? In your response cite one of the laws that were passed and provide commentary.
2. Informal Writing - Write a 1-paragraph newspaper article on 1 of the rebellions. In your response, include a fictional character that lived during the time. (This could be for a white or Black newspaper).

Additional Resources
https://www.pbs.org/wgbh/aia/part1/1p284.html
Smithsonian Magazine on NY revolt
Video Clip on 1712 New York Revolt
Video Clip on Stono Rebellion

Topic 7: The Influence of Slavery on the American Revolution

The lead up to the American Revolution was a complicated time with a complicated history that tends to be taught outside of the historical context of the time and usually presents a narrative of inevitability and generalized concepts of liberty. Despite the victories obtained by the British that eliminated key threats to the borders of the colonies, the colonists asserted their opposition to increased British imposition on colonial status quo practices of trading with competing powers and using privateers to avoid paying taxes to the crown. Various events culminated to full out war and demands from colonists for independence, yet the narrative is mostly simplified into events and not the larger context slavery existed in at the time. Therefore, the need for students to also factor in the counter narrative articulated and extensively researched by Dr. Gerald Horne on the central role slavery played in the colonial drive towards independence.

The teacher will begin the lesson by asking the students to share what common narratives about the reasons behind American Independence. Then, the students will be posed with the question: Did slavery play a major or minor role in the decision by colonial elites to pursue independence from the Crown?

In order to adequately answer the question, students will need to examine several pieces of evidence related to the question of the permanence of the institution of slavery related to events leading up to the Declaration of Independence. This activity is a station activity where groups will visit each station recording notes and/or responding to guiding questions. Students will use this note catcher to record information and responses.

Station 1: Did a Fear of Slave Revolts Drive American Independence?
Students will write a brief 5-7 sentence argumentative essay based on the reading and discussion with group members answering the following question:

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Did a fear of slave revolts drive American Independence?. (rubric)

Station 2: Somerset V. Stewart is Ruled.
Guiding Questions

1. What were the circumstances leading up to the Somerset Case?
2. What did the judge rule in the case?
3. Do you think the Somerset Case played a role in the lead up to the American Revolution? Why or why not?

Station 3: The Gaspee Affair was about the business of slavery
For this station activity, groups will need to split the responsibility to read one of three sections from the article discussing the role the Gaspee Affair had with slavery. One to two students from each group will be responsible for documenting information under their assigned text for the group. Students will need to identify specific information and facts for each section as a group. Identify at least 5-7 facts for each category from the text as a group on note catcher.

The Notorious Triangle
Gaspee Raiders, Fear Abolition, & Gaspee Attack
The Witness & Revolution and Aftermath

Conclude the class with this video of Gerald Horne being interviewed about the main premise of his argument that the American Revolution was influenced by colonist concerns of abolition

Exit Ticket: Did slavery play a major or minor role in the colonists pursuing independence from the crown?

Topic 8: Loyalists or Patriots? The Black Quest for Freedom during Revolution

Day 1
At the outbreak of the Revolutionary War, free and enslaved people of African descent found themselves in the middle of a conflict between two sides that represented the interests of the elite on both sides who benefitted from the institution of slavery. In order to get students thinking ahead about the significance of the Revolutionary War for people of African descent, begin the lesson by having students list five facts about what they already know about the role of African Americans during the American Revolution under the K on this KWL chart. After the students individually fill out the K section on the KWL chart, ask for student volunteers to share what they listed with the entire class in order to provide a baseline of information as shared knowledge of the entire class about the role of African Americans during the American Revolution. Next, students will work with a partner or a small group of 4 to develop at least five questions about what they want to learn about the role of African Americans during the

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American Revolution.

Students will then be assigned one of three articles about the role and potential motivations of African Americans' involvement in the American Revolution. Each student will be assigned a partner to who was assigned the same article. When the time allocated for reading the article is complete (10-12 minutes), students will confer with their partner and attempt to answer the questions they developed on the KWL chart based on the information in the article and answer the three article reflection questions at the bottom of the KWL Chart sheet related to takeaways from article connected to what was identified on KWL chart. Based on the discussion with their partner, each student will write at least three things they learned in the L column of the KWL chart. As a whole group, have each student share out the main takeaway they gained from the article they read. Students will use the information shared with the entire class to add at least four more things they learned in the L column of the KWL chart.

Day 2

As a recap review the 5 w's of the Revolutionary War to help check for historical context understanding. Follow up with asking students if they were to participate in the war which side would they join and why? Introducing George Washington and Lord Dunmore. Ask the general question; do you think they wanted Black people to serve in the army? Who do you think allowed Black people to serve first? Distribute the timeline. Direct students to read through the timeline and to pay attention to actions taken by Dunmore and Washington. Show or read out loud Lord Dunmore's Proclamation.

Ask follow up questions:
Why do you think Washington banned Black people serving after Bunker Hill?
Why do you think he changed his mind?
How do you think the experiences of a Black loyalist and patriot are similar and different?

After debriefing the previous questions to contextualize the historical moment, show this video to highlight the story of Mama Bett and the considerations faced by people of African descendants related to determining way to approach the conflict between the Crown and the colonists.

Explain to students that they will be reading about the experiences of 2 Black soldiers: 1 loyalist and 1 patriot. Student are to read for general comprehension:

- What was the Black person doing before the war?
- What steps were taken to join the Loyalist/Patriot army?
- What was their experience like in the army?
- What happened to them after the war?
- What do they say about the war? freedom?

Exit Ticket - Write a journal entry from the point of view of a Black soldier that has gained freedom after serving on either the Loyalist or Patriot side.

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Topic 9: Revolutionary Implications: Slavery in the North

Despite the common historical narrative that simply splits the United States between the non-slaveholding Northern states and slaveholding Southern states regarding the institution of slavery in America, the actual history about slavery in America after independence is a much more complicated story. Before the conflict between the British colonists and the British crown, the enslavement of Africans was present in all thirteen colonies in British North America. Since the question of liberty became a focal point motivating colonists, enslaved people and advocates for the abolishment of slavery utilized the concepts related to liberty to assist in the gradual or immediate end of slavery in several newly formed states.

Begin this lesson with a map, timeline, and chart. Have students recognize the different ways slavery was abolished in various states in the North. Based on the map, timeline, and chart regarding the ending of slavery in certain states, students will answer a few questions that will guide the completion of a think-pair-share document. First students will answer the question prompts individually, then will ask to pair with a partner to share answers that will be synthesized together for the sharing of discussed responses as a pair to the larger group. Explain to students they are going to focus on Massachettes and Pennsylvania to deeper understand their abolition process. As the United States became an independent country, the debate about the relationship of slavery with calls for liberty represented a point of contention that provided an opportunity for African Americans to agitate more effectively for the end of slavery.

Students then will be broken into groups of four and provided with several primary and secondary documents related to the abolition of slavery in Pennsylvania and Massachusetts. By utilizing the information from the material, students will identify and describe in their own words five relevant points or arguments utilized during the time period about the ending of slavery of the state assigned. The points should be bulleted with a minimum 3-5 sentence description of the relationship of the identified evidence. Following the time allotted for students to complete the task, groups will combine with a group doing the state not assigned to them to create a t-chart differentiating the two state's steps and arguments leading to the end of slavery.

Exit Ticket- How did the arguments for liberty influence the efforts to end slavery in each state? Provide specific examples from the primary and secondary documents you reviewed in class.

Topic 10: Independence and Race

Day 1 - Founding Fathers

Review the following Founding Fathers Fast Facts as a mini-lecture/DI slide

- Led the 13 colonies against the British
- Signed the Declaration of Independence

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- Draft wrote the Constitution
- Met in Philly
- Had a lot of internal conflict

Review with students the definition of the word hypocrite and ask them to describe a time a person was being a hypocrite. Introduce the 4 Founding Fathers they are going to learn about for the day (Franklin, Jefferson, Washington, and Adams). Ask students to make predictions on who owned the most enslaved-people? Who received their first enslaved-person as a birthday gift? Who was the biggest hypocrite in terms of wanting freedom for the colonies, but not for Black people. Each student is to be assigned a different Founding Father to read about. After students work in groups, have students share the information and try to determine which has the most hypocritical relationship with slavery. Finish up with a class discussion.

Day 2 - Declaration of Independence
The purpose of this lesson is to teach students the importance of examining and analyzing source documents and their authors. In addition the lesson asks students to think critically about the differences of the two drafts, specifically regarding the final drafts rejection of the original drafts section on the inhumanity of the Atlantic slave trade.

Warm Up: If you were going to break up with someone, what would you say?

First do a quick check in with the class so they remember the purpose of the DOI and then they ask students to share their warm up answers. Then asks the questions: Who wrote the Declaration of Independence? What do we know about this person? Why is it important to know about the person who wrote what we read?

Distribute the original draft of the DOI and the final draft of the DOI. skim and scan each document individually and identify parts that have changed from original to the final version (ten minutes). After ten minutes students will turn to a partner and compare what they have found with one another (five minutes). At this time handout the Comparison Matrix sheet and have students complete it with their partner (ten minutes). Wait for students to bring up the slavery passage that is missing from the final version. If students do not bring it up then the teacher should highlight that section as missing and ask the students why they think that is.

Handout the article purporting Thomas Paine as the main author of the original version. Read the article with the students. What was the author's argument in the article? Did the author back up his claim with reliable evidence? Was their argument convincing?

Exit ticket: How should we view the DOI? Should black people think differently about the DOI?

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Day 3 - What to the Slave is the 4th of July?
This lesson focuses on one of Frederick Douglass's most famous speeches. It provides students an opportunity to further discuss Black people's reaction to the Declaration of Independence and celebrations that occur on the 4th of July.

Start this lesson with a Think Write share: White men are throwing a white men only party. What should Black people do in response? (crash the party, throw their own party, or something else?) Use this discussion to recap the Declaration of Independence and why some Black people choose not to celebrate the holiday. Explain to students that Frederick Douglass does a fantastic job at explaining why Black people's reaction to the 4th of July. Have students watch this video to better understand Frederick Douglass's laugh. Ask students what they think Douglass will say about the 4th of July and Declaration of Independence. Distribute the reading. Direct students to read and annotate for his overall message. Show this video to play the speech read by the descendants of Fredrick Douglass.

Suggested Exit - This lesson provides students with the opportunity to practice their formal writing skills. Have students write a response to the question "What was Frederick Douglass's overall message in his speech?" In the student response, students must include a quote from the speech.

Topic 11: The Constitution

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The Constitution of the United States was developed in response to the failure of the Articles of Confederation to construct an unified central government while granting protection to individual state interest. One of the main questions needing to be addressed, but not specifically stated in the document, was the issue of slavery. Most of the framers of the Constitution were slave owners and questions of how to address the contradiction between a nation defining itself as extending liberty while being socially and economically reliant on the bondage of other human beings created a glaring contradiction not reconciled in the document.

The class will start with students individually completing this anticipatory guide related to their previous understanding of the historical context and significance of the Constitution. After the students individually complete the anticipatory guide, break the students in pairs of two to discuss with a partner their responses and develop 3 questions that they have about the Constitution. As a large group, each group will share one question developed as a group regarding the Constitution to the entire class as the teacher records the questions on the board. Following the sharing of questions as a large group, the teacher will prompt the students to identify if any shared questions relate to the question of the institution of slavery.

Students then will be broken into groups of 4 and each student in the group will receive a different article discussing the relationship of the institution of slavery with the Constitution. Two articles will argue for that the Constitution was pro-slavery and two articles will argue that Constitution did not protect the institution of slavery.
The Constitution was a pro-slavery document articles:
Article 1
Article 2

The Constitution did not protect slavery articles:
Article 1
Article 2

Each article utilizes different ways to argue their case from various political lenses. Students will use the Argument Text Analysis document to individually record responses to question prompts related to analyzing the position and evidence used in the article. Once the students complete the analysis sheet, the group of 4 students should come together and share the arguments from their assigned article with one another. When each student is done sharing the argument and evidence used from their assigned argument, the teacher will prompt the students to answer the question as a group using the evidence used from the articles to address the following the question: Was the Constitution a pro-slavery document? Each group will then share out to the entire class an agreed upon answer or where folks deviate in their position as a group.

Exit Ticket: Was the Constitution a pro-slavery document? Explain your reasoning with evidence from the articles.

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Topic 12: Ona Judge

This lesson reinforces for students the complicated relationship between the United States founders and Race. It highlights for students the actions Washington took to try to re-enslave Ona Judge. Also exposed in this lesson, are developing tensions between the North and South, as Washington is unable to get help in the North for Ona's capture.

Ask students to Make a prediction - Why do you think George Washington (the most powerful person in the U.S. is unable to catch Ona Judge? Follow up with asking students what they remember about George Washington? Where did he live? Did he own enslaved-people?. Direct students to watch this video to provide background knowledge on Ona Judge.

Distribute the documents, and direct students to read through the Timeline. Direct students to pay when the Gradual Act was passed, when Ona Judge runs away, and when Washington asks for assistance in capturing Ona Judge. Ask the following check for understanding and higher-order questioning:

a. What exactly did the Gradual Abolition Act do?
b. Why do you think Washington is still trying to capture Ona in the year of 1799?

Document A Reading: Say to students *"To be able to determine why Washington was unable to capture Ona we read these primary sources we need to consider what the writer's perspective is, when it was written, and why it was written. We can then question the reliability of the source."* Review with students the date and writer of the source. Provide students time to read and these comprehension and higher order questions to guide their reading:

a. According to Washington, who was responsible for Judge's escape? What evidence does he use to support his belief?
b. Why might Washington think that using violent means might "excite a mob?" Why do you think Washington wanted to avoid a riot from happening?

Document B Reading: Review with students the date of the source, what kind of source is, and speculate who Reverend T.H. Adams might be. Provide students time to read and these comprehension and higher order questions to guide their reading:

a. What reasons does Judge give for escaping? What could be inferred about the Custis ' grandmother?
b. How does Judge's explanation for escape contrast to Washington's?
c. Who told Judge that someone had been sent to capture and return her to President Washington?

In Groups have students answer the following discussion questions:

- Hypothesize - Ona Judge was able to easily find a new hiding place in New Hampshire, what does this tell you about the people who lived there?
- Which documents A or B more closely matched your initial prediction in the Think Write Share?

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- How might Ona Judge have been influenced by spending time in the free black community of Philadelphia?
- What does Ona's story reveal about Black liberation?
- How does Ona's story change your perception about George Washington?

Exit Ticket - Write a diary entry from the point of view of Ona Judge describing why she ran away.

Extension - Have students research George Washington's enslaved person, Hercules, and discuss similarities and differences of the circumstances of his escape.

Topic 13: Founding Fathers Reaction to the Haitian Revolution

The purpose of this lesson is to highlight the relationship between Black resistance in Haiti and the Founding Fathers fearful reaction. It examines their fear of political and social changes that may occur due to the process spread of Black liberation.

Review the word "Revolution" with students. Start the lesson with providing an overview of what happened in the Haitian Revolution. Ask students what they think the Founding Fathers thought about the Revolution. Review the concepts of social/political/economic freedoms and privileges. Distribute the readings and model for students model for students with the first letter how to read/analyze the letters with these guiding questions:

- Who wrote the document?
- What exactly does the document say about the Haitian Revolution?
- What type of freedom are the Founding Fathers worried that Black people will gain?

It is important for teachers to contextualize the documents for students and encourage students to challenge the documents. Point out to students that the documents are only from the Founding Fathers perspective. After reading ask students the following discussion questions:

- Do you believe everything the writer or the letter said?
- What is the purpose of the letter?
- What is the tone of the letter?
- What possibly is the writer leaving out?

Exit Ticket - What was the Founding Fathers reaction to the Haitian Revolution? In your 1-paragraph response, cite evidence from one of the letters.

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Topic 14: The Expansion of Slavery (America Out West)

This lesson will have students use post-it notes throughout the two day lesson to record key concepts/topics/events/facts related to the expansion of the institution and the experience of free and enslaved African Americans derived from the readings, videos, and discussions. Each student will need to write at least 20 differing concepts/topics/events/facts from the provided material. During the remaining 30 minutes of the 2nd day, put students in groups of four to categorize the collective accumulated concepts/topics/events/facts post-it notes into categories identified by the group.

Day 1

Following American Independence, the institution of enslavement was reduced in some locations through the newly formed United States while simultaneously strengthened in other parts more reliant on free labor. As the United States started to expand into territory beyond the 13 colonies who gained independence from Great Britain, the newly formed government under the Articles of Confederation defined the way newly acquired territory would be handled in relation to expansion of slavery with the Northwest Ordinance. Even after the adoption of the Constitution, the Northwest Ordinance informed how territory in the Southwest territories would be handled on all issues except the issue of slavery with the Southwest Ordinance. As a result of both Ordinances effectively geographically divided the country between slave and non-slaveholding states, the government of the United States provided the circumstances necessary for slave states and interests to gain more political and economic power. With the Louisiana Purchase doubling the territorial size of the United States, the institution of slavery will double in size and power, which will deepen a schism between the concept

Start the class by asking the class to review the key components leading up the American Revolution related to the issue of slavery. Make certain to highlight why United States leaders wanted to protect the institution of slavery.

Students then should be put into pairs and read this article about the Northwest Ordinance. While reading, each pair of students will be responsible to answer these five guided questions related to the article. Following the time allocated to complete the reading and guided questions, the questions should be reviewed as a whole class to make certain correct understanding (time permitting).

Next, show this video about the Louisiana Purchase and the expansion of slavery. After showing the video, break the students into groups of three to read this article on the Missouri Compromise and have students in the group responsible to either identify the specific components of the compromise, the reasons behind the compromise, or the consequences of the compromise. Once each student from the group completes the task, the students will share the information to be recorded for each category.

Day 2

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Start the class by having students watch this video then do a quick write on their thoughts on the potential for increased resistance from free and enslaved African Americans as the United States and institution of slavery expanded. Following the quick write, show students this video about the Missouri Compromise then briefly review key concepts from the reading from the previous class.

For the remainder of class, students will work in groups of four to categorize their collective accumulated concepts/topics/events/facts for this and the previous class into categories developed by the group based on the similarities they identified as significant. First, the students spend 5-7 minutes writing down concepts/topics/events/facts on individual post-it notes. Students should only write one concept/topic/event/fact for each post-it. After the allotted time to write down as many concepts/topics/events/facts as possible, students will convene with a group and begin sorting their post-it notes into similar themes.

Guided Questions:

- What was the historical context that produced the creation of the Missouri Compromise?
- How did the Missouri Compromise contribute to increased conflict between slaveholding and non-slaveholding states?

Exit Ticket- What group of people besides African Americans did the Missouri Compromise effect but did not directly address?

Performance Task Option 1: Nat Turner Trial

This lesson encourages students to debate and discuss the hypocrisy of the Revolutionary Era's pursuit of an independent America versus the treatment of armed Black resistance. Nat Turner's rebellion provides students with the ability to investigate in detail the circumstances of his planning and execution. Also due to the religious motivation of Turner's rebellion further discussion can be had regarding the relationship between slavery and Christianity. It should be noted that the "Trial Evidence" document is a combination of many different secondary sources. The "evidence" that students actually used to determine whether or not Turner is guilty can also be revised based on teacher's discretion.

Day 1: Trial Evidence

Introduce students to the "fast facts" of the Nat Turner rebellion:

- took place in Virginia
- owner and owner's family were killed
- led others to also set fire to plantations/kill other owners

Explain to students they are to determine whether or not he is guilty or innocent of leading a rebellion. Show images of where the rebellion took place. Distribute the reading, and explain to students that for each piece of evidence, they are to list whether or not the evidence shows that Turner is guilty or innocent. This can be done in their notes or a graphic organizer created by the teacher. At the end of examining all the evidence,

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students determine whether or not they believe Turner is guilty or innocent. This website is also helpful for possible additional sources that could be used. Teachers can also assign students to be on a guilty/innocent team, and those in the jury.

Day 2: Statement Preparation
This day focuses on witness/lawyer statements. Lawyers and witnesses are to write statements on why they believe Nat Turner is guilty or innocent. The person who is assigned to be John Smith should also come up with a statement. At this time jury members can come up with a list of questions they want to ask during the trial. The witnesses who are used should be presented to the other side so that lawyers can prepare for cross-examination. Encourage students to refer to at least 2 pieces of evidence in their statement.

Day 3: Trial Day
On trial day lawyers will make opening statements, followed by witnesses testifying, and closing arguments. Teacher should act as the judge and the jury should ask questions as necessary. At the end the teacher will gather the votes from the jury about Turner's guilt or innocence.

Additional Resources
PBS description of rebellion
VA Library Documents

Performance Task Option 2: CRT Response Letter

In this lesson students will learn about the CRT bans that are being discussed across the country. Students will discuss the importance of slavery being included in curriculum, and revisit some of the RP1 Unit 1's lessons on the importance of African American History.

Begin this lesson with asking students what were some of the first memories of Black history they learned. Follow up by asking students what they did learn about slavery, and how what they learned so far is different from what they learned in the past. Explain to students that in many states the teaching of slavery, race, 1619, and CRT is discouraged or banned. Define CRT and show students this map and have students identify a few states where CRT is banned. As a follow up, have students watch this news clip about CRT bans. Explain to students they are going to compare, contrast, and discuss an example of racist teaching to the backlash of teaching about slavery in schools today.

Show students the image of Marinda Branson Moore. Distribute to students the readings by Moore and Stewart. Explain to students that she was a teacher in the South around the year 1830, and during that time she wrote a book on teaching "geography." Make sure to frame for students that the textbook was incredibly racist. If necessary, only point out one or two racist statements that are made in the reader. Reiterate for students that this racist discourse was taught to many students in the South. As a follow up, have students read Nikita Stewart's article for the 1619 Project. Provide these guiding questions for comprehension.

- What are some issues she raises regarding the teaching of slavery in schools?
- Who is involved/not involved in the teaching of slavery?

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- What does she recommend?

Distribute the letter of the Bryn Mawr and Gilman parents about their concern over CRT in schools. In response, direct students to write a response to the letter. In their letter they should include facts they learned about slavery in the past 2 units, why they believe slavery should be taught in schools, and any suggestions they have for a curriculum that includes slavery.

Additional Suggestion/Option- Have students research one of the states banning CRT. They could write a similar letter as above, but to a state senator, representative, school board etc., of their choice.

Additional Resources

Slavery in the Making of America Documentary
Africans in America Part 1 (1450-1750)
Africans in America Part 2 (1750-1805)
Africans in America Part 3 (1791-1831)
Nat Turner Slave Rebellion Documentary
What is the Fourth of July by Fredrick Douglass read James Earl Jones

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Standards	
Common Core Standards	CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or

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	economic aspects of history/social science. CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims. CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources. CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
C3 Standards	**D2.Civ.1.9-12.** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. **D2.Civ.5.9-12.** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. **D2.Geo.4.9-12.** Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. **D2.Geo.6.9-12.** Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. **D2.His.2.9-12.** Analyze change and continuity in historical eras. **D2.Civ.5.9-12.** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. **D2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. **D2.Civ.12.9-12.** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. **D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. **D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. **D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives. **D2.His.7.9-12.** Explain how the perspectives of people in the present shape interpretations of the past. **D2.His.8.9-12.** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. **D2.His.10.9-12.** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

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	D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. **D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

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World History Quarter/Term 4

Unit 3: Climate Justice, Capitalism, and Crises

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills, and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - PA Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

GDP (Gross Domestic Product) and GNP (Gross National Product) have long been used as a means to measure the economic health of a given area - a country, a region, etc. These measures are often assumed to measure a country's "well-being" - that is the quality of life of a country. However, GDP/GNP measures consumption and production and relies on capital exchange, on the use of money to measure any of these things. However, GDP does not measure things which do not involve a capital exchange. Volunteer labor or the labor related to parenting, for example, are excluded. As well, it does not consider the components of production that actually are harmful - pollution, environmental degradation, and contribution to climate change. In this unit, students will consider the role consumption plays in contributing to climate change, consider the factors not incorporated into GNP/GDP and analyze the applicability of alternative models for measuring quality of life that are not reliant on consumption.

Essential Questions	Big Ideas
❑ Do higher incomes and more output always equal a higher quality of life for the people experiencing such growth? ❑ How might the impact of climate on are indigenous people differ from the impact on others? ❑ Can the current systems of production and consumption continue if the world is to address climate change? ❑ Do higher incomes and more output always equal a higher quality of life for the people experiencing such growth?	• Climate change • Consumption and its effects on climate change • Personal and collective actions • Quality of life • Economic models and their relationship to quality of life

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- What alternative measures of well-being exist currently internationally and could those be applied to the United States as a measure of quality of life?
- In what ways do personal beliefs and cultural values influence perceptions of community responsibility and consumption?
- Are current common solutions being proposed to address climate change enough?

Enduring Understandings

- Climate change is largely impacted by patterns of consumption.
- A higher income (and larger GDP) does not necessarily equate to a higher quality of life and more happiness.
- Using GDP, some of the poorest countries in the world may actually appear poorer in terms of quality of life than they really are.
- Quality of life includes both income and non-income variables such as life expectancy, literacy rates, environmental indicators, measures of inequality, and so on.
- Alternative indicators have been developed to provide a more well-rounded measure of a nation's quality of life by different national and international organizations.

Knowledge and Skills (Performance Objectives):

Students will be able to (transferable knowledge)...

- Analyze and compare data in regard to climate change
- Evaluate the impact of lobbying and creating alliances.
- Critically examine ethical considerations related to climate change, consumption and quality of life both in theoretical principles and real-world applications.
- Synthesize historical knowledge and contemporary insights to propose strategies for addressing climate change.
- Articulate personal beliefs and cultural values that influence their understanding of materialism, consumption and climate change.
- Identify root causes of climate change and consider proposals for measurements of quality of life.

Transfer Skills

Students will be able to independently use their learning to…

- Apply analysis skills to interpret sources and contextualize information within broader narratives of economics and climate change.
- Engage in critical thinking and problem-solving to evaluate the effectiveness of different strategies for

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	defining quality of life and propose innovative solutions to contemporary challenges. • Communicate effectively through written and oral presentations, articulating complex ideas and supporting arguments with evidence from multiple sources. • Demonstrate empathy and cultural sensitivity in understanding diverse perspectives on climate and quality of life, fostering respectful dialogue and collaboration. • Advocate for social justice and human rights by actively participating in community-based initiatives and promoting positive change at local, national, and global levels. • Identify systemic issues contributing to climate change and develop actionable strategies for addressing root causes of climate change. • Communicate complex ideas effectively through creative mediums, to convey nuanced understandings of peace and conflict dynamics.

Key Terms:

- GDP per capita - the real gross domestic product of a nation, divided by the nation's population; this measure is an
- indication of the average income of a nation's people
- Materialism: the belief that having money and possessions is the most important thing in life
- Quality of life: (sometimes called "well-being") the standard of health, happiness, security, and material comfort of an individual, a group of people, or a nation
- Sustainability: the ability of a system to endure indefinitely into the future; an increase in GDP will only be sustainable as long as it does not deplete natural resources too rapidly nor exploit the environment in a way that diminishes the quality of life of the nation's households over time.
- Climate change: Climate change refers to long-term shifts in temperatures and weather patterns. Such shifts can be natural, due to changes in the sun's activity or large volcanic eruptions. But since the 1800s, human activities have been the main driver of climate change.Carbon Emissions: Carbon dioxide emissions or CO 2 emissions are emissions

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stemming from the burning of fossil fuels and the manufacture of cement.Carbon dioxide is called a greenhouse gas because it absorbs infrared radiation, which has the effect of warming the planet.

- multilateral: Refers to agreements, treaties, or actions that involve or include multiple parties or nations
- Convention: Convention as a specific term: Whereas in the last century the term "convention" was regularly employed for bilateral agreements, it now is generally used for formal multilateral treaties with a broad number of parties.
- lobby: to try to persuade a politician, the government, or an official group that a particular thing should or should not happen, or that a law should be changed:.
- Greenhouse gases: Greenhouse gases (also known as GHGs) are gases in the earth's atmosphere that trap heat. The gases act like the glass walls of a greenhouse – hence the name, greenhouse gases. Examples are carbon dioxide and chlorofluorocarbons.
- sustainable development: development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- globalization: the growing interconnection of nations' economies. It represents the flow of financial products, goods, technology, information, and jobs across national borders and cultures. In economic terms, it describes an interdependence of countries around the globe fostered through trade.
- deregulation of trade and finance: refers to the reduction or removal of government regulations and controls in these sectors, aiming to increase market efficiency and competition, potentially leading to economic growth but also risks like instability.
- transnational companies: also known as multinational corporations (MNCs), are businesses that operate in multiple countries, often with a global strategy and centralized management
- consumerism: the theory that an increasing consumption of goods is economically desirable

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Suggested Authentic Performance Task:

Below are readings on three alternative models for measuring quality of life. Each group will be given one alternative model to read about. Alternative: Teachers may also require students to do additional research in each model. Their group must design a presentation for the class around the economic model they have chosen. Each presentation should contain:

1) Slides or other visualization
2) A clear explanation of the model and how it differs from GNP
3) An analysis of how effective the model is/could be
4) A determination of whether or not the model could be successfully implemented in both the City of Philadelphia and in the United States overall and the reasons the group came to their decision.

Readings

Reading A: Sufficiency Economy Philosophy

Reading B: The Gross National Happiness (GNH) Index

Reading C: The Doughnut Economy: Students in this group will be using the website: https://doughnuteconomics.org/about-doughnut-economics

They should thoroughly read this page but may also use the other pages on the website for additional information for their project.

Note to teacher: Reading C might be better for students who struggle with reading as it contains visuals and within the links videos that also help explain the model

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Optional Learning Experiences and Aligned Resources

Topic 1: Understanding Climate Change and Inequality

1. Show students the Schumacher Quote. ("An attitude to life which seeks fulfilment in the single-minded pursuit of wealth - in short, materialism - does not fit into this world, because it contains within itself no limiting principle, while the environment in which it is placed is strictly limited."— **E.F. Schumacher, Small Is Beautiful: Economics as if People Mattered**

   (You may need to define the term "materialism." Designate 1 side of the classroom as "Agree" and another side of the classroom as "disagree." Have students go to the side of the room that best represents their thoughts about the quote. Explain that you will be asking students to explain why they agree or disagree with the quote. Explain that students are welcome to "change sides" if they feel that someone from the opposite side says something that makes them change their minds.

2. Have students return to their seats. Write the word "Climate Change" on the board and ask students to turn to a partner and discuss what they think it means and if they have any examples that show that climate change is happening.
3. Tell students you are going to share information from the National Oceanic and Atmospheric Administration (NOAA) which is a United States agency that serves as the country's environmental intelligence agency. Show the slide with the change in surface temperature from NOAA. Explain that prior to the mid 1800's, surface temperature did not vary much. Ask students why they think temperatures started rising at faster rates starting around 1880.
4. Show the slide with the actual data for temperature change. Tell students that the world's nations have all acknowledged the reality of climate change and through the United Nations have tried to develop plans to address climate change. Explain that coming to agreement about what can be done has been difficult because of some basic realities in regard to inequity and climate change.
5. Tell students they will be analyzing some data related to climate change and as a result, as a class you will try to come to some conclusions based on the data.
6. Break students into small groups and assign them the graphs to study. Each group should have a different set of graphs. Have them fill in the data analysis worksheet as they study the data sets they have been given. (Note: The graphs are on the google slides that accompany this unit).
7. Have groups report to the class their findings from the data.

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8. Help the class summarize what they have learned from the data about global climate change.

Slides for this unit

Data Analysis Graphic Organizer

Topic 2: Don't Take Our Voices Away - a Role Play

Day 1: Don't Take Our Voices Away - a Role Play: Part 1

(Information for lesson introduction taken from: https://www.un.org/en/climatechange/un-climate-conferences

1. Explain to students the following information:

   The **United Nations Climate Change Conferences** are yearly conferences held in the framework of the United Nations Framework Convention on Climate Change (UNFCCC). The first UN Climate Change Conference was held in 1995 in Berlin. Every year, countries who have joined the United Nations Framework Convention on Climate Change (UNFCCC) meet to measure progress and negotiate multilateral responses to climate change. COP29 was held in Baku, Azerbaijan, in November 2024.

   Today there are 198 Parties to the Convention. (Currently, President Trump has indicated he will no longer have the US be a party to the Convention. You will need to check to see what the current status of the United States is in regard to this issue). Beginning in the mid-1990s, countries negotiated the Kyoto Protocol to establish legally binding obligations for developed countries to reduce their greenhouse gas emissions. From 2011 to 2015 the meetings were used to negotiate the Paris Agreement, which created a general path towards climate action.

   The UNFCCC is a multilateral treaty adopted in 1992 to stabilize greenhouse gas concentrations "at a level that would prevent dangerous anthropogenic (human-induced) interference with the climate system."

   The host country of the COP normally rotates among the five United Nations regional groups (Africa, Asia-Pacific, Eastern Europe, Latin American and the Caribbean, and Western European and Others), with regional group members determining which country from their region will make an offer to host the conference.

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2. Explain that in 2009, the UNCCC was going to take place in Copenhagen. Tell them there was a children's summit prior to the conference and they are going to hear from a 15 year old from a country called the Maldives who attended the conference.
3. Play the video clip: https://www.democracynow.org/2009/12/8/would_you_commit_murder_15_year_old
4. Explain that prior to the conference, another gathering was held in Anchorage, Alaska - the Indigenous Peoples' Global Summit on Climate Change. Explain to students that they will be participating in a role play activity based on the Indigenous People's Summit. (Note: This lesson is taken from an article posted on the Zinn Education website. The full article that contains teachers' reflections on the activity can be found here.)
5. Break students into 6 groups. Explain that they will each be representing a country at the Indigenous People's Summit. Explain that their first task will be to read the description of their country and answer the discussion questions on the handout. Tell them that they will be representing their country so they need to understand their country as much as possible.
6. Explain that you will give them (15-20) minutes for this. Tell students that at the end of the discussion once their forms are filled in, the conference will start.
7. After students have completed their discussion, explain to the students that each group will need to find out more about the situation of other groups. Each group should be split into two. Half the students from each group will be assigned to move around the room as information gathers. Half should remain at their place as information sharers. Have students use the graphic organizer to keep notes.Explain they should focus on how climate change is being experienced in their homelands and any actions they propose. Teachers may want to set timers of 5-6 minutes for each rotation to allow the information gatherers to get all the information they need.
8. Have students return to their original groups and compare notes they have from the other groups and to decide on their top 3 priority actions.

Handouts for the Role Play Lesson

Day 2: Don't Take Our Voices Away - a Role Play: Part 2

1. Begin class by reading the "Indigenous People's Global Summit on Climate Change" handout out loud to the class. Explain that each group will be able to present one of their priority actions to the class. They will take turns until each group is able to present all of their priority actions. As the groups report, write their priority action on the board. If students have similar priority actions, they can present their own arguments as to why they think it is a priority.
2. After all the groups present explain that their task is to come up with the top 3 priority actions they will lobby for. Students should engage in debates around their priorities until they reach consensus for the top 3 actions.

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Day 1: Agriculture and Mining

1. Ask students to share some of their analysis or cartoons from their homework assignment.
2. Ask students what they remember from the video they saw the day before.
3. Show the slide about Potato Import and Export
4. Have students in small groups work on a See Think Wonder in relationship to the slide.
5. Have groups report out on their discussions and their wonderings.
6. Show the slide on Greenhouse Gas emissions. Ask them what they notice (that agriculture and electricity account for the largest emissions). Ask students some things most people in the United States might do to lower greenhouse gas emissions. (Hopefully, someone will mention converting to electric vehicles. If they don't, remind them that that is one thing a lot of people are doing - switching to electric cars. Explain that today they will be looking at some of the materials needed for all electronics - including electric car batteries, phones and computers.
7. Divide students into four groups. Groups 1 and 2 will each read an article about cobalt. Groups 3 and 4 will read an article about lithium.Have students use the Article Analysis Graphic organizer to take notes on their assigned article.
8. After students have had time to read their articles, have them in mixed groups. Groups 1 and 2 should mix together to discuss cobalt and what they learned from their reading. Groups 3 and 4 should mix together to discuss lithium from their readings. Tell groups they will need to report to the class their findings.
9. Show slide 26 and ask students what they notice about electric cars. Remind students of the discussion earlier about how most people think they can contribute to help stop climate change by driving electric cars. Ask students what they think about that as a solution. Remind students of the quote from earlier. Are minerals infinite? Who is being most adversely impacted by our decisions.

Group 1:Article: For Your Phone and EV: A Cobalt Supply Train to a Hell on Earth

Group 2: Article: Is cobalt the 'blood diamond of electric cars'? What can be done about it?

Group 3: Article: Was Bolivia's coup over lithium?

Group 4: Article: Agreements with China and Russia to produce lithium may put Bolivia at the center of coup attempts

Article Analysis Graphic organizer

Homework

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Students should reflect on what they learned over the past two days. They should pick one of the following questions to write a response to:

1. Why do you think globalization is so popular among policymakers? Why do governments support it to the detriment of democracy, equality and the environment?
2. In what ways do you think globalization is linked to the erosion of democracy and/or the environment?

Additional resources:

Video: Blood, Sweat, And Batteries: Inside Congo's Cobalt Mines I Fortune
Video: Taking a closer look at impacts of cobalt mining for electric vehicle batteries
Video: Congo: Blood, gold and mobile phones
Video: Bolivia lithium: Industry business hit by political crisis

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Day 2: Review of capitalism and GDP

Ask students what they remember from previous lessons about capitalism. How would they define it? How was capitalism related to imperialism and colonialism?

1. Explain that you are showing a video of a TED talk where the speaker is talking about how capitalism has changed over time. You can explain a bit about the presenter (description taken from the Youtube page the talk is linked to):

   276,896 views Jan 13, 2015 "This talk was given at a local TEDx event, produced independently of the TED Conferences. In the wake of the financial meltdown and the euro crisis, a new interest in understanding capitalism has surged. So what is this system? It has the power to transform rural societies into bustling urban metropoles in only a decade, foster innovation and new technologies - but one thing the system lacks is a plan. And as we face not only economic crisis, but a much bigger climate crisis, a plan is exactly what is needed.

   "Kajsa Ekis Ekman was born in Stockholm 1980. She is a journalist and author of two books, "Being and being bought" about trafficking in women, and "Stolen Spring" about the eurocrisis and its consequences for Greece. Her books have been translated into several languages and she lectures around the world about crisis theory, women's rights and Latin American politics. She is a critic at

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Sweden's major daily Dagens Nyheter and an op-ed writer for the newspaper ETC. She is the founder of the climate action movement Klimax and the solidarity network NFG."

2. Distribute the Ted Talk Graphic Organizer to help students organize their thinking as they watch: Everybody talks about capitalism -- but what is it? | Kajsa Ekis Ekman | TEDxAthens
3. In small groups, have students discuss what is on their graphic organizer. Summarize on the board what might be a working definition of capitalism. Summarize how capitalism has now evolved in the 1980s from the Ted Talk.
4. Ask students if they have ever heard ot GDP (Gross Domestic Product) before. Explain that it is a measure used to consider how well a country is doing economically. Have students brainstorm (individually or as a class) a list of indicators that they think measure a country's economic health or well-being.(Examples could include: may be: the number of families below the poverty rate, the average income, the amount of goods/services produced, unemployment rates, etc. Encourage students to come up with as many indicators as possible
5. Have students come up with a list of factors that measure a society or individual's quality of life, but cannot be measured by GDP? Some factors may be: the value of leisure or vacation time, trading or bartering goods and services, a sense of belonging, etc.
6. Introduce the concept of Gross Domestic Product to your students and show the video Professor Dave Explains Gross Domestic Product (only show the video until 5:04). Tell students that they should taker notes on the GDP Graphic Organizer.
7. Review the key points from the video

Homework. Have student read the article GDP is the Wrong Tool for Measuring What Matters and complete the questions about the article on the GDP Graphic Organizer.

Resources:

Video: Professor Dave Explains Gross Domestic Product

Reading: GDP is the Wrong Tool for Measuring What Matters

GDP Graphic Organizer

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Topic 7 Alternative Economic models: The Sufficiency Economy, the Circular Economy, the Donut Economy and Gross National Happiness

Day 1: Alternative Economic models: The Sufficiency Economy, the Circular Economy, the Donut Economy and Gross National Happiness

1. Have students break into small groups and share their answers from their homework.
2. Show slide 29 with the quote from Dr. Sirikul Laukaikul. Use Questions Formula Technique to elicit questions from students. (NOTE: the directions are on the next slide.More about QFT can be found in this guide, on pages 28-42). However, if you are unfamiliar with this process, use a See, Think Wonder Protocol).
3. Ask students what they think the quote means. Ask them in what ways this quote represents an economic way of thinking that is different from capitalism.
4. Explain that this quote represents a philosophy called Efficiency Economy that was introduced in Thailand in the 1990s by the former king. Show the next slide with the political cartoon. Explain that one of the challenges with climate change is that developing countries have yet to develop but are being told they need to limit their greenhouse gas emissions. They are trying to wrestle with the concept of sustainability and also figuring out how to do economic development for their country and their people.
5. Show the slide that defines sustainable development. Have students consider whether or not they feel the US as a country is practicing sustainable development. Ask students to list their reasons why or why not.
6. Tell students they will be watching a video about the country of Bhutan. Show students the slide with the map of Bhutan and point out both Bhutan and Thailand. Explain that Bhutan is the only country in the world who has achieved carbon neutrality - which means they are not creating a new increase in carbon emissions.
7. Show the video: This country isn't just carbon neutral — it's carbon negative | Tshering Tobgay. Have students use the Ted Talk Graphic Organizer to take notes as they watch the film.
8. Have students meet in small groups to discuss the information on their graphic organizers.
9. Ask students to share some of the things they learned, what stood out to them and any questions that they have. Ask students if there were any policies that Bhutan's government has that might be good to have in the US.
10. Performance Task: Explain to students that they will be breaking into 3 groups. (you may need to break each of the 3 groups into two groups depending on class size and how collaborative students are.) Each group will be given a sustainable economic model to study. They will be reading articles and then will be doing their own research.

Video: This country isn't just carbon neutral — it's carbon negative | Tshering Tobgay

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Reading: Buddhist Economics by E.F. Schumacher

Reading: What Is doughnut economics? By Cody Peluso Sep 01, 2023

Video: Ted Talk Graphic Organizer

- **C.I.A. - World FactBook**

World Bank - GDP

Suggested Authentic Performance Task: Quality of Life

Below are readings on three alternative models for measuring quality of life. Each group will be given one alternative model to read about. Teachers may also require students to do additional research in each model. Their group must design a presentation for the class around the economic model they have chosen. Each presentation should contain:

5) Slides or other visualization
6) A clear explanation of the model and how it differs from GNP
7) An analysis of how effective the model is/could be
8) A determination of whether or not the model could be successfully implemented in both the City of Philadelphia and in the United States overall and the reasons the group came to their decision.

Readings

Reading A: Sufficiency Economy Philosophy

Reading B: The Gross National Happiness (GNH) Index

Reading C: The Doughnut Economy: Students in this group will be using the website: https://doughnuteconomics.org/about-doughnut-economics

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They should thoroughly read this page but may also use the other pages on the website for additional information for their project.

Note to teacher: Reading C might be better for students who struggle with reading as it contains visuals and within the links videos that also help explain the model

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Standards	
PA Common Core	**CC.1.2.9-10.A** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly and implicitly. **CC.1.2.9-10.B** - Determine a central idea of a text and analyze how it is conveyed through particular details. **CC.1.2.9-10.C** - Analyze how an author's choices regarding text structure contribute to the overall meaning and effectiveness of the text. **CC.1.4.9-10.A** - Write arguments to support claims in an analysis of substantive topics or texts. **CC.1.4.9-10.B** - Write informative texts to examine and convey complex ideas and information clearly and accurately. **CC.1.5.9-10.A** - Engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly. **CC.1.5.9-10.B** - Analyze the purpose and effectiveness of the speaker's argument and the use of rhetorical techniques. **CC.1.4.9-10.E** - Evaluate media sources for credibility and bias.
C3 Standards	**D1.1.9-12** - Develop questions that are clear, concise, and focused on understanding political and social issues. **D1.2.9-12** - Explain the importance of developing questions to guide research and analysis. **D2.His.1.9-12** - Analyze historical sources and interpretations to understand historical events and their impact. **D2.Civ.1.9-12** - Analyze the role of government structures in supporting or undermining democratic principles. **D2.Geo.1.9-12** - Analyze the spatial organization of people, places, and environments. **D2.Eco.1.9-12** - Analyze economic factors and their impact on political decisions and social structures. **D3.1.9-12** - Gather relevant information from a variety of sources, including primary and secondary sources, to support analysis. **D3.2.9-12** - Evaluate the credibility and relevance of sources to address research questions.

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	D3.3.9-12 - Construct arguments using evidence to support claims and conclusions. **D4.1.9-12** - Communicate arguments effectively to others using appropriate formats and media. **D4.2.9-12** - Apply disciplinary tools and concepts to advocate for change and address social issues. **D4.3.9-12** - Take informed action to address problems and contribute to civic life.

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THE SCHOOL DISTRICT OF PHILADELPHIA

Grade 3, Quarter Unit 3 Overview

Big Idea	Exploring Black History
Time Frame	8-10 weeks
Unit Overview	• This unit aims to provide students with a comprehensive understanding of Black history and culture, fostering respect, empathy, and a commitment to social justice. Through engaging activities, primary source analysis, and thoughtful discussions, students will explore significant aspects of Black history, discovering the invaluable contributions of Black families, artists, health advocates, and educators. By learning about the struggles and triumphs of Black communities, students will understand that Black lives matter—not just today, but throughout history. This unit offers an opportunity for students to connect with the cultural heritage and resilience of Black Americans, empowering them to become active, compassionate citizens committed to promoting equality and social justice. • **Lesson 1: Black Families in History** • In this lesson, students will explore primary source documents such as photographs, letters, and records that offer insights into the lives of Black families in the past. Through these documents, students will gain an understanding of the importance of family structures in Black communities, both historically and today, and how family bonds have been crucial for survival, resistance, and progress during times of oppression. • **Lesson 2: Black Artists and Their Impact**

- This lesson introduces students to influential Black artists like Faith Ringgold and Jacob Lawrence, whose works serve as powerful expressions of the Black experience. Students will study how art can tell stories, express struggles, and celebrate culture, while also engaging in a hands-on activity where they create their own artwork inspired by the themes and techniques learned from these artists.

Lesson 3: Black Health and Safety

- In this lesson, students will learn about the history of Black health and safety, including disparities in healthcare access and how communities have worked to address these challenges. By examining the contributions of Black health pioneers and safety advocates, students will gain insight into the ongoing fight for equitable healthcare and safety within the Black community, fostering a deeper understanding of public health issues and social responsibility.

Lesson 4: Black Education and HBCUs

- This lesson delves into the rich legacy of Historically Black Colleges and Universities (HBCUs), which have provided higher education opportunities to Black students since the era of segregation. Students will explore the role of HBCUs in shaping Black leaders, learning about notable alumni and the schools' continuing importance in empowering Black students today. Through this exploration, students will understand the significance of education in promoting racial equality and social mobility.

Lesson 5: Black Safety and Building Safe Communities

- In this lesson, students will explore the concept of safety within the Black community and understand the importance of building secure and supportive environments. Students will learn how communities can come together to address issues like violence, healthcare access, and education, and how to create spaces where all individuals feel safe, valued, and empowered. Through discussions and activities, students will gain an understanding of the role that safety plays in fostering thriving communities and how they, as young individuals, can contribute to making their own communities safer for everyone.

STANDARDS ADDRESSED IN THIS UNIT	
Common Core Literacy	CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **CCSS.ELA-LITERACY.RI.3.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • **CCSS.ELA-LITERACY.RI.3.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea. • **CCSS.ELA-LITERACY.RI.3.3**: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Social Justice Standards	Identity 1 ID.3-5.1 I know and like who I am and can talk about my family and myself and describe our various group identities. Action 20 AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.
NCSS C3 Standards	D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Five Pursuits of Historically Responsive Education
Identity: ***Students will:*** • ***See their own cultural identity reflected*** *in the stories, experiences, and contributions of Black families, artists, and educators, recognizing the rich history of Black communities in shaping the nation.* • ***Learn about the lives, families, and traditions*** *of Black individuals and communities whose experiences may differ from their own, fostering respect and empathy for diverse cultural backgrounds.* • ***Recognize shared values of resilience, empowerment, and community*** *across cultures, understanding that difference is a source of strength rather than a deficit.* ***Students will:*** • ***Be proud of their cultural heritage*** *and confidently share their own backgrounds, traditions, and experiences, celebrating diversity within the classroom and community.* • ***Describe the multiple identities they hold*** *(race, culture, family, neighborhood, etc.), and explore how these identities connect them to the larger community and historical narratives.* • ***Collaborate with peers, families, and community members*** *to foster an inclusive and fair classroom environment where all voices and experiences are valued.* • ***Understand how rules, values, and community decisions*** *shape how people live and work together, with an emphasis on creating a just, equitable society for all.* ***Students will:***

- ***Compare and contrast communities*** *across time and place—both historical and present-day—to understand what makes a strong, thriving community, focusing on Black communities' contributions to American society.*

- ***Ask and answer questions using evidence*** *from primary sources, artwork, interviews, and local history to deepen their understanding of Black lives and their impact on culture and history.*

- ***Identify the contributions of Black families, artists, educators, and activists*** *in shaping the social and cultural fabric of America, with particular focus on Historically Black Colleges and Universities (HBCUs), Black artists, and community safety initiatives.*

Joy: Students will recognize and celebrate the strength, resilience, and achievements *of Black communities while appreciating how these contributions shape their own lives and the broader community.*

Enduring Understanding

Students will understand that…

- **Black families have played a foundational role** in preserving culture, promoting resilience, and creating networks of support, even in the face of systemic challenges.

- **Art is a powerful tool for expression** that allows Black artists to communicate cultural identity, historical experiences, and social issues, shaping public perception and inspiring change.

- **Historically Black Colleges and Universities (HBCUs)** have been vital institutions for Black education, empowering generations of students and fostering leadership, academic excellence, and social justice.

- **Black communities have consistently advocated for better health and safety**, overcoming barriers and creating solutions to address disparities in healthcare, safety, and social well-being.

- **Community safety and social justice are interconnected**, and building strong, supportive communities requires collective effort, empathy, and commitment to addressing the needs of all members, especially marginalized groups.

Essential Questions

- *How have Black families contributed to the strength and resilience of Black communities throughout history?*
- *In what ways have Black artists, like Faith Ringgold and Jacob Lawrence, used their art to express cultural, social, and historical narratives?*
- *Why are Historically Black Colleges and Universities (HBCUs) important in the fight for educational equity and empowerment for Black students?*
- *How have Black communities worked together to address health disparities and create safer environments?*
- *What role does community safety and social justice play in building strong, thriving communities, and how can we contribute to this effort today?*

Knowledge:

Students will know…

- The variety and strength of Black families across time and place—both historical and present-day—to understand what makes a strong, thriving family.
- .
- The works of Black artists, such as Faith Ringgold and Jacob Lawrence, and discuss how their art reflects important cultural, social, and historical themes. Students will be able to describe how these artists have used their work to communicate messages about Black identity, history, and empowerment.
- the history and significance of Historically Black Colleges and Universities (HBCUs) and learn how education has served as a critical tool for Black empowerment and social mobility. They will be able to explain why HBCUs are vital to the ongoing fight for racial equality and justice.
- Students will le how communities can come together to address issues of safety, justice, and equality. They will identify ways that individuals and groups can take action to create safer environments and stronger communities, and discuss how social justice and safety are interconnected.

Assumed pre-knowledge: family members, some heritage and cultural background, some personality characteristics, and personal likes and dislikes, the community they live in

Skills

Students will be able to:

- **Students will be able to analyze primary source documents** related to Black families, artists, health, and education, identifying key details and understanding their historical significance.
- **Students will be able to describe the impact of Black artists** like Faith Ringgold and Jacob Lawrence, explaining how their works reflect cultural, social, and historical themes.
- **Students will be able to explain the importance of Historically Black Colleges and Universities (HBCUs)** in providing educational opportunities for Black students and promoting Black empowerment throughout history.
- **Students will be able to discuss the role of community safety and health** within Black communities, identifying ways individuals and groups have worked to create safer, healthier environments.
- **Students will be able to create a project or presentation** that showcases their understanding of a key concept from the unit, such as the contributions of Black families, artists, or educators, using a combination of research and creativity.

Key Vocabulary/Terms		
• **Historically Black Colleges and Universities (HBCUs):** Colleges and universities established before 1964 with the primary mission of educating Black Americans. • **Primary Source:** Original materials or documents from a particular time period, such as photographs, letters, diaries, and government records. • **Resilience:** The ability to recover quickly from difficulties; toughness.	**Community:** A group of people living in the same area or having shared interests and values. This unit it focuses on Black communities and their collective strength. ○ **Cultural Heritage:** The traditions, customs, art, language, and practices passed down from previous generations within a community.	○ **Artivism:** The combination of art and activism, where artists use their work to bring attention to social or political issues. ○ **Ally: A person who supports and stands up for the rights of others, often someone outside of the marginalized group.**

Often used to describe communities or individuals who face adversity and thrive despite challenges. • **Empowerment:** The process of gaining strength or power, often in a social, political, or cultural context, to advocate for oneself and others.	○ **Equality:** The state of being equal, especially in rights, status, and opportunities. ○ **Segregation:** The practice of separating people, especially in schools, public places, and transportation, based on race or ethnicity, particularly during the Jim Crow era ○ **Equality:** The state of being equal, especially in rights, status, and opportunities. ○ **Segregation:** The practice of separating people, especially in schools, public places, and transportation, based on race or ethnicity, particularly during the Jim Crow era. ○ **Social Justice:** The concept of fair treatment and equal opportunities for all people, regardless of race, gender, or background. ○ **Activism:** The policy or action of campaigning for social change, often in support of human rights, equality, and justice.	○ **Legacy: Something passed down from previous generations, such as traditions, accomplishments, or the impact of historical events.** ○ **Self-Determination: The process by which a group of people, often oppressed or marginalized, control their own destiny and make decisions that affect their lives.** ○ **Intersectionality: The interconnected nature of social categorizations such as race, class, and gender, which can create overlapping systems of disadvantage or discrimination.** ○ **Stereotype: A widely held but oversimplified and generalized belief or idea about a particular group of people, often leading**

	○ **Civil Rights:** The rights of citizens to political and social freedom and equality, including the right to vote, receive education, and live without discrimination. ○ **Disparity:** A great difference or inequality, often referring to the gap in social, economic, or educational outcomes between different groups, such as Black and white Americans. ○ **Resistance:** The act of opposing or fighting against something, especially oppression or injustice. Black communities historically resisted racism and discrimination. ○ **Identity:** The qualities, beliefs, and characteristics that define an individual or group, including race, culture, and family history. ○ **Cultural Identity:** A sense of belonging to a particular culture, influenced by shared language, traditions, and	**to prejudice and discrimination.** ○ **Civic Engagement: Active participation in the political and social life of a community, including voting, volunteering, and advocating for change.** ○ **Healing: The process of overcoming trauma or hardship, often referring to the collective healing of communities that have been oppressed or marginalized.** ○ **Freedom of Expression: The right to express one's thoughts, ideas, and opinions without fear of censorship or retaliation, often central to social movements.** ○

	values. ○ **Solidarity:** Unity or agreement of feeling or action, especially among individuals with a common interest. It is often expressed in collective efforts for social change. ○ ○ ○ ○	

Assessment - Performance Task	
Scholastic is hosting its first national Young Artists Exhibition, and you have been selected! Each young artist will submit a sample of work that demonstrates the complex formation of identities within multiple communities. As we have been studying communities, this excites you, and you can't wait to get started. Scholastic is requiring you to submit literary and art pieces that reflect your identities within each of the six communities to which you belong (Family, Neighborhood, Classroom, School, Philadelphia, and Pennsylvania). For each community,y include a visual arts artifact (drawing, painting, collage, movement piece, and or song) and a writing artifact (Autobiography, I am poem, Name Poem, or Narrative writing piece). Before submitting to Scholastic, you must present your artwork to a panel for peer review.	
Rubric for Performance Task	Who am I? Who are We?

THE SCHOOL DISTRICT OF PHILADELPHIA

Office of Curriculum & Instruction
[redacted]
Dr. Nyshawana Francis, Chief

2023-2024 Social Studies Term 1, Quarter-at-a-Glance (QAG) GRADE: 12

Updated 09/28/2023

Units:

1. **Foundational Framing for Civics & Economics**
2. **Government, Policy, & Civic Engagement**
3. **Voting & Elections**
4. **Civic Action Research Project: Inquiry Proposal**

Social Science Year-At-A-Glance Document

Quarter 1 Unit 1: Foundational Framing for Civics and Economics

Essential Questions	• How will we use antiracism & intersectionality as lenses during our study of Social Science this year? • How can we create a brave space that embraces antiracism and affirms the intersectional identities of everyone in the classroom community? • What issues in my community am I passionate about?

Topics	**Content Framing:** Throughout this curriculum, there is material included to emphasize antiracist curriculum. It is also important to begin the course with definitions and framing that will support this lens throughout the course. • Define key terms: racism, antiracism, oppression, privilege, intersectionality • Explore the history of racist and antiracist policies in the United States • Analyze the ways oppression and privilege show up in various aspects of our identities • Develop class culture that embraces antiracism and intersectionality.	**Civic Action Research Project:** Throughout Social Science, students will work on Action Research projects that relate to issues in their communities that they care about. This is intended to make the curriculum more relevant to students, and to make the products they create more authentic. Students will engage in a civic action, and complete a portfolio & presentation at the end of Quarter 3. • *Guiding Questions: What issues and problems do we care about? What can we do about it?* • Brainstorm issues, hypothesize root causes, identify different perspectives, discuss possible solutions • Connect issues and problems to key terms defined in the intro (racism, antiracism, oppression, privilege, intersectionality)
Standards	**CCSS.ELA-LITERACY.RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. **CCSS.ELA-LITERACY.RH.11-12.4** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **CCSS.ELA-LITERACY.RH.11-12.6** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **CCSS.ELA-LITERACY.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **CCSS.ELA-LITERACY.RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	**5.1.12.C.** Evaluate the application of the principles and ideals in contemporary **civic life**. • **Liberty / Freedom** • **Democracy** • **Justice** • **Equality** **5.2.12.D** Evaluate and demonstrate what makes competent and responsible citizens. **8.3.12.D** Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability **8.3.12.C** Evaluate how continuity and change in U.S. history are interrelated with the world. • Belief systems and religions • Commerce and industry • Technology • Politics and government • Physical and human geography • Social organization

Unit Description and Learning Progression (context, important teacher knowledge and understandings, necessary student prior knowledge, and potential misconceptions)	This unit is focused on framing the Social Science course for the year. There are three major components to this unit: Framing antiracism and intersectionality, establishing the classroom as a brave space, and identifying an issue for the course-long Civic Action Research Project. The first week will be spent exploring the definitions of racism, antiracism, oppression, privilege, and intersectionality, and applying them to our city, classroom, and identities. Students will also explore how racism and antiracism have played out in policy in the United States. Using this understanding as a starting point, students will discuss and plan how the classroom can be a brave space that embraces antiracism and affirms the intersectional identities of everyone in the community. This week will combine whole group, small group, and individual work, and is designed to set the tone for the course and introduce topics that will appear throughout. In the second week of this introductory unit, the focus will shift to identifying issues for the CIvic Action Research Project that will guide much of the work in this course throughout Quarters 1, 2, and 3. The week will begin with a whole-class brainstorm of issues that students see in their communities. From there, students will be asked to choose an issue or connected issues and begin to identify root causes, consider different perspectives, and brainstorm possible solutions. At the end of the week, students will share what they learned and draw connections between the issues they identified and definitions from the previous week - as well as the work of their classmates.
Enduring Understandings ***What understandings should students have after engaging with this unit?***	• Students will understand that our identities are intersectional. • Students will understand that racism is about power and policy, not just “bad people”. • Students will understand the connections between racism, antiracism, and public policy. • Students will understand that the classroom should be envisioned as a brave space that embraces antiracism and affirms the intersectional identities of everyone in the community. • Students will understand that a Civic Action Research Project will guide their work through Quarters 1, 2, and 3 of Social Science. • Students will understand the ways that the issues they are passionate about in their communities connect back to racism, antiracism, oppression, privilege, and intersectionality. • Students will understand that the issues they are passionate about can be addressed through civic action.

Authentic Performance Tasks	**Creating the Classroom as a Brave Space** • Establish norms for Classroom Community Civic Action Research Project • Brainstorm issues that concern students, their families, community, and the nation. • Hypothesize root causes, identify different perspectives, and discuss possible solutions • Connect issues and problems to key terms defined in the intro (racism, antiracism, oppression, privilege, intersectionality)
Aligned Resources	➔ Racial Justice Organizing Committee Anti Racism for Young People Slideshow (in development) ➔ From Safe Spaces to Brave Spaces ➔ Safe Spaces and Brave Spaces: Historical Context and Recommendations ➔ Untitled Poem by Beth Strano (introducing the concept of Brave Spaces) ➔ Youth Participatory Action Research Hub from Berkeley *Teachers: Please share additional resources here!*

Quarter 1 Unit 2: **Government, Policy, & Civic Engagement**

Essential Questions	What is power? Why do governments have power? In what ways can people and communities build power? What is the purpose of government and laws?
Topics	**Role of Government & Public Policy** ➔ Purpose of laws ◆ Power, Legitimacy, and Authority ◆ Social Contract Theory

World History Quarter/ Term 3

Unit 1: The Rise and Impact of Capitalism (4 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - PA Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

Throughout history, economic systems and the quest for power have significantly shaped societies and global interactions. Capitalism, as an economic system, prioritizes private ownership, profit, and market competition. It has driven innovation and economic growth but has also led to stark inequalities and exploitation. The rise of capitalism has been closely intertwined with imperialism, where powerful nations extend their influence and control over other regions through colonization, economic dominance, and cultural imposition. Imperialism, often justified through notions of superiority and a civilizing mission, led to the subjugation of peoples and the extraction of resources from colonized lands. This process not only altered the economic landscapes but also disrupted social structures, cultures, and ways of life, leading to lasting impacts on colonized societies. The legacy of imperialism continues to affect global relations and economic disparities today. Resistance against capitalist exploitation and imperial domination has taken many forms throughout history. People and communities have engaged in struggles for liberation, seeking to reclaim autonomy, resources, and cultural identities. These struggles have been marked by both violent and nonviolent resistance, revolutionary movements, and the establishment of new political and economic systems. An intersectional analysis of capitalism and imperialism reveals how race, class, gender, and other social categories shape experiences of exploitation and resistance. It allows us to examine how different groups have been disproportionately affected and how their struggles intersect and diverge. In the modern era, the globalized economy continues to perpetuate and challenge the dynamics of capitalism and imperialism. The interconnectedness of economies, the rise of multinational corporations, and the influence of international financial institutions highlight the complexities of economic power and control. At the same time, movements for social justice, environmental sustainability, and economic equity strive to address the inequalities and injustices inherent in the current global system.

In this unit, students will explore the multifaceted impacts of global trade networks from the 18th to 20th centuries. They will analyze how these networks influenced economic systems, societal structures, and cultural exchanges, focusing on both the

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benefits and detriments experienced by different regions and populations. Students will explore the rise and impact of capitalism through historical events, economic theories, and global trade networks. They will engage in group discussions, analyze primary and secondary sources, and participate in interactive activities that help them understand the complexities and consequences of capitalism on societies worldwide. Students will explore the global rise and impact of capitalism, examining how economic systems and imperialist practices have shaped societies across the world. They will investigate historical and contemporary examples of wealth disparities, the factory system, and globalization, as well as analyze the effects of these systems on gender and social structures.

Essential Questions	Big Ideas
❑ How did global trade networks evolve from the 18th to the 20th century, and what were their economic, social, and cultural impacts on different regions? ❑ How did technological advancements and the rise of capitalism influence global trade and economic structures? ❑ In what ways did capitalism reinforce or challenge existing power dynamics and social inequalities, including those related to gender and class? ❑ How did colonialism and imperialism shape global trade networks and capitalist practices, and how did these influence local and global economies? ❑ What are the key principles and structures that define capitalism, and how have different societies responded to and been impacted by capitalist systems? ❑ How has globalization affected local and global economies, and what are its connections to the rise and impact of capitalism?	Interconnectedness Technological Advancements Economic Disparities Cultural Exchange Economic Principles Global Impact Social Inequality Rise and Impact of Capitalism Economic Systems and Social Structures Globalization
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ Global trade networks have profoundly shaped modern economic and social structures, facilitating both integration and disparity among nations.	**Students will be able to (transferable knowledge)...** • Analyze historical documents and sources to understand the development and impact of global trade networks. • Compare and contrast the effects of trade on different regions and populations.

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❑ Technological advancements have significantly influenced the expansion, efficiency, and global reach of trade by transforming production, transportation, and communication. ❑ The uneven distribution of trade benefits has reinforced existing inequalities while also offering new opportunities for economic and cultural exchange. ❑ Capitalism, with its principles of private property, market competition, and profit motive, has shaped modern economic systems, driven global trade, and influenced social structures. ❑ Imperialism and colonialism significantly drove the global capitalist economy and have left lasting impacts on societies, including economic practices and social roles. ❑ Globalization continues to shape economic and social structures, with both positive and negative consequences, and understanding this process is crucial for analyzing contemporary global dynamics.	• Evaluate the role of technology in shaping global economic systems. • Develop arguments and perspectives on the benefits and drawbacks of global trade. • Identify and explain the key historical events that contributed to the rise of capitalism. • Analyze the principles and structures of capitalist economic systems. • Evaluate the impact of capitalism on global trade networks and economic disparities. • Discuss the ways in which different societies have responded to capitalism and its effects. • Analyze the historical development of capitalism and its global effects. • Examine the impact of colonialism and imperialism on trade and economic systems. • Evaluate the influence of capitalist practices on social structures, including gender roles. • Assess the impact of globalization on different regions and societies. • Develop critical thinking skills through analysis of historical and contemporary case studies.
	Transfer Skills
	Students will be able to independently use their learning to… • Critically analyze current global trade practices and policies, drawing connections to historical precedents. • Assess the impact of technological advancements on contemporary economic systems. • Advocate for equitable economic practices that consider historical contexts and power dynamics.

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	• Engage in informed discussions about global trade and its implications for society, utilizing historical knowledge to support their viewpoints. • Critically analyze contemporary economic issues through the lens of historical capitalism. • Understand and engage in informed discussions about global trade, economic policies, and social inequalities. • Apply knowledge of capitalism's impact to evaluate current events and propose solutions for economic and social challenges. • Apply their understanding of capitalism and globalization to current economic and social issues. • Critically assess the impact of economic systems on various societies and cultures. • Draw connections between historical economic practices and contemporary global challenges. • Engage in informed discussions and debates about economic systems and their effects on different populations.

Key Terms:

Abolitionist: A person who advocates for the immediate end of slavery and the abolition of the institution of slavery.
Agrarian: Relating to cultivated land or the cultivation of land. It often describes societies or economies that are primarily based on farming and agriculture.
Artisans: self employed craftsmen who made stuff for local markets and were trained for a long period of time by working as an apprentice for a craftsman over a long period of time
Capital: wealth needed to invest in new technologies and businesses
Capital accumulation: the dynamic that motivates the pursuit of profit, involving the investment of money or any financial asset with the goal of increasing the initial monetary value of said asset as a financial return whether in the form of profit, rent, interest, royalties or capital gains
Capitalism: an economic system based on the private ownership of the means of production and their operation for profit

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Charter: a written grant by a country's legislative or sovereign power, by which a body such as a company, college, or city is founded and its rights and privileges defined
Chattel Enslavement: A system of slavery in which individuals are treated as personal property or "chattels" of an owner. In this system, enslaved people are bought, sold, and owned outright, much like livestock or other property. This form of slavery dehumanizes individuals by denying their humanity and personal rights, reducing them to mere commodities.
Colonialism: The practice or policy of acquiring full or partial control over another country, occupying it with settlers, and exploiting it economically.
Company: An organization or business entity that produces goods or provides services in exchange for profit. It can range from small businesses to large corporations.
Communism: A political and economic ideology advocating for a classless society in which the means of production are owned and controlled by the community as a whole, often managed by a central government, aiming for equal distribution of wealth.
Corporation: A legal entity that is separate from its owners, having its own rights and obligations. Corporations are formed to conduct business and can enter into contracts, own property, and be liable for debts.
Coup d'etat: A sudden, violent, and illegal seizure of power from a government, typically conducted by a small group or military faction.
Credit: The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future
Cult of domesticity: A set of beliefs and expectations in 19th-century America that defined and idealized women's roles as homemakers and caretakers within the family, emphasizing virtues like piety, purity, submission, and domesticity.
Cultural exchange: The process by which different cultures share ideas, traditions, and artifacts with one another, often leading to mutual influence and enrichment.
Disparity: A great difference or inequality between two or more things, often referring to disparities in wealth, opportunities, or treatment.
Displacement: The forced movement of people from their homes or usual places of residence due to conflict, natural disasters, economic pressures, or other factors.
Entrepreneur: An individual who creates, organizes, and manages a business or businesses, taking on financial risks in the hope of profit.
Exploitation: The act of using someone or something unfairly for personal gain, often involving the unfair treatment of workers or resources.
Factory system: manufacturing system that cuts costs and increases output by relying on machines to do the work; workers and machines are put together under one roof next to an energy source (e.g. water, coal)

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Feudalism: the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (villeins or serfs) were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection
Fuel supply: water power and coal to fuel new machines
Genocide: The deliberate and systematic destruction of a racial, ethnic, national, or religious group.
Globalization: The process by which businesses, cultures, and governments become interconnected and interdependent on a global scale, leading to increased international trade, communication, and cultural exchange.
Industrialization: The process of transforming an economy from primarily agricultural to one based on the manufacturing of goods and services, involving technological advancements and the growth of industries.
Industrial capitalism: An economic system characterized by private ownership of the means of production, where industries and factories are operated for profit, often marked by significant technological advancements and expansion of trade.
Industrial Revolution: A period of major industrialization and technological advancement during the late 18th and early 19th centuries that began in Britain and spread to other parts of the world, leading to significant economic, social, and cultural changes.
Inequality: The uneven distribution of resources, opportunities, or privileges among individuals or groups, often related to socioeconomic status, race, gender, or other factors.
Interest: a fee paid for the privilege of borrowing money
Iron: iron ore to construct machines, tools and buildings, railroads
Market competition: The rivalry between businesses or producers in the same industry to attract customers, often leading to innovation, lower prices, and improved products or services.
Mass production: The manufacturing of large quantities of standardized products, often using assembly line techniques, which increases efficiency and reduces costs.
Means of production: The physical, non-human inputs used in the production of goods and services, including factories, machinery, tools, and raw materials.
Nationalism: A political ideology that emphasizes the interests, culture, and identity of a nation or group, often advocating for national sovereignty and independence.
Oligarch: A member of a small, elite group that holds significant power and influence over a country's political and economic systems.
Peasant: A low-status agricultural worker or small farmer, often associated with pre-industrial societies, who works the land and produces food for subsistence or local markets.
Philanthropy: The act of promoting the welfare of others through the donation of money, resources, or time to charitable causes.
Profit: a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something

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Profit maximization: The strategy of increasing a company's financial returns by achieving the highest possible profit, often through increasing revenues and reducing costs.
Revolution: A fundamental and often abrupt change in political, economic, or social structures, often brought about by a mass uprising or significant upheaval.
Tenement: A type of apartment building, often found in urban areas, characterized by overcrowded and poor living conditions, commonly associated with the late 19th and early 20th centuries.
Transatlantic slave trade: The historical trade of enslaved Africans across the Atlantic Ocean to the Americas, which was a significant part of the global slave trade from the 16th to the 19th centuries.
Transportation: rivers for inland transportation, harbors from which merchant ships set sail, expanding
Triangular trade: A system of transatlantic trade in which goods and enslaved people were exchanged between Africa, the Americas, and Europe, forming a triangle in the Atlantic Ocean.
Urbanization: The process by which cities grow and populations shift from rural to urban areas, often driven by industrialization and economic opportunities.
Wealth: the value of all assets of worth owned by a person, company or country

Suggested Authentic Performance Task: Capitalism in Action

Option 1: Capitalism Case Study Presentation
Students will create and present a case study of a specific country or region, demonstrating their understanding of how capitalism operates within different contexts. Students will work in pairs or small groups to research and present a case study of a country or region that exemplifies a particular model or aspect of capitalism. They will create a concise presentation that highlights the key features, successes, challenges, and innovations of capitalism in their chosen context. Each group will select a country or region to focus on for their case study.

Option 2: Debate on Capitalist Practices and Impacts
Students will participate in a structured debate to demonstrate their understanding of various aspects of capitalism, including its principles, historical developments, economic impacts, and social implications. Students will engage in a series of debates on pre-assigned topics related to capitalism. They will use knowledge gained from the unit to argue their positions, respond to counter arguments, and engage in critical thinking and discussion.

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Suggested Pacing				
Days 1	Days 2	Day 3	Days 4	Days 5
Topic 1: Principles of Capitalism		Topic 2: The Global System of Trade		Topic 3: Joint Stock Companies
Days 6	Day 7	Day 8	Days 9	Days 10
Topic 4: The Industrial Revolution and Economic Growth			Topic 5: Impact of the Factory System	
Day 11	Day 12	Day 13	Day 14	Day 15
Topic 6: Chocolate, Colonialism, and Corporate Narratives		Topic 7: Wealth Disparities and Capitalist Class Structures		Topic 8: Laissez Faire Capitalism
Day 16	Day 17	Day 18	Day 19	Day 20
Topic 9: Capitalism and Globalization		Suggested Authentic Performance Task: Capitalism in Action		

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Optional Learning Experiences and Aligned Resources

Topic 1: Principles of Capitalism

Note: the following lesson introduces several definitions related to capitalism. Students may wish to use this note catcher when going over definitions.

Write the word **capitalism** on the board. Ask students to do a brainstorm of words that come into their head when they hear the word capitalism. Ask students to do a **Think-Pair-Share** explaining why they chose the words they chose (Think-Pair-Share Protocol).

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Explain to students that capitalism is a concept that is commonly misunderstood and conjures up strong positive and negative associations. In this lesson, we will look at the origins of capitalism by exploring some of the basic premises of the term.

Ask students:

- What job/type of job are you interested in having when you become an adult?
- What kind of job do your parents/guardians or an adult who is close to you have/or have they had?
- What kind of job/jobs do your grandparents or someone close to you who might fit that role have or have they had?

Make sure students know it is OK if they do not know the answers or do not feel comfortable sharing them.

Ask students: to what extent did you pick a job that is different from that of the parent/guardian/adult who is close to you? That is different from your grandparents/someone who might fit that role? Ask students who are willing to volunteer their answers to do so.

Now, have students imagine it is 1000 CE: you are a **peasant** who is your age living on a manor (estate) in feudal England. Your job is to grow crops on the manor and give a portion of it to the noble who owns the manor in exchange for being allowed to live there. If you were living at that point in time and someone asked you the same question (what kind of job would you like to have as an adult?), what would your answer be?

Explain to students that you would not be asked that question, because the expectation would be that you would be a peasant for your entire life. Your parents and grandparents would have also been expected to be a peasant for life, and your children would be expected to be a peasant for life as well. Consider how last names in English emphasize this: they are either professions (e.g. Farmer, Smith, Weaver) or names that denote who you are related to (e.g. Williamson– son of William).

Explain to students that crucial to the idea of capitalism is the belief in individual progress and change. That one can make a decision to change one's circumstances. This goes against the notion in many pre-capitalist societies that an individual needs to accept their place/role in the hierarchy of a society (e.g. the acceptance of one's caste position in Hinduism; laws that emphasized one's social position in the Code of Hammurabi, the feudal system of medieval Europe). This is not to say that people in pre-capitalist societies didn't challenge this notion and try to improve their material conditions or challenge hierarchy (e.g. slave revolts throughout history)

Ask students, pretend it is the present day: you are an adult who is good at baking. You have decided to pursue a career in baking by opening up a bakery that you own. Brainstorm the tasks you would have to do and what you would have to purchase to accomplish those

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tasks (e.g. enroll in a school for baking, get a building, buy baking equipment etc.). These things you would have to own/control (e.g. the building, the equipment, the hours you work) to be a successful baker are called the **means of production.**

- **Means of production:** elements needed to produce goods and services

Explain that in many pre-capitalist societies, it would have been very difficult for an individual to "own" a bakery, let alone any means of production if they were not already of a particular class of people who were expected to have it.

Most of these things you need for your bakery in the modern world cost money or have a monetary value. This money– which you would use to purchase all the material things you need for your bakery/pay those who put work into your bakery (e.g. the staff you hire, the contractors you pay to build the bakery)-- is called **capital**.

- **Capital:** wealth in the form of money or other assets owned by a person or organization or available or contributed for a particular purpose such as starting a company or investing

As the person willing to start the bakery, you would be an **entrepreneur**:

- **Entrepreneur**: a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so

In sum, an entrepreneur is someone who **makes an investment of capital.** Ask students: how would they obtain it?

Explain that this requires you to be able to borrow money from a bank, use a credit card or someone with money. This is the principle of **credit**. Ask students how credit works– you borrow money with the intent of paying it back at some point along with **interest**— a fee you pay for the privilege of borrowing money. Where can you go to obtain credit?

- **Credit:** the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future
- **Interest:** a fee paid for the privilege of borrowing money

In this case, the "service" would be the borrowing of money. Forms of credit have been used throughout history in civilizations around the world. It is important to understand that the idea of credit is not an exclusively Western concept. For example, during the Mauryan Empire in India a form of credit called an adesha was used to pay a third person in a method similar to a bill of exchange. This became a way for merchants to borrow money and pay off loans.

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Explain that in the pre-capitalist societies in Europe, it was difficult to obtain credit because many people believed that one's **wealth** was fixed based on your place in the social hierarchy and therefore something you just held onto or spent. Rich people saw wealth as something that was simply spent (e.g on a palace or banquet), displayed or hoarded (e.g. why were pharaohs in Egypt and other kings in pre-capitalist societies buried in elaborate tombs with their wealth?).

Define **wealth**– the value of all assets of worth owned by a person, company or country– Investopedia).

Explain to students that there is a difference between **wealth and capital.** According to historian Yuval Noah Harari in his book *Sapiens*:

Capital consists of money, goods and resources that are **invested** in production
Wealth is buried in the ground or wasted on unproductive activity (Sapiens. 312)

Illustrate this by pulling out a dollar bill. Imagine if the total value of everything in the US was $1. If you owned 60 cents of that dollar, the belief was that it was your lot in life to have those 60 cents due to your position in the social hierarchy as opposed to more or less of the $1 (increasing your share of the $1 to 61 cents). Thus one borrowed money only to address present needs (e.g. to buy food, if you couldn't pay your taxes) as opposed to borrowing money for the singular purpose of increasing one's wealth.

In many cultures, philosophical or religious beliefs reified this outlook and also discouraged the idea of profiting off of the loaning of money. For example, the Catholic Church in medieval Europe made it a sin to lend or borrow money at high interest rates.

If you have those 60 cents and your material needs are met, then what would you do with it? You would either spend it on something nice worth 60 cents (e.g. a sculpture, a big banquet, a castle) or just hoard it somewhere. However, the point would be you wouldn't do anything to try to increase your wealth (e.g. find a way to make that 60 cents 61 cents) because you didn't think this was possible.

The idea of **capitalism** is built on the belief that individual progress and credit are not only acceptable, but in doing so, one can **expand wealth for everyone by using that wealth as capital**. That if one is allowed to pursue what one is best able and more willing to do to improve their situation (e.g. decide to be a baker and try to open a bakery), and if others are willing to **invest** in one's ability to do that (e.g. provide capital to help you open the bakery), then one will obtain **profits** that will expand the amount of wealth for everyone— that is, expand that $1 to $2 or an even larger amount.

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Profit: a financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something (Oxford Languages)

Have students brainstorm: What would you have to do to get people to invest money in your bakery? To make profits? You would have to demonstrate that you have the ability to be a better baker than other bakers. That your cakes and cookies taste so much better than anyone else so people will buy from you as opposed to other bakers. This is called **market competition.**

Moreover you would have to produce enough cakes and cookies in a way that provides the most profit to ensure that those who invest in your bakery not only get the best return on their investment but will be willing to let you borrow money again should you want to operate two bakeries instead of one. This is called **profit maximization**. How could you do this? (e.g. find a way to lower the cost of your cakes, hire someone to increase the amount of cookies you can bake)

Together, these ideas form the basis of **capitalism**.

- **Capitalism** is an economic system based on the private ownership of the means of production and their operation for profit.
- **Capital accumulation** is the dynamic that motivates the pursuit of profit, involving the investment of money or any financial asset with the goal of increasing the initial monetary value of said asset as a financial return whether in the form of profit, rent, interest, royalties or capital gains

Historian Yuval Noah Harari details this process in his book *Sapiens*.

- "Over the last 500 years the idea of progress convinced people to put more and more trust in the future. This trust created credit: credit brought real economic growth; and growth strengthened the trust in the future and opened up the way for even more credit" (p. 310).
- "Capitalism began as a theory about how the economy functions… but capitalism gradually became far more than just an economic doctrine. It now encompasses an ethic– a set of teaching about how people should behave, educate their children and even think. Its principal tenet (belief) is that economic growth is the supreme good, or at least a proxy for the supreme good, because justice, freedom and even happiness depend on economic growth" (p. 314).

Ask students to write a one-page reflection answering the following:

1. To what extent do you agree or disagree with the statements Harari detailed in the book Sapiens? Explain.
2. To what extent could viewing capitalism as an ethic lead to problems? What could some of those problems be? Explain.

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Topic 2: The Global System of Trade[1]

How did the development of capitalism happen in Europe?

Prior to the 1300s the predominant economic system– how a society gets what the material things they need to survive such as food– was **feudalism**.

- **Feudalism:** the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants (villeins or serfs) were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection

During the 1300s, feudalism declined in Western Europe due to a number of factors. For example, the waves of Bubonic Plague led to a decline in farming and freed peasants from their feudal obligation to lords on the manor. This occurred because the decline in population put their labor at a premium and allowed them to negotiate better working conditions on the manors, get paid wages for their work, or even leave the manor for better opportunities elsewhere. This change allowed for people of different classes to be able to more easily own land and engage in businesses and other money making activities, which led them to experiment with new ways of obtaining credit for these purposes. This simultaneously led to credit being a more acceptable type of transaction in European societies. At the same time, Western Europe was becoming more re-integrated into a thriving global system of trade in luxury goods–products that are desired but not necessary for survival– such as silks and spices that extended across Africa and Asia.

Distribute copies of THIS MAP to students. Explain that during the 13th century a global system of trade was thriving that linked Africa and Asia. Historian Lippman Janet Abu Lughod argues that this trade consisted of eight regional circuits *(see map)* where trade of luxury goods in the form of raw materials and manufactured goods occurred in regional cities linked by land and sea routes. These cities where the regional circuits overlapped also served as places where merchants across the could meet and conduct trade.

To illustrate this: Have students look at the map and find Karakorum and Canton and which regional circuit of trade the cities are located in. **Ask students:** imagine you are a merchant from Karakorum (Circuit III) who wishes to trade with a merchant from Canton (Circuit VIII). Instead of going all the way to Canton, where would you go? Answer: Beijing, because that is where Circuits III and VIII overlap. This trade was made possible due to the following:

[1] Lesson developed by Pat Hansbury, former School District of Philadelphia teacher

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- At times, kingdoms, empires and societies that controlled parts of the trade routes (e.g. Mongol Empire, Ming Dynasty) protected the trade routes and supported ways that would facilitate trade (e.g. use of paper money). They also promoted manufacturing (e.g. silk production in China).
- Also, to address the costs and risks of trade, merchants across the trade routes developed systems of **credit.** For example, in Persia and later the Abbasid Caliphate, merchants used letters of credit instead of money to secure payment in other countries along trade routes. These paper "sakks" became the predecessor to our modern day use of checks.

Explain that Western Europe participated in this global system of trade in earlier periods such as the Roman Empire. However, the fall of the Roman Empire reduced the flow of trade from Asia to Europe. Nonetheless, by the 13th century, a regional circuit of trade was thriving across Western Europe (Circuit I). Events such as the Crusades caused more Western Europeans to visit the eastern side of the Mediterranean which gave them more access to luxury goods coming from other trade networks across Asia. This caused Western Europeans to want to integrate themselves into this global system in order to obtain luxury goods from other parts of the world.

Explain to students that we will be conducting a simulation to explore how this global system of trade worked. Ask for six student volunteers. Have the students spread out around the room. Explain to students that they will be playing the following roles:

Student 1: Pepper farmer from Calicut
Student 2: Merchant from Hormuz
Student 3: Merchant from Constantinople
Student 4: Merchant from Venice
Student 5: Merchant from Troyes
Student 6: Richest noble in Troyes

Hold up a small container of pepper. Explain that throughout World History, pepper has been a luxury good not only to enhance the flavor of food but for its medicinal value. Throughout Europe, pepper was highly sought after yet expensive to obtain because pepper did not grow in Europe. For example, during the Roman Empire, ships sailed across the Arabian Sea to the western coast of India, which was a predominant site of pepper farming, in order to obtain the spice. As Western Europeans were becoming more integrated into the global system of trade, wealthy Europeans increasingly sought to purchase pepper. More information can be found here.

Explain to students that they will be doing a simulation to show the trade of pepper from Calicut (a city in what is now India) to Troyes (a city in what is now France). Have students locate Calicut on the map.

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Have **Student #1** come to the front of the room. Explain that this student is a pepper farmer in Calicut. Explain how pepper is grown: it grows on a vine; the fruit (called a drupe) is picked, dried and then ground into pepper.

Have the class brainstorm all the tasks the pepper farmer would have to do to produce a crop of pepper (e.g. water plants, pull weeds). Have the students brainstorm all the problems that could happen to the crops (e.g. a drought, insect infestation) and what the pepper farmer would have to do to overcome them.

Give **Student #1** the container of pepper. Have the class agree on the cost of the container of pepper using US dollars for the sake of convenience. Explain that the farmer should come up with a cost that would justify all the expenses, labor and hardships he/she/they incurred. However, considering that the farmer would be competing with other pepper farmers in Calicut, the cost should not be so high that a potential buyer might go to another pepper farmer in Calicut. Have Student #1 come up with a cost with input from the class (e.g. cost is $1).

Have **Student #2** go to the far side of the room. Explain that the student is a merchant from Hormuz who wishes to purchase some pepper in Calicut. Have students locate Hormuz on the map and notice what circuits of trade it is in and which overlap with Calicut (VI). Based on the circuits, have students identify the body of water the merchant would have to cross to get to Calicut: the Arabian Sea.

Have the class brainstorm all the things the merchant would have to do to cross the Arabian Sea (e.g. buy a ship and crew, wait for the monsoon winds to carry the ship across). Also, brainstorm all the things that could go wrong on the journey (e.g. a storm) and what the merchant would have to do to address the problems.

Remind students that the merchant could probably draw on sources of credit that spanned this global trade network to acquire the things they need.

Have Student #2 walk over to Student #1. In doing so, the instructor may wish to narrate a story of what happens to the student with help from the class.

Have Student #2 pay student #1 for the container of pepper (e.g. $1). Explain that Student #2 should come up with a cost that would justify all the expenses, labor and hardships they incurred crossing the Arabian Sea. As before, the cost should not be so high that a

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potential buyer might go to another merchant in Hormuz. Have Student #2 come up with a cost with input from the class (e.g. $2, cost should be higher than $1).

Have **Student #3** go to the far side of the room. Explain that the student is a merchant from Constantinople who wishes to purchase some pepper in Hormuz. Have students locate Hormuz on the map and notice what circuits of trade it is in and which overlap with Hormuz. (II and IV). Based on the circuits, have students identify the geographic feature the merchant would have to cross to get to Hormuz: deserts.

Have the class brainstorm all the things the merchant would have to do to cross the desert (e.g get a camel and water). Also, brainstorm all the things that could go wrong on the journey (e.g. a sandstorm) and what the merchant would have to do to address them. Ask Student #3 to walk over to Student #2. In doing so, the instructor may wish to narrate a story of what happens to the student with help from the class.

Have Student #3 pay student #2 for the container of pepper (e.g. $2). Explain that Student #3 should come up with a cost that would justify all the expenses, labor and hardships he/she/they incurred crossing the desert. As before, the cost should not be so high that a potential buyer might go to another merchant in Constantinople. Have Student #2 come up with a cost with input from the class (e.g. $4, cost should be higher than $2).

Have **Student #4** go to the far side of the room. Explain that the student is a merchant from Venice who wishes to purchase some pepper in Constantinople. Have students locate Venice on the map and notice what circuits of trade it is in and which overlap with Constantinope. (I and II). Based on the circuits, have students identify the geographic feature the merchant would have to cross to get to Constantinople: cross the Mediterranean Sea. Explain that during this period, the Crusades are going on and the merchant will have to cross the Mediterranean Sea during a war.

Have the class brainstorm all the things the merchant would have to do to cross the Mediterranean during a war (e.g. hire soldiers and get weapons). Also, brainstorm all the things that could go wrong on the journey (e.g. have to avoid a naval battle) and what the merchant would have to do to address them. Ask Student #4 to walk over to Student #3. In doing so, the instructor may wish to narrate a story of what happens to the student with help from the class.

Have Student #4 pay student #3 for the container of pepper (e.g. $4). Explain that Student #4 should come up with a cost that would justify all the expenses, labor and hardships he/she/they incurred crossing the sea during a war. As before, the cost should not be so high

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that a potential buyer might go to another merchant in Constantinople. Have Student #4 come up with a cost with input from the class (e.g. $8, cost should be higher than $4).

Have **Student #5** go to the far side of the room. Explain that the student is a merchant from Troyes who wishes to purchase some pepper in Venice. Have students locate Troyes on the map and notice what circuits of trade it is in along with overlap with Venice. (I). Based on the circuits, have students identify the geographic feature the merchant would have to cross to get to Venice: cross the Alps.

Have the class brainstorm all the things the merchant would have to do to cross the Alps (e.g get mountain climbing gear). Also, brainstorm all the things that could go wrong (e.g. avalanche) and what the merchant would have to do to address them. Ask Student #5 to walk over to Student #4. In doing so, the instructor may wish to narrate a story of what happens to the student with help from the class.

Have Student #5 pay student #4 for the container of pepper (e.g. $8). Explain that Student #5 should come up with a cost that would justify all the expenses, labor and hardships he/she/they incurred crossing the mountains. Have Student #5 come up with a cost with input from the class (e.g. $16, cost should be higher than $8).

Have **Student #6** come to the front of the room. Explain that Student #6 is the richest noble in Troyes. The noble wishes to throw a dinner party for all of their vassals (lesser nobles who have pledged service to the noble in exchange for land) where the noble wishes to show off by giving each vassal a spoonful of pepper. Explain that if the noble wishes to do this he/she/they will have to pay $16.

Processing:
Ask students: the price of the container of pepper was originally $1. Why did the price get so high? Each merchant along the different circuits of the trade routes increased the price to justify their risks and expenses. What would the noble (Student #6) have to do to be able to obtain the pepper at a cheaper price?

Consider: Europeans didn't have many products (aside from wool) that were considered luxury goods in other parts of the world. As a result, there wasn't much they could trade in order to bring down the price of luxury goods coming from other parts of the world. One solution would be to gain direct access to the pepper trade in Calicut.

Explain that this need to get the pepper at a cheaper price is what drove people like Columbus to want to find a direct route to India– so they could purchase the pepper for $1 instead of $16.

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As Western Europe became re-integrated into the world economy, societies were organizing themselves into new forms of governance (e.g. kingdoms, city-states). As a result, kingdoms and city-states in Western Europe supported **entrepreneurs** who sought to find ways of profiting from this trade in luxury goods first within their circuit (I) and then later across the Mediterranean. For example, King Ferdinand II of the kingdom of Aragon and Queen Isabella of the kingdom of Castile created the new kingdom of Spain when they married. The new kingdom of Spain sought to increase its power relative to nearby kingdoms such as Portugal by competing to find ways of gaining more access to the wealth from global trade. In short, Western European leaders began to see that their power was based on trade.

Much of the trade originally centered around the city-states of Italy (e.g. Florence, Venice). Have students look at the map and locate Italy. Why would cities in Italy be in a good position to prosper from the global system of trade (e.g. Italy's location in the middle of the Mediterranean, transit point for Europeans going on the Crusades). . How would this benefit the city states of Italy (e.g. prosperity led to the Italian Renaissance)?

In doing so, city-states in Italy developed systems of **credit** to support their efforts not only to trade (e.g funding Students #4 and #5) but to compete with each other to gain a larger share of the trade. Banks were also set up in different city-states to facilitate the borrowing of money; the most famous was run in Florence by the Medici family.

This caused other kingdoms in parts of Western Europe such as Spain to want to gain more access to the trade by seeking other routes to Asia and supporting entrepreneurs looking to obtain credit in order to fund their expeditions.

One **entrepreneur** was Columbus. Have students answer this question by using the terminology of capitalism:

- How did he seek to make **profit**? (Find a way to India by crossing the Atlantic)
- What are his **means of production**? (Nina, Pinta, Santa Maria, his crew)
- Who did he get to **invest** by giving him **credit?** (King Ferdinand and Queen Isabella)
- What did he end up doing? (Establish colonies for Spain in the Caribbean in order to find gold, which would justify the investment.)

As a result, the developing model of capitalism was the impetus for colonialism and imperialism. As we will discuss in later lessons, it also became the impetus for the dehumanization of people in the pursuit of profit.

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As Harari puts it in *Sapiens*: "This was the magic circle of imperial capitalism: credit financed new discoveries: discoveries led to colonies; colonies provided profits; profits built trust; and trust translated into more credit" (p. 317)

Have students go back to the early quote that capitalism is an "ethic". Have students brainstorm what else they know about Columbus and colonialism. To what extent is it problematic to call capitalism, and in particular the pursuit of profit, a "magic circle"? What does this neglect?

Have students brainstorm what would be some of the negative consequences of imperial capitalism, especially on people who lived in the colonies. To what extent did this "ethic" justify oppression (eg. enslavement of people from Africa and indigenous peoples in America)?

Topic 3: Joint Stock Companies

Go back to the scenario introduced in Lesson #1 of starting a bakery. Ask if there are students in class who like to bake or are good at baking.

Pick one student. Pretend that the student is going to be an **entrepreneur** who will start a bakery, but we need to raise $100 **capital** to get a building and buy supplies using only resources that you as students in the class have. Review the materials students brainstormed in Lesson #1 needed to start a bakery in the neighborhood around the student's school (or have students pick a neighborhood in Philadelphia).

If time permits, have students do a Google Search to calculate the estimated costs (e.g. cost of renting a storefront).

- Have students brainstorm the best way to acquire the materials they brainstormed. Students will probably come up with some kind of solution that involves students pooling together resources.

Explain that one way of raising capital is by having students each pool together a certain amount to invest in the bakery based on what they can contribute. If a student puts in 10% of the $100 (their share= 10% would be $10) then they will get 10% of any profit the bakery makes. If the bakery loses money, they will also lose that percentage. This way of raising capital became the basis for the formation of **corporations or companies**. Each person who contributes a portion of the capital is called a **shareholder.**

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Broadly speaking, a **company** is owned by a single person or a partner; a **corporation** is a type of company owned by a large group of shareholders who own amounts of shares in the company.

- Ask students what would the pros and cons be of having one person invest $100 vs. everyone chipping in $1 toward that $100? (e.g. if one person invests $100 they get more profit, but they assume more risk if the business fails and they lose money).

It is important to recognize that in other parts of the world such as China, merchants had already developed and were experimenting with similar ways of obtaining capital for trade. For example, in the Tang and Song Dynasties in China, financial institutions developed that allowed merchants to deposit and borrow money. This is explored more by Scott Morton in his book *China: Its History and Culture* (p. 95).

However, many European and non-European societies obtained and increased wealth in other ways. For example, empires around the world throughout history also relied on increasing taxes on their subjects and acquiring valuables through warfare with other civilizations to increase wealth (Sapiens, 316).

Thus, while different societies developed variations of companies or corporations in history, we will focus on the development of corporations in Europe.

Review the main points of the simulation on the global system of trade. Have students quickly brainstorm the risks that European entrepreneurs such as Columbus had.

Also remind students of the **"ethic" of capitalism** and how, as we will learn, it led to **colonialism** and the **exploitation** of people in the pursuit of profit.

The risks of these ventures made it difficult for a single person to take on the role of investor (e.g. consider how many European expeditions funded by European monarchs failed to find a direct passage to India because they could not find a passage).

As a result, Europeans turned into **joint stock companies** in a manner similar to what we simulated earlier. Instead of a single investor betting all their money on a single voyage, the risk could be spread out by a large number of investors investing a small portion of capital. Again, consider the benefit of having everyone in class invest $1 of the $100 needed to start the bakery vs. one person investing $100.

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- A **joint-stock company** is a business owned by its investors, with each investor owning a share of the company based on the amount that they've invested
- Joint-stock companies became the predecessor for modern **corporations.**

Ask students to consider what would be the pros and cons of the formation of corporations. Consider that the point of a company and those of shareholders is to invest in order to obtain profit.

Go back to the bakery scenario. Let's say the student has formed a corporation with shareholders investing in the bakery.

- What if the student who is the entrepreneur wanted to cut costs to increase profit by having little kids working in their bakery and not paying them for their work? Given the point of a corporation, to what extent would that be OK?
- To what extent would investors go along with this idea given that their goal is to obtain profit? Consider that someone who is an investor is not directly involved in the day to day operation of the business and would not be directly overseeing the use of child labor.
- Consider if a single investor objected. To what extent would that single investor be able to keep the entrepreneur from using child labor?

In a previous lesson, we identified that capitalism overtime became an ethic. **Ask students:**

- To what extent could the ethic of capitalism encourage entrepreneurs and investors to look the other way and ignore questionable business practices in the pursuit of profit?
- On the other hand, to what extent would it be possible for the ethic of capitalism to encourage entrepreneurs and investors to promote ethical business practices (e.g. would customers want to buy cookies at the bakery if they know child labor is being used to bake the cookies)?

Pretend the instructor is the government. **Ask students:** To what extent would it be a good idea if the instructor supported the bakery and also profited from it? Ask another student to be a volunteer.

- Ask students: What if this second student wanted to open a bakery and compete with the one supported by the instructor (government)? What would they have to do to be able to successfully compete?
- How could the instructor use their power to get students to buy cookies from the student they support? What would they have to do to be able to successfully compete (e.g. maybe get the backing of an instructor from another classroom or the principal)?

Explain how early joint stock companies often became successful at earning profits because they were given charters by rulers of European kingdoms. Such rulers gave certain joint-stock companies the exclusive legal right to conduct trade and profited as well. For

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example, King James I of England gave the Virginia Company (a joint-stock company) a charter not only to conduct trade but establish a colony in what became Virginia (Jamestown).

- **Charter:** a written grant by a country's legislative or sovereign power, by which a body such as a company, college, or city is founded and its rights and privileges defined

Using this model, successful joint stock companies often relied on the backing of their kingdom's government. In doing so, the Dutch and later the British, formed two of the world's largest joint stock companies: the Dutch East India Company and British East India Company, respectively. The Dutch and British were able to do this because both countries had governments that facilitated and protected the formation of these companies and also granted them a monopoly conducting trade in certain parts of the world.

For example, the British East India Company was granted a charter by Queen Elizabeth to have exclusive right of conducting British trade in East Asia in Southeast Asia. The British East India Company was backed by the British government and enjoyed lawmaking, military, and treaty-making privileges. In fact, these companies often did the bidding of their governments through the use of private armies supported by the British government.

Have students consider how this could apply:

- What if the student who has the bakery supported by the instructor hired people to go around and beat up anyone who bought cookies from a rival bakery? To what extent would that be fair? What would the student who owns the rival bakery need to do to compete?

Or:

- Ask students to raise their hands if they have an Apple smartphone. What if Apple, with the support of the US government, had a private army that went into other countries and forced people to buy Apple phones instead of those of a rival brand. To what extent would that be fair? What would a rival company (e.g. Samsung) need to do to compete?

Explain that for these reasons, companies such as the British East India Company and the Dutch East India Company gained a lot of power. This system became the basis for the system of **mercantilism.** (**Note**: teachers can review lesson 4 "Development of Mercantilism" Quarter 2 Unit 2.)

To illustrate the impact of this system, show students THIS MAP that illustrates the reach of the Dutch East India Company *(Source: Parthesius, R. (2010) Dutch Ships in Tropical Waters: The Development of the Dutch East India Company (VOC) Shipping Network in Asia 1595-1660, Amsterdam: Amsterdam University Press).*

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Explain that the Dutch East India Company was given exclusive rights to conduct Dutch trade on behalf of the Dutch state to the East Indies. Have students look at the trade routes the Dutch East India Company controlled and the luxury goods that were traded.

Have students read this excerpt from Sapiens (p 321-22)

"The most famous Dutch joint-stock company, the Vereenigde Oostindische Compagnie, or VOC for short, was chartered in 1602, Just as the Dutch were throwing off Spanish rule and the boom of Spanish artillery could still be heard not far from Amsterdam's ramparts. VOC used the money it raised from selling shares to build ships, send them to Asia, and bring back Chinese, Indian and Indonesian goods. It also financed military actions taken by company ships against competitors and pirates. Eventually VOC money financed the conquest of indonesia.

Indonesia is the world's biggest archipelago. Its thousands upon thousands of islands were ruled in the early 17th century by hundreds of kingdoms, principalities, sultanates and tribes. When VOC Merchants first arrived in Indonesia in 1603, their aims were strictly commercial. However, in order to secure their commercial interests and maximize the profits of the shareholders, VOC Merchants began to fight against local potentates (rulers) who charged inflated tariffs, as well as European competitors. VOC armed its merchant ships with cannons; it recruited European, Japanese, Indian and Indonesian merchants; and it built forts and conducted full-scale battles and sieges.

This enterprise may sound a little strange to us, but in the early modern age it was common for private companies to hire not only soldiers, but also generals and admirals, cannons and ships, and even entire off-the-shelf armies. The international community took this for granted and didn't raise an eyebrow when a private company established an empire.

Island after Island fell to VOC mercenaries and a large part of Indonesia became a VOC colony. VOC ruled Indonesia for close to 200 years. Only in 1800 did the Dutch State assume control of Indonesia, making it a Dutch national colony for the following 150 years.

Today some people warn that 21st century corporations are accumulating too much power. Early modern history shows just how far that can go if businesses are allowed to pursue their self-interest unchecked."

Have students read the passage and answer:

- What methods did the VOC use to accumulate power?

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- What impact could this possibly have on the people of Indonesia?

Have students read this article which details the violence the VOC inflicted on the people of Banda Islands in Indonesia and also current day efforts to hold the Dutch accountable for this violence.

Have students answer the following questions:

- What atrocities did the Dutch East India Company cause in Indonesia?
- To what extent do you feel the "ethic" of capitalism allowed for this?
- Reflect on the last paragraph of the Sapiens excerpt:

  "Today some people warn that 21st century corporations are accumulating too much power. Early modern history shows just how far that can go if businesses are allowed to pursue their self-interest unchecked (Sapiens 322)"

  To what extent do you agree with the passage? To what extent is it possible to check the power of corporations today? How would one do so?

Optional Extension Activity

- For more information, the instructor may wish to refer to this **Detailed Study of VOC Exploitation of the Banda Islands**
- As an extension, Have students brainstorm modern examples of how corporations have engaged in questionable business practices historically (e.g. dehumanization of enslaved peoples on plantations) or today. Students could research modern day examples (e.g. use of child labor in sweatshops that make sneakers) and the methods by which corporations were forced/not forced to change questionable business practices (e.g. public protests, government legislation, consumer boycotts).

Topic 4: The Industrial Revolution and Economic Growth

Display images of industrial machinery, factories, and urban landscapes from the Industrial Revolution (slides 1-9 of this presentation). Ask students: "What do you think caused these changes?" and "How do you think these changes affected people's lives?"

Explain the importance of understanding the **Industrial Revolution** in a global context (slides 10-17 of this presentation). Define the Industrial Revolution and its timeframe (late 18th to early 19th centuries). Discuss key technological advancements (e.g., steam engine, spinning jenny, power loom) and their inventors. Explain how these innovations led to increased production, efficiency, and economic growth.

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Highlight that while the Industrial Revolution is often said to have started in Britain, it is crucial to understand that the British were able to stifle the simultaneous development of industry in other parts of the world, such as India, due to their trade practices and control of the slave trade. Capital from the slave trade allowed for key technological advances that are often mistakenly attributed solely to European ingenuity (e.g., Enlightenment, Scientific Revolution).

Discuss how these innovations, funded and fueled by the exploitation of colonies and enslaved peoples, allowed Britain to dominate industrial production. Emphasize that industrialization impacted various regions differently, focusing on both positive and negative effects, and acknowledge the global interconnectedness of these developments. Highlight how the Industrial Revolution spread to other parts of Europe, North America, and eventually the world, reshaping economies and societies worldwide. Discuss how **industrialization** impacted various regions differently, focusing on both positive and negative effects.

- **Positive effects:**
  - Increased production and efficiency leading to economic growth.
  - Creation of new jobs and industries.
  - Improvements in transportation (e.g., railways, steamships) facilitating global trade.
  - Innovations in communication (e.g., telegraph) enhancing connectivity.
- **Negative effects:**
  - Harsh working conditions in factories, including long hours and unsafe environments.
  - Child labor and **exploitation** of workers.
  - Environmental pollution and degradation due to industrial activities.
  - Social **displacement** and urban overcrowding as people moved to cities for work.

Discuss the expansion of global trade networks facilitated by industrial advancements (slides 18-25 of this presentation). Explain how the exchange of goods, ideas, and technologies between regions contributed to economic development and **cultural exchange**. Highlight specific examples such as the **triangular trade**, which connected Europe, Africa, and the Americas, and the Indian Ocean **trade networks**.

- **Triangular trade:**
  - **Europe to Africa:** European ships carried manufactured goods, such as textiles, guns, and alcohol, to Africa.
  - **Africa to the Americas:** In exchange for these goods, Africans were forcibly taken as slaves and transported to the Americas in the infamous Middle Passage. This human cargo was a crucial part of the labor force in the New World.
  - **Americas to Europe:** In the Americas, enslaved Africans worked on plantations producing cash crops like sugar, tobacco,

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and cotton, which were then shipped back to Europe. This trade network generated immense wealth for European economies and was integral to the industrial growth in Europe.

- **Cultural exchange:**
  - The Indian Ocean trade networks were not just about goods; they facilitated the exchange of cultural practices, languages, and ideas. The spread of Islam, Hinduism, and Buddhism across these regions is a testament to the deep cultural interconnections fostered by trade.
- **Impact of industrialization:**
  - With the advent of industrialization, European powers, especially Britain, exerted greater control over these trade routes. The demand for raw materials like cotton from India and rubber from Southeast Asia increased, and European manufactured goods entered these markets in larger quantities.

Part One: Industrialization Case Studies

Divide students into small groups and assign each group a different country or region (e.g., Britain, Germany, Japan, India, China, Brazil, Russia, South Korea, Egypt). Provide handouts *(example handouts here)* with key information and primary sources related to their assigned region's industrialization process. Along with the handouts, provide a set of guiding questions to help students analyze the information.

- **Guiding Questions:**
  - What were the main industries that developed during the Industrial Revolution in your assigned region?
  - What technological advancements were adopted, and how did they impact production and labor?
  - How did industrialization affect the social structure and daily life of people in your region?
  - What were some positive and negative consequences of industrialization in your region?
  - How did global trade networks influence the industrialization process in your region?
- Groups will discuss their answers and ensure they understand the key points about their region's industrialization process.
- Have each group share one or two key insights or interesting facts they learned about their assigned region.
- Highlight the similarities and differences in industrialization processes and impacts.

Closing: Consider closing with a set of synthesis questions and an illustration so that students understand how and why the development of industry did not happen at the same rate in these parts of the world and how these regions developed later under different circumstances.

- **Synthesis Questions:**
  - How and why did the development of industry not happen at the same rate in these parts of the world?

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        - *Example Answer: The development of industry did not happen at the same rate due to a variety of factors, including differences in political stability, availability of resources, and external influences such as colonialism. For example, Britain had access to coal and iron, which were essential for industrialization, and a stable political climate that allowed for economic innovation. In contrast, regions like India were under British colonial rule, which stifled their own industrial development through restrictive trade practices and the exploitation of resources and labor for the benefit of Britain.*
    - What were the external and internal factors influencing the pace of industrialization in different regions?
        - *Example Answer: External factors included colonialism, global trade networks, and international demand for goods. For instance, the British control over global trade routes and colonies provided them with raw materials and markets for their goods, accelerating their industrial growth. Internal factors included availability of natural resources, political stability, and social structures. In Japan, the Meiji Restoration led to rapid modernization and industrialization as the government prioritized economic reforms and adopted Western technologies.*
    - How did colonialism and global trade networks affect industrial development in various regions?
        - *Example Answer: Colonialism often redirected the economic focus of colonized regions toward producing raw materials for the colonizing countries, which hindered their own industrial development. For example, India was a major source of cotton for British textile mills but was prevented from developing its own textile industry. Global trade networks facilitated the exchange of goods, ideas, and technologies, but also entrenched economic dependencies. The triangular trade, involving Europe, Africa, and the Americas, generated immense wealth for Europe, which was invested in industrial advancements, while Africa and the Americas faced exploitation and economic disruption.*
    - How did the industrialization process in regions like China in the later 20th century differ from that in Germany in the 19th century?
        - *Example Answer: Germany's industrialization in the 19th century was driven by the unification of the country, state support for industrial enterprises, and a focus on heavy industries such as steel and railways. In contrast, China's industrialization in the late 20th century was characterized by state-led economic reforms under Deng Xiaoping, which opened the country to foreign investment and introduced market-oriented policies. China focused on light manufacturing and export-oriented industries, leveraging its large labor force to become a global manufacturing hub.*
- **Optional Illustration Activity:**
    - Have students illustrate these connections by plotting answers to their research on a giant class timeline.
    - Each group will place key events, technological advancements, and impacts on the timeline according to their region's

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history.
- Encourage students to draw connections between different regions and time periods, noting how global interactions influenced industrialization.

Part Two: Chattel Slavery and Industrialization

Explain the **transatlantic slave trade** and its economic importance to European colonial powers. Discuss how the exploitation of enslaved Africans provided raw materials (e.g. cotton, sugar, tobacco) that fueled industrial growth in the West. Discuss how technological advancements, such as the cotton gin, increased the demand for slave labor in the Americas.

- The Transatlantic Slave Trade refers to the forced transportation of African people to the Americas between the 16th and 19th centuries. European colonial powers, primarily Portugal, Spain, England, France, and the Netherlands, engaged in this trade to satisfy the growing demand for labor in their American colonies, particularly in industries like sugar, cotton, tobacco, and mining.
  - Enslaved Africans were forcibly brought to work on plantations, especially in the Caribbean and the southern colonies of North America. Their labor was deemed crucial for the production of cash crops such as sugar, cotton, tobacco, and coffee, which were highly profitable commodities in European markets. These raw materials were exported back to Europe, where they fueled industrial growth by providing essential inputs for manufacturing textiles and other goods.
  - Innovations like the cotton gin revolutionized cotton processing by mechanizing the separation of seeds from cotton fibers. This invention dramatically increased the efficiency of cotton production, leading to higher demand for cotton and, consequently, an increased demand for enslaved labor to expand cotton plantations in the southern United States.
  - The triangular trade not only enriched European merchants and manufacturers but also established patterns of economic dependence and **exploitation** that persisted long after the abolition of slavery.

Divide students into small groups and provide each group with a packet of primary sources. Encourage students to annotate the documents and take notes on their observations. Provide each group with a set of guiding questions to help them analyze the primary sources.

- **Guiding Questions:**
  - Narratives of Enslaved People
    - What experiences do the narratives describe?
    - How do these experiences reflect the conditions of chattel slavery and its connection to industrialization?
    - What emotional and physical impacts are evident from these narratives?
  - Economic Data and Charts
    - What trends are visible in the economic data provided?

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        - How did the profits from resources produced from the labor of enslaved people contribute to industrial growth?
        - What conclusions can you draw about the relationship between chattel slavery and economic development?
    - Abolitionist Writings
        - What arguments do abolitionists use to oppose chattel slavery?
        - How do these writings reflect the moral and ethical concerns of the period?
        - What impact did these writings have on public opinion and policy?
    - Visual Sources
        - What do the maps and images reveal about the scale and scope of the slave trade?
        - How do these visual sources illustrate the connection between plantations, trade routes, and industrial centers?
        - What insights do these sources provide about the living and working conditions of enslaved people?

Bring the class back together and ask each group to share one key insight or interesting finding from their analysis. Encourage groups to discuss the following:

- the connection between chattel slavery and industrial growth
- the human cost of chattel slavery and the lived experiences of enslaved people

Highlight how the primary sources collectively illustrate the complex relationship between chattel slavery and industrialization. **Ask students to write a brief reflection** on how understanding the global context of the Industrial Revolution changes their perspective on modern capitalism; encourage students to consider what lessons from history can be applied to contemporary issues related to labor, technology, and economic inequality.

Optional Extension Activity
Assign students to choose a specific technological advancement from the Industrial Revolution and explore its global impact, including connections to labor practices and economic development.

Topic 5: Impact of the Factory System

Part One: Beginnings of Industrialization

Define **revolution**: a sudden, radical, or complete change. Ask students to brainstorm examples of revolutions in history *(e.g., American Revolution, Haitian Revolution, French Revolution, Cuban Revolution, Iranian Revolution, etc.)*. Review that the Industrial Revolution

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was the process of change from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. Industrialization is the large-scale introduction of manufacturing, advanced technical enterprises, and other productive economic activity into an area, society, country, etc.

Explain that societies typically go through changes in how we produce the things we need. For example, it could be argued that we are going through this moment in history. Ask students to consider how technology has changed in recent years *(e.g. capability of cell phones, development of AI, etc)*. Have students consider the extent to which we are currently going through a revolution in terms of technology.

Most history books will say that the Industrial Revolution started in Great Britain in 1750. Show students charts from "The Origins of the Modern World":

- **Shares of World Manufacturing Output MAP ONE.png** and **Shares of World Manufacturing Output MAP TWO.png**
  - What parts of the world led in manufacturing during the 1750s?
  - What happened to the share of manufacturing in those parts over time?
  - Notice that the larger share of manufacturing in 1750 took place not in Europe or the US but in other parts of the world: especially China and India. However, during the 1800s, manufacturing in China and India declined.
  - Ask students to consider, how did Europe and the United States increase their share of manufacturing while manufacturing in China and India declined?
- Go back and review colonialism and the slave trade. Explain that in the 1700s Great Britain grew in wealth due to the success of their colonies and expanding trade. One particular factor was the growth of Britain's role in the slave trade. Britain was one of the most successful slave-trading countries. Together with Portugal, the two countries accounted for about 70% of all Africans transported to the Americas. Britain was the most dominant between 1640 and 1807 and it is estimated that Britain transported 3.1 million Africans (of whom 2.7 million arrived) to the British colonies in the Caribbean, North and South America and to other countries (British National Archives)
- In the *Origins of the Modern World*, Robert Marks argues that in the 1700s, India was a major center of textile (cloth) production. However, a combination of factors– slavery, mercantilist colonial legislation, and the expansion of cotton plantations in the South after independence– created a large market for British textiles that led Britain to grow (p. 119).
- This created conditions in Great Britain where entrepreneurs were able to invest in new technologies that allowed the Industrial Revolution to take place.
- Go over this summary of other possible reasons why industrialization began in Britain include:
  - Shortage of wood and the abundance of convenient coal deposits

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  - Commercial-minded aristocracy; limited monarchy
  - System of free enterprise; limited government involvement
  - Government support for commercial projects, for a strong navy to protect ships
  - Cheap cotton produced by enslaved people in North America
  - High literacy rates
  - Rule of law; protection of assets
  - Valuable immigrants (Dutch, Jews, Huguenots [French Protestants])
- Possible reasons why industrialization did not begin in China include:
  - Location of China's coal, which was in the north, while economic activity was centered in the south
  - Rapid growth of population in China, giving less incentive for machines and more for labor-intensive methods
  - Confucian ideals that valued stability and frowned upon experimentation and change
  - Lack of Chinese government support for maritime explorations, thinking its empire seemed large enough to provide everything needed
  - China's focus on defending self from nomadic attacks from the north and west
- Global forces influencing the development of industrialization in Britain include:
  - Britain's location on the Atlantic Ocean
  - British colonies in North America, which provided land, labor, and markets
  - Silver from the Americas, used in trade with China
  - Social and ideological conditions in Britain, and new thoughts about the economy, that encouraged an entrepreneurial spirit

Part Two: Impact of Industrial Revolution

Review the difference between capital and wealth. Explain that in the late 18th century a new form of capitalism emerged from mercantilism called **industrial capitalism**. Industrial capitalism was marked by the development of the **factory system**. The factory system became a hallmark of the **Industrial Revolution.**

- **Factory system:** manufacturing system that cuts costs and increases output by relying on machines to do the work; workers and machines are put together under one roof next to an energy source (e.g. water, coal).

Explain to students that we will be doing a simulation on the impact of the factory system. Have students consider: what capital would be needed to start a factory?

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Remind students that in the 18th century industrialization was already happening around the world– especially in India and China– due to their predominance in the existing global system of trade. In the late 18th and early 19th centuries, Great Britain was able to surpass India and China by restricting the import of manufactured goods such as cloth and also due to Britain's wealth from factors such as colonialism and the trade of enslaved peoples.

In addition, Great Britain was poised to be a center for the development of the factory system because it had the following:

- **Fuel supply:** water power and coal to fuel new machines
- **Iron:** iron ore to construct machines, tools and buildings, railroads
- **Transportation:** rivers for inland transportation, harbors from which merchant ships set sail, expanding
- **Labor:** people who can work in the factory. Explain that due to the Agricultural Revolution (advancements in farming that led to greater crop yields) and enclosure movement (fencing in of common land once shared by landowners and peasants) the population of Great Britain was increasing. Meanwhile, those same advances in farming meant fewer people were needed to work on farms and caused many smaller farmers to not be able to compete with larger farms that focused on producing crops for export. As a result, people moved to cities and became the labor force that drove industrialization.
- **Capital**: wealth needed to invest in new technologies and businesses

Meanwhile, the advances in farming meant fewer people were needed to work on farms. This caused many smaller farmers to not be able to compete with larger farms that focused on producing crops for export. As a result, people moved to cities and became the labor force that drove industrialization.

The Industrial Revolution required entrepreneurs willing to invest in new machinery, buildings, modes of transportation necessary to industrialize as well as institutions where people who wanted to invest could borrow money to do so. Due to Britain's prosperity, the country had entrepreneurs willing to invest capital in new profit making business ventures. Britain also had institutions that developed to loan money to entrepreneurs (e.g. banks) and to protect the wealth of investors in case their investments failed (e.g. insurance agencies). These institutions were supported by the government.

Many entrepreneurs invested in labor saving technologies in the textile industry: the weaving of cloth (e.g. flying shuttle, spinning jenny). Britain was poised to do this due to the availability of cotton from its colonies. This encouraged the transition from handmade productions of clothes to machine-made production which culminated in what became known as the factory system.

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Before, goods used to be made by **artisans:** self employed craftsmen who made stuff for local markets and were trained for a long period of time by working as an apprentice for a craftsman over a long period of time. The **factory system** had the effect of supplanting the way goods such as clothes were previously made.

Explain to students that we will do a simulation looking at the impact of the factory system. Directions:

1. Pick two student volunteers. Explain that they will be entrepreneurs looking to start a clothing factory. They have capital they wish to invest in building a factory, buying the machines, paying the labor and providing the raw materials (cloth).
2. Have the entrepreneurs pick 10 students (in a class of 33) to be factory workers
3. Explain that the other students will be artisans.
4. The instructor will play the role of a merchant who is looking to buy clothes to sell around Britain. Give out scrap paper and markers. Explain that artisans and factory workers will be producing shirts that the merchant will buy.
5. Explain to the artisans that because you are skilled craftsmen, you are being paid for the quality and creativity of your shirts. Each shirt must:
    a. Be on a different piece of paper and fill the entire page
    b. Be drawn with a different design (no plain white t-shirts or shirts that just consist of a logo)
    c. Be colored in completely with at least 3 different colors (no white t-shirts)
    d. No tracing is allowed

    You will be paid $3 for each shirt by the merchant (the instructor may use fake money or have students just add up how much they would be paid
6. Explain to the factory workers that because you are unskilled, you will be operating a machine that makes a portion of the shirt on an assembly line. To simulate this you will draw an assigned portion of a shirt on a piece of paper and pass it to the next person who will draw their portion of the shirt:
    - Student #1: Draw outline of shirt
    - Student #2: Draw a line in middle
    - Student #3: Draws top two buttons
    - Student #4: Draws bottom two buttons
    - Student #5: Draws left collar
    - Student #6: Draws right collar
    - Student #7: Colors shirt
    - Student #8: Colors left collar
    - Student #9: Colors right collar

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- Student #10: Colors button

7. Entrepreneurs will assist the workers by drawing or coloring wherever there seems to be a backup in the assembly line.
8. Explain to the workers that because they are not skilled they will only be paid $2 per shirt.
9. Explain that each side has a quota for how many they need to produce in order to stay in business. Artisans must make at least **five shirts**. The factory must make at least **twenty shirts**.
10. Set a timer for three minutes. Have students produce as many shirts as they can in that time.

Processing:

1. After the race, have artisans and the entrepreneur tally up how many they made.
2. Have the artisans share their designs. Ask students how many made over five shirts. Students who make over five shirts will probably have a decrease in quality. Explain to students that because they are being paid for quality and creativity you will not pay artisans if their quality declined.
3. Have the entrepreneurs show examples of their shirts. There should be a clear lack of quality compared to that of the artisans. Explain to students that you will still pay the entrepreneurs because you are paying a lower price for quantity not quality.
4. Explain that this mode of work (**mass production**) became the predominant way clothes and other products were made in the Industrial Revolution. Although the quality went down, why would merchants and consumers buy these products? Mass production makes things cheaper. Ask students how many of you buy clothes from a skilled tailor as opposed to mass produced clothes produced at a store like H and M or an online site like Shein. We pay for low quality products (e.g. clothes) knowingly because they are cheaper.
5. Give the entrepreneurs the hypothetical amount of money they have earned. Remember that the entrepreneurs, as owners of the factory, get the money. Ask the class how much should the entrepreneurs keep as profit for all the capital they invested?
6. Ask the class how much they feel the entrepreneurs should pay each worker with the remaining money considering that they are unskilled:
    a. To what extent did the workers need to exercise any creativity?
    b. To what extent did the workers need any training (compared to artisans who are apprenticed for several years)?
    c. To what extent did the work show quality?
7. This changing mode of production had a negative impact on workers. Ask students what they know about the conditions in factories during the Industrial Revolution (or even in sweatshops today). For example, there were few safety regulations, restrictions on work hours, poor ventilation. Why? Because under mass production, entrepreneurs have an incentive to produce as much as possible. This disparity also increased the wealth gap between workers and factory owners/entrepreneurs.

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8. Ask workers what they could do to protest? Keep in mind that Great Britain is going through a period where there is a lot of labor available due to the Agricultural Revolution and enclosure movement. It would be hard to quit because a worker could be easily replaced. Also many artisans who could not compete would also end up being in the pool of available workers. But what if all the workers protested? Explain how this led to the rise of unions.
9. Also consider how much the factory produced. Remember there is an incentive for a factory to produce as much as possible. At some point the factories are going to produce more shirts than what people want to buy. As a result, entrepreneurs need to create a market of consumers who want to keep buying shirts. How? They could find ways of making their mass produced shirts cheaper (e.g. paying workers less, cutting cost on safety facilities in the factory, hiring children who could be paid less). Another way is to create in people's minds the desire to continue to purchase shirts. Explain how this led to the rise of advertising.
10. In order to sell their mass produced goods, entrepreneurs were encouraged to look for markets overseas. For example, Great Britain looked to Asia as a market for their products. However, people in Asia did not necessarily want to buy European products, especially if they already had their own markets and made their own. For example, people in India didn't want to buy clothes from Great Britain because they already produced their own cloth and also their own styles of clothing. As a result, in the 19th century, European industrial powers like Great Britain and the United States used force to make Asian countries open up their markets to allow for cheap European and American products.
11. For example, the Opium Wars opened up Chinese trade to Great Britain and other European countries; the US using warships to open up Japan). This also led European powers and the US to acquire colonies that could be used as markets (e.g. British conquer India).
    a. **Note**: we will study **imperialism** (the practice of extending the power of a nation by direct territorial acquisition, domination of one country of the political, economic, cultural life of another country or region) in Unit 2.
12. On top of that industrialized countries also needed raw materials to feed their factories. This became another driving force of imperialism (e.g. European powers colonized African kingdoms for raw materials such as rubber).

We've seen how the Industrial Revolution transitioned society from **agrarian** economies to industrial powerhouses, driven by the **factory system**. This shift not only revolutionized production methods but also had far-reaching effects on social structures, labor conditions, and global trade. This led to **urbanization**, as people moved to cities for factory work, altering family structures and social dynamics. Labor conditions often deteriorated, giving rise to movements for workers' rights and the formation of unions. Additionally, the demand for raw materials and new markets spurred **colonialism** and intensified global trade networks, embedding inequalities that persist today, such as the wealth disparities between the Global North and Global South, the **exploitation** of labor in developing countries for cheap manufacturing, and the environmental degradation in resource-rich regions. Understanding these changes helps us

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comprehend the foundations of our current industrial and economic systems, as well as ongoing issues related to labor rights and global trade.

Topic 6: Chocolate, Colonialism, and Corporate Narratives

Part One:

Ask students: what are their favorite brands of chocolate? Have students go to the website of Cadbury, one of the oldest chocolate companies in the world. Cadbury is based in Britain. Students may not have heard of them but there are other products they make that students may be familiar with. Why might students be familiar with other products made by Cadbury, even if they haven't heard much about the company itself?

Explain that Cadbury is part of a multinational company (a company with production, management and distribution facilities spread around the world) called Mondelez International.

Have students look at the other brands mentioned on the site owned by Mondelez (e.g. Oreos, Philadelphia Cream Cheese, etc.). Students should be familiar with more of these brands. Note that a lot of these brands have nothing to do with chocolate (e.g. Halls Cough Drops, etc.). On top of that, Cadbury products in the US are not even made by Cadbury; they are licensed and made by Hershey.

Explain that we are going to look at the history of Cadbury in order to understand some reasons why the company may have been as successful as it says it is.

Have students first watch the advertisement highlighting the 200th anniversary of the Cadbury company. How does the advertisement make you feel? What is the message the company is trying to say *(e.g. little girl buys a candy bar using her toys for her mom 100 years ago– note signs for women's suffrage, kindly shopkeeper gives her toy back as "change", exits the shop and it is present day)*? Explain that Cadbury wants to sell a particular version of their history. This can be seen on Cadbury's website and in an interactive museum they have opened in England called Chocolate World. Have students look at the timeline of the history of Cadbury on their webpage.

Ask students to notice themes that stand out in the timeline (focus on products, innovations, philanthropy). Ask students to consider examples of how we often purchase products without considering how they are made. Ask students to brainstorm examples of this *(e.g clothing made in sweatshops, how cobalt used in cell phone batteries are mined by children in Congo, etc.)*. Ask students to brainstorm what parts of the history of Cadbury might be missing.

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Ask students to read and annotate the excerpt from The New Age of Empire by Kehinde Andrews (Ch. 4 Colonialism p. 83-87). Andrews uses a visit to Cadbury Chocolate World to highlight what is missing in the timeline.

- Chocolate World starts out acknowledging the origin of chocolate in Aztec civilization and how it was brought back by Cortes, but it ignores the genocide of Indigenous people.
- Chocolate World discusses the founding of John Cadbury's original shop. The focus is on his ingenuity and hard work and ignores how his business and the wealth it generated is dependent on sugar which was produced by slave labor.
- Chocolate World focuses on the entrepreneurial and philanthropic achievements of the Cadbury family and makes the claim that he worked to improve the living conditions of his workers by creating the factory town called Bournville; the reality is the working class in Birmingham have been priced out of the neighborhood.
- There is little mention of the exploitation of cocoa workers historically and today; in 2018, the World Cocoa Foundation declared that cocoa farmers live below the extreme poverty line (below $1.90 a day).
- Cadbury World connects achievements of the company to British nationalism; however, in 2010, Cadbury was bought by an American company (Kraft); now it is owned by Mondelez International.

Part Two: Timeline Activity

Have students divide into pairs. Have each pair of students divide a sheet of newsprint in half horizontally. Have students make a timeline on the upper half of the paper that reads **"Cadbury Timeline"**. On the timeline have students plot at least five dates from the timeline on Cadbury website.

- Draw an image next to each date and write a phrase explaining the event.
- On the bottom half of the paper have students write these five points from the reading from *The New Age of Empire*:
    - The Introduction of chocolate to Europe due to Spanish colonialism
    - The production of sugar in the 19th century using slave labor
    - Cadbury's treatment of workers
    - The production of cocoa by workers in extreme poverty
    - Acquisition of Cadbury in 2010 by a foreign company
- Draw an icon next to each caption.
- Have student draw arrows showing how each event on the Cadbury timeline could have been influenced by one or more of the events on the bottom half of the newsprint *(e.g. 1824 founding of the original shop could have been influenced by the production of sugar using slave labor, the introduction of chocolate to Europe etc.)*
- Have students share the conclusions they made with each other.

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In processing, have students look at this quote from Cadbury's timeline and write a paragraph explaining the extent they agree with the quote: "There's a glass and a half in everyone. Cadbury has always had a generous heart. John Cadbury and his sons chose to see the good in people, to see the small but meaningful acts of kindness and generosity that play out around us everyday: a kind word here, a helping hand there. We thought we could do with a little more of that spirit today, so we set out to show that there really is a glass and a half in everyone in our advertising."

- For students' paragraph, pose open-ended questions that encourage critical thinking, such as:
  - How do corporate narratives like those presented by Cadbury influence consumer perceptions and historical understanding?
  - What role does ethical consumption play in a capitalist economy?
  - How can understanding the historical context of corporations help us make more informed choices as consumers?

Topic 7: Wealth Disparities and Capitalist Class Structures

Print out or display a world map with countries labeled. Prepare a set of stickers or markers in two different colors (e.g., green for wealth, red for poverty). As students enter the classroom, hand each one a green sticker and a red sticker. Ask them to place the green sticker on a country they believe has a high concentration of wealth and the red sticker on a country they think experiences significant poverty. Briefly discuss the placement of the stickers. Ask students why they chose certain countries and what factors they considered (e.g., natural resources, historical events, political systems). Transition into the content by highlighting the concentration of wealth in certain regions and the disparities that exist globally.

Using the World Inequality Database, display charts showing global wealth distribution. Divide students into small groups. Provide each group with different countries' data (e.g., Brazil, India, South Africa, and China). **Ask groups:**

- What trends do you observe in the data?
- How does wealth distribution differ between countries?
- What historical or social factors might explain these differences?

Hand out a brief case study on a historical or contemporary example of wealth concentration (e.g., the economic power of the oligarchs in Russia, the landowning elite in Brazil, or the rise of tech billionaires in China). **Guiding Questions:**

- How did these individuals or groups accumulate their wealth?
- What impact did their wealth have on society?

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- What role did government policies and economic systems play in wealth concentration?

Summarize the main points from the class discussion. Emphasize how wealth concentration is a global issue with unique manifestations in different regions. Discuss the interconnectedness of historical, social, and economic factors in shaping these disparities. Highlight specific examples to illustrate how wealth concentration impacts different aspects of society, such as political power, access to resources, and social mobility. Discuss how these impacts can be both similar and different across countries. **How can understanding the historical context of wealth concentration help us address current economic inequalities?**

Role Play on Economic Justice:
Create a role-play scenario where students assume the roles of different stakeholders in a society with significant wealth disparities (e.g., government officials, wealthy business owners, working-class citizens, and activists). Briefly introduce the activity by explaining the importance of understanding different perspectives when addressing wealth disparities. Explain the role-play scenario, emphasizing the need for each group to develop a policy proposal that addresses wealth inequality in their fictional society. **Directions**:

1. Divide students into four groups: government officials, wealthy business owners, working-class citizens, and activists.
2. Hand out scenario descriptions to each group, detailing their roles, interests, and objectives. Here are some examples:
    a. **Government Officials:** Tasked with maintaining social stability and economic growth while addressing public concerns about inequality
    b. **Wealthy Business Owners:** Focused on protecting their interests, investments, and businesses while potentially contributing to societal well-being
    c. **Working-Class Citizens:** Concerned with fair wages, job security, and access to essential services
    d. **Activists:** Dedicated to advocating for systemic change, social justice, and reducing disparities
3. Each group will work together to develop a policy proposal aimed at reducing wealth inequality. Provide the following guidelines:
    a. Identify key issues contributing to wealth disparity
    b. Propose specific measures or policies to address these issues (e.g., tax reforms, wage laws, social welfare programs, education initiatives)
    c. Consider the potential impact of the proposed measures on all stakeholders
    d. Prepare arguments to support the feasibility and benefits of their proposal
4. Encourage students to think critically about the balance between different interests and the broader social good.
5. Allow each group a few minutes to organize their thoughts and prepare their presentation. Remind them to clearly state their proposal and the rationale behind it.

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6. Facilitate a class debate where students discuss the merits and drawbacks of each proposal. Encourage respectful dialogue and critical thinking by posing questions such as:
    a. How effective is this proposal likely to be in reducing wealth inequality?
    b. What are the potential benefits and downsides of this proposal for different stakeholders?
    c. How might this proposal impact the overall economy and social stability?

Ask students to reflect on what they have learned about wealth disparities and the impact of capitalism on class structures. Have students write a brief response to the question: "What is one policy you think could effectively address wealth inequality in your own community or country, and why?"

Optional Extension Activity #1	Optional Extension Activity #2
1. Present a brief overview of various taxation and welfare policies from different countries. Highlight the key features and objectives of each policy. Examples include: a. Progressive Tax Systems in Scandinavian Countries: Discuss how progressive taxation works in countries like Sweden and Denmark, where higher income earners are taxed at higher rates, funding extensive social welfare programs. b. Wealth Taxes in Argentina: Explain Argentina's implementation of a wealth tax aimed at addressing inequality by taxing the net worth of the country's wealthiest citizens. c. Universal Basic Income (UBI) Experiments in Kenya: Describe the pilot projects in Kenya where citizens receive a regular, unconditional cash payment to cover basic living expenses. 2. Provide students with handouts or digital resources that summarize these policies, including data and case studies where applicable.	Impact of Capitalism on Gender: In this lesson, students explore the disparity in wages among different professions using data from the Bureau of Labor Statistics. They compare the mean annual wages of teachers, corporate CEOs, and retail workers, prompting a discussion on whether these wages reflect the effort and value of the work performed. The lesson then shifts focus to the absence of compensation for the role of a mother, as highlighted by the Bureau of Labor Statistics' lack of a salary listing. Students brainstorm the myriad tasks mothers typically perform and calculate hypothetical salaries based on comparable professions, such as cooks or nurses. They discuss the fairness of not compensating caregiving roles traditionally taken on by women, attributing this disparity to historical gender norms and the division between the public and private spheres. The lesson integrates historical perspectives on gender roles, linking them to broader discussions about labor and compensation in capitalist societies.

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3. Divide students into groups. Task each group with analyzing the presented policies. Provide guiding questions to facilitate their discussion: a. How might each policy address wealth disparities in their fictional society? b. What are the potential benefits and drawbacks of implementing these policies? c. How do these policies impact different stakeholders in society? d. What challenges might arise in implementing these policies in the real world? 4. Encourage students to consider both short-term and long-term effects of the policies on wealth distribution, social stability, and economic growth.	

Topic 8: Laissez Faire Capitalism

Present the following scenario and have students conduct a forced choice debate. In a forced choice debate, students must pick a side by going to one side of the room, but they are free to switch sides if they are convinced by students on the opposite side.

Scenario:
Twenty people are **marooned** *(stranded)* on an island when their ship sinks. The twenty people do not know each other. Upon coming ashore, they decide to spread out and look for food. They are able to find food: some algae that grows on the side of rocks. It is not very tasty but edible. However, one of the twenty people, a man named Bill, finds another source of food. He finds three chickens: two hens and a rooster. Now, he not only has a more desirable source of food, but he can have a continuous supply of food because the chickens can lay eggs. None of the other people in the group have found chickens, and there is no evidence that there are other chickens on the island. Should Bill be able to do whatever he wants with the chickens because he found them or should he take them to the group and have them decide together?

Have students pick a side and debate what to do.

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Review the concept of means of production. Explain that the chickens are a means of production because they can continuously produce food (e.g. laying eggs).

Explain that the scenario is meant to simulate two economic systems (ways of getting what you need to survive) with different ideas about who controls and has the right to make decisions about the means of production: **laissez faire capitalism** and **communism**.

Ask students who argued that Bill should be able to do what he wants with the chickens because he found them to give their reasons why they chose that side.

Explain that in this scenario, Bill is practicing a type of capitalism called **laissez-faire capitalism.** In this form of capitalism, the individual is the owner of the means of production (the chickens) and is able to do what they see fit.

- **Laissez Faire Capitalism:** policy of minimum governmental interference in the economic affairs of individuals and society

What would be the benefits of this? *(Possible answers: Bill is rewarded for finding the chickens; he should be able to do what he wants with them (e.g. start a farm, eat them) because he found the chickens and is hence the owner of the means of production)*

Adam Smith, in *The Wealth of Nations,* argued that laissez faire capitalism would not only benefit the individual who owns the means of production but everyone else in a society. For example, if Bill has the freedom to do whatever he wants with the chickens he might successfully raise a flock of chickens that could feed everyone on the island.

Laissez Faire capitalism came about as a critique of mercantilism, when governments, due to the charters they gave joint stock companies, played a huge role in dictating trade. For example, the government of Britain, by giving the British East India Company exclusive right of trade along certain trade routes, made it difficult for other companies, let alone merchants from other kingdoms, to compete along those trade routes.

However, what could be some problems with this? Ask students what are some of the problems that could happen if Bill keeps the chickens and decides on his own what to do *(e.g. he could accidentally kill the chickens, the others might resent him, he might cause a class hierarchy to develop since he alone has something people would desire and is now the "rich" person; he could therefore have power over the others if they want eggs).*

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Ask students who argued that Bill should take the chickens to the group and have the group decide to explain why they chose that side.

Explain that this would simulate the idea behind **communism**: an economic system where the means of production are shared by the group not owned by the individual.

Explain that these ideas were outlined by Karl Marx and Friedrich Engels in *The Communist Manifesto* as a critique of the excesses of capitalism during the Industrial Revolution.

Ask students what would be the benefit if the group made the decision? *(e.g. decisions would be shared, no one would have more than others so there wouldn't be a class hierarchy; people could draw on their collective wisdom to make a good decision– for example, maybe someone in the group is a chicken farmer and another is a cook who knows how best to make delicious food with the eggs)*

What would be the problems with this? Ask students what could go wrong if the group shared the chickens and made collective decisions about them *(e.g. can twenty people really sharec three chickens; would everyone just be equally poor? Would someone in the group be less inclined to work as hard to find food if he/she/they are guaranteed eggs? Does this system deny Bill any reward for his initial effort to find food?)*

Based on the forced choice, have students write a one-page reflection about the scenario and what they feel would be the best way to provide enough food for everyone on the island. In doing so, ask students if there would be ways of combining ideas of capitalism and communism. Also, have students consider if the people of the island could form a particular kind of political system (government) that might support whatever economic system they feel would work. (e.g. what would be the role of a government in a communist system?).

Optional Extension Activity:
As an extension, students may wish to debate the pros and cons of capitalism and communism through this activity.

Topic 9: Capitalism and Globalization

It can be argued that **globalization**– or the interconnectedness of business, economies, technology, and ideas across the globe– really began with the movement of silk and spices on the Silk Road. As learned about in previous units, civilizations and empires have long warred over trade routes, as ownership over these routes allowed for accumulation of wealth and land. Globalization continued to

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expand throughout the Age of Exploration and industrialization. With the technological advances of the industrial age and the new geopolitical landscape post-WWII, globalization really took off.

For this lesson, your students will be focusing on three specific areas: the timeline of globalization and the spread of capitalism, US and Western interference across the globe for the benefit of globalization and capitalism, and push back against globalization and free trade (from different perspectives).

Part One: Timeline of Globalization

You can either lecture on this topic, or have students read the following articles in small groups (or conduct their own research). After reading the articles, students should complete a timeline focusing on key aspects of globalization during the following time periods: Age of Discovery, 1800's-1914, 1945–1989, 1989-2008, 2008-present. Here is an example of a timeline, however it is recommended that students use their creativity to come up with their own way to create the timeline.

- **Suggested Resources:**
  - World Economic Forum - A brief history of globalization
  - National Geographic - Globalization
  - Video - History of Globalization

Part Two: US and Western Interference

This part of the lesson is designed for students to learn through research how globalization and protecting capitalism and Western interests has impacted other nations. The priorities and interests of the Western world do not always align with that of countries in Latin America, Africa, or the Middle East. In order to maintain their economic power and political stance, the Western countries have often involved themselves in wars, directly or indirectly, as well as supported **coup d'etat**, in order to ensure the spread of global capitalism. Covert efforts to control the governments of other nations were heightened during the Cold War; at one point the United States barely bothered to hide what they were doing.

Split students into small groups and distribute this handout. The handout asks the following questions:

1. Who were the actors in your topic? "Actors" can be individuals, governments, governmental agencies, paramilitary groups, etc… Identify and list as many as you can.
2. Summarize the events of your topic. Make sure to provide important information.
3. Identify the motivations of each actor listed above.
4. What is the relationship between capitalism, globalization, and your topic?

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Assign each group a topic from the list below. Have students research their topics and take notes on their handouts:

- **Operation Ajax - Iran, 1953**

  In 1953, the United States and United Kingdom funded and support a coup of the democratically elected leader of Iran Mohammad Mosaddegh, exacerbating conflict between various groups in Iran leading to the deaths of about 300 people.

- **Operation PBSuccess - Guatemala, 1954**

  The United States overthrew the democratically elected Guatemalan President Jacobo Arbenz. Arbenz was the second democratically elected President of Guatemala, following Arevalo, who was first elected as a result of the Guatemalan Revolution which ousted the military dictatorship of Jorge Ubico. After the coup on Arbenz, the United States ushered in another era of military dictatorships with Carlos Castillo Armas.

- **Congo - Independence & Patrice Lumumba**

  King Leopold of the Belgians had sole control of Congo for over 20 years, and in 1908 Belgium became the colonial ruler of the Congo. After almost 100 years of the violent colonial rule of King Leopold and then Belgium, the Congo finally gained its independence. Patrice Lumumba, a leader in the Congolese National Movement, was elected as the first Prime Minister in 1960. He was then imprisoned and executed in 1961. The governments of the United Kingdom, United States, and Belgium all supported and plotted for his assassination.

- **Hawai'i - 1893**

  In 1893, a contingent of white business and plantation owners worked with the support of U.S. envoys to overthrow Queen Lili'uokalani. The leaders of the coup pushed for Hawai'i to be a territory of the U.S., which it was until it became a state in 1959.

- **International Monetary Fund and the World Bank**

  It might be beneficial to work more closely with the group researching the International Monetary Fund (IMF) and the World Bank, as this topic is quite expansive and doesn't fit neatly into the questions of the handout. The IMF was founded by 44 countries in the aftermath of the Great Depression in 1944. It now has 190 member countries. The IMF states that it "support[s] economic policies that promote financial stability and monetary cooperation" for its member countries. Students should be encouraged to learn about the pros and cons of the IMF, and critiques that people have with it. The World Bank, also founded in 1944, is an international bank which provides loans and grants to low income countries. Nations such as the U.S., Japan, China, and the U.K. hold the most voting power in the World Bank. Similarly to the IMF, have students research the pros and cons of the World Bank, specifically looking at the critiques that it actually harms economic development and causes inflation.

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Part Three: Pros and Cons of Globalization

For the final part of this lesson, students will continue to learn more about the support and critiques of globalization. To end the lesson, students will draw upon what they learned in all three parts to write a short essay to answer the following prompt:

As you've learned, since the 15th century trade has increasingly grown in its global scope. Globalization, or the sharing and interconnectedness of goods, ideas, politics, and people across the globe, really took off in the late 1980's. Since then, the economies, environment, and political landscapes have been greatly altered, some argue for the better, others for the worse. In a short essay, take a stance on globalization and defend it using information learned over the course of this lesson.

For this part of the lesson, you can either lecture or allow students to continue to research in their small groups or partners. Below are a handful of articles of differing opinions and a graphic organizer for students to complete in order to take notes. The list of articles is by no means exhaustive, and if time permits, it would be good to have students look for their own. There are different opinions about globalization from varying perspectives. For example, there has recently been a backlash against globalization from the right as they see it as antithetical to their nationalist and populist ideology (in addition to the same critique from the left that it is taking jobs away). It's also interesting to note that those speaking in defense of globalization in the face of the populist backlash see globalization as equatable to justice, whereas the leftist antiglobalization movement would argue the complete opposite. There are also critiques of globalization from the environmental justice perspectives, as well as economists that argue that globalization has in general improved the economies of developing countries.

Graphic Organizer for notes/research

Potential resources:

- National Geographic - Effects of Economic Globalization
- Harvard Business School - 6 Pros and Cons of Globalization
- Brookings Institution - Winners and Losers: Perspectives on Globalization from the Emerging Market Economies
- PBS - Why there's a backlash against globalization and what needs to change
- Brexit shows up the failures of globalization, with hate advancing across the globe and humanity in retreat
- Brexit is a rejection of globalization
- The populist revolt against globalization
- Le Pen, Trump and Liberal Panic
- Khan Academy: WTO Resistance

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- Searching for an Alternative to Neoliberalism and Right-Wing Nationalism
- Socialist Alternative - The Legacy of the Zapatistas
- Globalization, Green Economy and Environmental Challenges: State of Art Review for Practical Implications
- Brookings Institution: NAFTA: Setting the Record Straight

Suggested Authentic Performance Task: Capitalism in Action

Option 1: Capitalism Case Study Presentation
Students will create and present a case study of a specific country or region, demonstrating their understanding of how capitalism operates within different contexts. Students will work in pairs or small groups to research and present a case study of a country or region that exemplifies a particular model or aspect of capitalism. They will create a concise presentation that highlights the key features, successes, challenges, and innovations of capitalism in their chosen context. Each group will select a country or region to focus on for their case study.

Option 2: Debate on Capitalist Practices and Impacts
Students will participate in a structured debate to demonstrate their understanding of various aspects of capitalism, including its principles, historical developments, economic impacts, and social implications. Students will engage in a series of debates on pre-assigned topics related to capitalism. They will use knowledge gained from the unit to argue their positions, respond to counter arguments, and engage in critical thinking and discussion.

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Standards

PA Common Core Standards	**CC.8.5.11-12.A:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CC.8.5.11-12.B:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. **CC.8.5.11-12.C:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **CC.8.5.11-12.D:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses

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	and refines the meaning of a key term over the course of a text. **CC.8.5.11-12.E:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. **CC.8.5.11-12.F:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **CC.8.6.11-12.A:** Write arguments focused on discipline-specific content. **CC.8.6.11-12.B:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. **CC.8.6.11-12.C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CC.8.6.11-12.D:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **CC.8.6.11-12.E:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **CC.8.5.11-12.G:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **CC.8.5.11-12.H:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. **CC.8.5.11-12.I:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **CC.8.5.11-12.J:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
C3 Standards	**D1.1.9-12:** Explain how specific historical events, people, and ideas influence contemporary issues and conditions, and develop questions that address those impacts. **D1.2.9-12:** Evaluate how different perspectives influence historical events and contemporary issues, including economic and social contexts. **D2.His.1.9-12:** Analyze how historical events and developments were shaped by social, political, cultural, and economic factors. This includes evaluating the impacts of technological advancements and capitalism on global trade networks. **D2.His.2.9-12:** Analyze the connections between historical developments and the current world, including how colonialism and imperialism influenced global trade networks and capitalist practices. **D2.Geo.1.9-12:** Analyze the spatial organization of people, places, and environments and how they change over time. This involves understanding how globalization and technological advancements have affected local and global economies. **D2.Geo.2.9-12:** Evaluate how economic activities and policies shape human interaction with the environment, including the

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	impacts of global trade and capitalism on different regions. **D2.Eco.1.9-12:** Explain how economic decisions affect the allocation of resources and the distribution of goods and services globally, including the role of capitalism and market competition. **D2.Eco.2.9-12:** Analyze the impact of economic systems, such as capitalism, on global trade networks and social inequalities. **D2.Civ.2.9-12:** Analyze how governments and organizations influence and are influenced by economic systems, including how capitalist practices and globalization impact social and political structures. **D3.1.9-12:** Evaluate the credibility and relevance of sources and evidence when analyzing historical and contemporary issues related to global trade and capitalism. **D3.2.9-12:** Construct arguments and explanations based on the evaluation of evidence from multiple sources, including historical documents and current data on economic and social impacts. **D4.1.9-12:** Communicate findings effectively using multiple formats (e.g., written, oral, multimedia) and perspectives, including the impacts of technological advancements and capitalism on global trade and economic structures. **D4.2.9-12:** Take informed action based on evidence and analysis, proposing solutions to contemporary issues related to economic disparities, globalization, and social inequalities.

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2. Draw a symbol or image that represents each significant event you wrote about in Part One. You can draw the event in the river itself or on the shore of your river. Explain why you chose to draw inside the river or along the shore. Write a caption explaining what you drew.
3. Draw symbols or images *(either in the river or along the shore)* that represent the following:
    a. Rocks and boulders: hard times, obstacles, challenges, life altering moments
    b. Water turns and swirls: confusion on decision making
    c. River bends or turns: a life changing decision/situation
    d. Animals *(e.g. fish, frogs)*: people that you have met who have been impactful
    e. Weather and Color: can symbolize whatever you think is significant
    f. Feel free to come up with other symbols or images!
    g. Label each symbol/image and write a caption explaining what you drew
4. Do not have your river end. Instead, draw one last bend in the river and label it "the future". Draw symbols or images representing what you would like to see in "the future" and write a caption explaining what you drew.

Have students do a think-pair-share where they share their drawings with a partner or in a small group. Make sure to revisit the norms with students before doing this activity. Students should not be required to present drawings in front of the class *(unless they choose to)* and should not comment on the quality of drawings.

Ask students to volunteer to explain some of the events they chose to depict in their river. Have students compare/contrast what events they noticed were similar or different.
Explain that the variety of experiences people chose to depict on their river reflect the different ways that people define themselves and the variety of experiences people have based on factors such as race, gender, class, etc. Explain that these are aspects of **intersectionality**. We all live different realities and understand the significance of what we experience in different ways based on our intersectional identity.

Topic 2: Intersectionality[1]

This activity uses the core Social Studies instructional principle of **Dialectical Thinking & Multiperspectivity** by asking students to analyze and discuss overlapping identities from different perspectives. The discussions amongst the class will embrace complexity and diverse viewpoints.

[1] This lesson is adapted from an Asian American Studies curriculum lesson designed by Rachel Toliver

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Provide students with the definition of **intersectionality**: Intersectionality refers to the simultaneous experience of categorical and hierarchical classifications including but not limited to race, class, gender, sexuality, and nationality. It also refers to the fact that what is often perceived as disparate forms of oppression, like racism, classism, sexism, and xenophobia, are actually mutually dependent and intersecting in nature, and together they compose a unified system of oppression. Thus, the privileges we enjoy and the discrimination we face are a product of our unique positioning in society as determined by these social classifiers. Display this intersectional chart to students and have students discuss their responses to the following questions:

- Explain how at least three overlapping identities from the chart might interact to influence an individual's experiences in society. Use specific examples.
- Reflect on your own identity. Choose two aspects from the chart and describe how they shape your perspective or experiences in educational, social, or personal settings. How might these intersections influence your interactions with others?
- Analyze how an institution can create policies and practices to better support individuals who experience intersecting forms of discrimination and privilege. Include examples of how specific elements from the chart could inform these policies.

Show students one or more of the following videos depending upon time:

1. Video #1: "Intersectionality 101"
    a. How is intersectionality defined?
    b. What is an example?
2. Video #2: "Queer 101" – **Note**: As an Asian immigrant, and as part of her persona, the video creator makes a joke that could be considered offensive from another narrator.
    a. How does the narrator explain her intersectionality?
    b. What advice does she give?
3. Video #3: "Professor Kimberlé Crenshaw Defines Intersectionality"
    a. What experience "gave rise to intersectionality"?
    b. Why did the court "refuse to allow Emma to put two causes of action together"? How did Crenshaw respond?

Provide the history of intersectionality to highlight the importance of Black women to thinking on intersectionality: The term intersectionality was first popularized in 1989 by critical legal and race scholar Kimberlé Williams Crenshaw. Crenshaw reviewed legal proceedings to illustrate how it is the intersection of race and gender that shapes how Black men and women experience the legal system. She found, for example, that when cases brought by Black women failed to match the circumstances of those brought by white women or by Black men, that their claims were not taken seriously because they didn't fit perceived normative experiences of race or gender.

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Provide examples of intersectional identities:

- Race
- Class: Upper, middle, lower
- Gender and gender identity
- Sex *(assigned at birth)*
- Gender: Social construct of norms, behaviors and roles that varies between societies and over time. Gender is usually seen as male, female, nonbinary.
- Gender identity: internal understanding of identity
- Gender expression: how a person presents gender outwardly, through behavior, clothing, voice or other perceived characteristics
- Cisgender, transgender, nonbinary, agender, intersex
- Sexual orientation: Lesbian, gay, queer, straight, bisexual, pansexual, asexual
- Disability/ability
- Geographic location
- National origin
- Age

Have students go back to their River of Life and label where different aspects of their intersectional identity *(e.g. race, gender)* may have impacted the experiences they depicted on their rivers. **Ask students to consider:** To what extent would the drawing of your river be different if you emphasized a particular aspect of your intersectional identity over another *(e.g. gender over class)*?

Topic 3: The Direction of History

This activity offers an opportunity to practice the core instructional principle of Collaborative Learning Communities by combining individual timelines into a shared narrative. Emphasize the importance of interdependence and valuing all contributions during the gallery walk to help students explicitly recognize the instructional practices in use.

Ask students: To what extent would it be possible to draw one single river incorporating every student's individual rivers?

Have students post their drawings on the wall and do a quick Gallery Walk. In doing so, have students pick out three distinct experiences that they would highlight on the group "river". Afterwards, have students take 5 minutes to try and sketch out one river that would incorporate everyone's individual rivers.

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African American History Quarter 1

Unit 4: Development of the Modern World System (3 Weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

The content of the Development of the Modern World Economic System and the Creation of the African Diaspora is focused on the relationship between transatlantic slave trade and contemporary social, political, and economic structures. In addition, the unit will explore issues of resistance, oppression, and accommodation in regard to African interaction within structures of racialized exploitation. Course material will also explore the connection of racialized exploitation with ideological racism derived from a Eurocentric lens.

The teacher will need to know the extent of the differing groups of Europeans and the various types of enslavement that developed in the Americas. Also, they will need to be able to address questions regarding the differing conceptions of race, exploitative realities related to differing regions, and the development of the modern economic system reliant on slave labor.

Essential Questions	Big Ideas
❑ What conditions developed through the conquering of the Americas allowed for the creation of the triangular trade system? ❑ How did the cultural orientation of the British, Portuguese, and the Spanish powers influence the difference in development of empires in the Americas? ❑ What was the difference in roles of Europeans, colonists, and Africans in regards to the triangular trade system? ❑ How did the slave system in Africa create the conditions for Europeans to enslave Africans?	☐ Racialized Exploitation ☐ The Atlantic World ☐ Competition over Desired Resources ☐ Geopolitics ☐ Race-based slavery ☐ Enslaved Resistance ☐ Development of Capitalism

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African American History Quarter/Term 4

Unit 1: Confronting the Myth American Exceptionalism: Civil Rights to Black Power (5 weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Suggested Performance Task
- Suggested Pacing Guide
- Optional Learning Experiences and Aligned Resources
- **Standards:**
  - Common Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

This unit explores the Civil Rights and Black Power movements that were significant social and political movements in the United States. The suggested pacing of the units begins with exploring the military desegregation and ends with exploring the Federal Bureau of Investigation's (FBI) Counter Intelligence Program (COINTELPRO) goals to undermine African American pursuits for human rights. The Civil Rights movement primarily to end racial segregation and discrimination against African Americans, and to secure their voting rights along with basic human rights . The movement was characterized by nonviolent protests, including sit-ins, boycotts, and marches, which reflected various differing methods to challenge racist apartheid structures in America. The Black Power movement emerged in the late 1960s and was a more radical and militant movement than the Civil Rights movement, which aimed to empower Black Americans and challenge systemic racism through various methods beyond non-violent tactics of resistance. The movement was marked by the rise of figures such as Stokely Carmichael and the Black Panther Party, who advocated for Black self-determination and autonomy. Both movements were instrumental in advancing civil rights for African Americans, and contributed to significant legal and social changes. Furthermore, this unit confronts the myth of American exceptionalism, which is used to justify the racial oppression and violence experienced by African Americans in American society. By examining the experiences and struggles of African Americans during the Civil Rights and Black Power movements, students will come to understand the pervasive impact of systemic racism and how it has affected the lives of millions of people. The unit ends by exploring the Federal Bureau of Investigation's (FBI) Counter Intelligence Program (COINTELPRO) goals to undermine African American pursuits for human rights, highlighting the ways in which government agencies and other institutions have worked to suppress and undermine social justice movements. Overall, this unit emphasizes the

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complexities and diversity of perspectives within the African American community regarding the best strategies for achieving social change, and underscores the importance of considering multiple perspectives when examining historical movements and events.

Essential Questions	Big Ideas
❑ What impact did military desegregation have on desegregation efforts at home? ❑ What was the significance of A. Philip Randolph's threat of a March on Washington? ❑ How did the Civil Rights Movement challenge and transform American society, and what impact did it have on subsequent social justice movements? ❑ Evaluate the impact of Brown v Board of Education (1954, 55) on schooling in the United States? ❑ What criticisms did some African American leaders have about nonviolence as a tactic for achieving civil rights, and how did they propose alternative methods? How does Black Panther art communicate their vision for a just and liberated world for Black people? ❑ What different strategies were utilized by African American individuals or organizations to resist and combat racist structures? ❑ What can we learn from examining ❑ What were the effects of COINTELPRO on the civil rights movement and the African American community?	• Civil Disobedience • Integration • Domestic Colonialism • Desegregation and white rage/backlash • Complicating narratives of progress • Art as resistance • Black liberation and self-determination
Enduring Understandings	**Knowledge and Skills (Performance Objectives):**
❑ A. Philip Randolph's threat of a March on Washington was a pivotal moment in the Civil Rights Movement, as it demonstrated the power of nonviolent protest and pressured the government to take action towards desegregation and equal rights for African Americans.	**Students will be able to (transferable knowledge)...** ☐ Describe the impact of military desegregation

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❑ The Civil Rights Movement in the United States challenged and transformed American society by promoting racial equality, social justice, and political participation. ❑ Brown v. Board of Education made desegregation in US schools possible. ❑ The gradualist and local approach slowed desegregation efforts, leading to a largely segregated schooling system and violent opposition, while Black teachers were frequently fired, leaving Black students in white schools without Black adults. ❑ The effectiveness of nonviolence as a tactic for achieving civil rights was questioned by some African American leaders who proposed alternative methods, including armed self-defense and Black nationalism. The diversity of perspectives within the African American community regarding the best strategies for achieving social change emphasizes the importance of considering multiple perspectives when examining historical movements and events. ❑ The common legacy of Martin Luther King frequently erases the extent of his radical activism and whitewashes his true mission and goals. A true understanding of King identifies and acknowledges all parts of his activism and the mistruths spread by the government. ❑ Black Panther artwork portrays Black people in positions of power with guns, newspapers, scales of justice, shovels, or brooms as symbols of self-determination. ❑ The artwork challenges the white capitalist police state, represented as pigs, and conveys a vision of Black liberation where Black people take control of their own lives for food, jobs, housing, healthcare, safety, education, and justice. ❑ COINTELPRO reinforced existing power structures and biases, perpetuating systemic racism and discrimination in American society.	☐ Compare and contrast different strategies taken by activists and organizations to end segregation and improve Black people's lives. ☐ First complicate the assumed narrative of progress surrounding the Brown decision and school integration and then critically consider other narratives of progress they may encounter. ☐ Appreciate the role art can play in movements for social justice and liberation ☐ Analyze the arguments made by Black Power advocates regarding the use of violence in achieving social justice, compare and contrast the perspectives of different leaders, and engage in a discussion about the similarities and differences between these perspectives. ☐ Evaluate the effectiveness of nonviolent activism ☐ Examine a range of primary and secondary sources in order to evaluate the impact of Brown v Board of Education (1954, 55). ☐ Summarize King's message in his "Montgomery Bus Boycott speech" ☐ Analyze artwork from the Black Panthers in order to discuss how the art communicates the 10 Point Platform's vision. ☐ Describe the cause and impact of the Meredith March and the Black Power movements ☐ Summarize efforts made by COINTELPRO to discredit Black organizations ☐ Critically analyze and compare the Black Panther Party's Ten Point Program and Black Lives Matter's 13 Guiding Principles, and to explore the ways in which these

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	documents express a shared commitment to Black liberation and self-determination.
	Transfer Skills
	Students will be able to independently use their learning to… ☐ Analyze scholarly texts ☐ Evaluate source reliability and credibility ☐ Compare and contrast perspectives in sources ☐ Synthesize information from multiple sources ☐ Analyze theories and philosophies in scholarly texts ☐ Apply critical thinking to complex texts ☐ Construct clear and concise summaries ☐ Identify and analyze historical context ☐ Apply theoretical frameworks to interpret sources ☐ Identify underlying assumptions and biases in sources ☐ Develop arguments with evidence from sources ☐ Explain the relationship between historical events and current issues

Key Terms:

- **Agitators-** A person who urges others to protest or rebel, usually for political reasons.
- **American Exceptionalism** - The belief that the United States holds a unique place and role in the world, based on its history, political institutions, and values.
- **Anarchists-** People who believe in the abolition of all government and the organization of society on a voluntary, cooperative basis.
- **Apartheid-** A policy or system of segregation or discrimination on grounds of race.
- **Assissination**- Murder by sudden or secret attack often for political reasons
- **Black Arts Movement-** The cultural movement that emerged in the 1960s and 1970s, emphasizing the importance of black art and literature as a tool for social and political change and self-expression.

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- **Black Consciousness**- The cultural, political, and philosophical movement that emphasizes the pride and empowerment of black people through a rejection of Eurocentric norms and values.
- **Black Power**- The slogan and philosophy that emerged in the mid-1960s, emphasizing the empowerment and self-determination of black people through collective action and resistance to white supremacy.
- **Boycott**- Withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest.
- **Brown II** - One year after the initial Brown ruling, the Supreme Court issued Brown II, ordering schools to integrate "with all deliberate speed." It approved gradualism, imposed no deadlines for beginning or completing integration, and issued vague guidelines. Essentially, it opened the pathway for maintaining a segregated school system.
- **Capitalism** - The economic system we live under where a small group of people own a lot of capital (i.e. anything that makes you more money, like factories, copyrights, patents, stocks) and this small group gains profit and power from the exploitation of working class
- **Civil Disobedience** - The deliberate breaking of a law or rule in order to make a political or social statement.
- **Community Control**- The idea that black communities should have the power to govern and control their own institutions, resources, and environments without external interference or control.
- **Co-option**- Neutralize or win over through assimilation into an established group.
- **Counter Intelligence Program (COINTELPRO)**- FBI program started in 1956 to disrupt the activities of the Communist Party of the United States. In the 1960s, it was expanded to include a number of other domestic groups, such as the Ku Klux Klan, the Socialist Workers Party, and the Black Panther Party. All COINTELPRO operations ended in 1971. Although limited in scope (about two-tenths of one percent of the FBI's workload over a 15-year period), COINTELPRO was later rightfully criticized by Congress and the American people for abridging first amendment rights and for other reasons.
- **"De facto" segregation**- Refers to the practices that actually exist in reality. Sometimes this term is used to imply that some segregation happens just because. However, this term simply refers to what is actually practiced as a result of some combination of laws, norms, and choices.
- **"De jure" segregation** - Refers to what is mandated by law
- **Demonstrations**- Public gatherings to express a view or to protest against something.
- **Domestic Colonialism**- The uneven effects of economic development on a regional basis, otherwise known as "uneven development" as a result of the exploitation of minority groups within a wider society which leads to political and economic inequalities between regions within a state.
- **Desegregation** - Refers to the formal ending of the practice of segregation, often achieved through a court order.
- **Freedom Riders** - A group of civil rights activists who rode interstate buses throughout the South in 1961 to protest segregation in public transportation and public spaces.

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- **Imperialism** - An international political and economic system where: 1) The ruling classes of wealthy countries extend their control over the people and territories of other countries for their benefit, 2) The wealthy countries often force their political, economic, and cultural systems onto the people they colonize, and 3) Large corporations use national governments to control resources around the world.
- **Integration** - It typically refers to the conscious practice by which members of different racial groups experience fair treatment and equal access to institutions and public accommodations.
- **Jim Crow**- The former practice of segregating Black people in the United States.
- **Legitimate Protest**- Protests that are peaceful, lawful and protected under the First Amendment of the U.S. Constitution.
- **Oppressed**- People who are subjected to unjust treatment or control by others.
- **Outside Agitators**- People who come from outside of a community to agitate or stir up trouble in a political or social movement.
- **Massive Resistance** - Refers to the widespread and coordinated strategy to block Brown v Board's desegregation ruling.
- **Nonviolent Resistance** - A strategy of protest that uses nonviolent tactics, such as sit-ins, boycotts, and marches, to effect social and political change.
- **Police Brutality**- Excessive use of force by police in situations that could be resolved peacefully.
- **Property Destruction**- Damage or destruction of buildings or other physical property.
- **Protests**- A public expression of objection or dissent toward an idea or action, often carried out through a gathering or demonstration.
- **Pupil Placement Laws** - Laws designed to maintain segregation by using race neutral criteria to integrate the fewest possible number of Black students.
- **Racial Segregation**- The systematic separation of people into racial or other ethnic groups in daily life.
- **Radical**- A person who advocates thorough or complete political or social reform.
- **Repression**- The use of force or intimidation to suppress a group or individual.
- **Rioting**- The act of participating in a violent public disturbance or disorderly conduct.
- **School Zoning** - Refers to the governing process by which residential addresses are assigned to particular schools.
- **Self-determination** - The process or state of a group or individual controlling their own life and destiny.
- **Urban uprisings**- Large-scale protests and acts of violence that occurred in predominantly African American neighborhoods during the Civil Rights and Black Power movements, often sparked by incidents of police brutality and racial injustice.
- **Vigilante Agents**- Citizens who take the law into their own hands to enforce what they perceive to be justice, often without legal authority.
- **White Citizens Councils** - Formed in the wake of Brown v Board with the purpose of upholding racial segregation through political action, economic intimidation, and even violence.

Suggested Authentic Performance Task Option 1: Freedom Song

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Students will present a song that was released in the last decade and relate the song to one of more topics discussed during the unit.

Start introducing the performance task by showing students this video of Mavis Staples "Eyes on the Prize." Ask students what stood out to them about the song and song title. Next, show students this video of Lil' Baby's "The Bigger Picture" (or another one of the teacher's choice). Follow up by asking students what are similarities and differences between the videos? Explain to students that they are to research their own liberation song to write about and present to students a song that came out in the last 10-15 years that they can connect to key concepts of the unit and Black Liberation. The requirements of the song:

- It can have a few curse words, but should NOT be over the top or unnecessarily profane
- Can be a song or music video
- Student should be able to point out at least 2 lines of lyrics that point to liberation

How does the musical selection relate to Black liberation discussed in this unit? Students are to write 1-paragraph summarizing their musical selection with cited evidence from the lyrics. On the day of the presentation, remind students to bring in headphones. Music can be shared either in small groups or through inner/outer circle facilitation.

Suggested Rubric and Exemplar

Suggested Authentic Performance Task Option 2: BPP/BLM Compare and Contrast Socratic Seminar

Begin by introducing the Black Panther Party's Ten Point Program and Black Lives Matter's 13 Guiding Principles to the students. Briefly explain the historical context in which each document was created, and the goals and objectives of each organization. Divide the class into two groups, with each group assigned to one of the documents. Encourage students to read the document carefully and take notes on key points, themes, and ideas. Reconvene as a full class after about 20 minutes and arrange students in a circle for the seminar. Remind students of the rules of engagement for a Socratic seminar, such as speaking clearly and respectfully, listening actively, and asking open-ended questions.

After 20 minutes, switch the focus to the other document and repeat the process, with the second group posing questions to the first group. Conclude the seminar by asking students to reflect on the similarities and differences between the two documents, and the ways in which they express a shared commitment to Black liberation and self-determination.

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Follow up the seminar with a reflective writing assignment, asking students to respond to one of the following prompts:

- What was your main takeaway from the seminar? What did you learn about the Black Panther Party's Ten Point Program and Black Lives Matter's 13 Guiding Principles, and their significance for the struggle for Black liberation?
- How did participating in the seminar help you develop your critical thinking skills and engage in productive dialogue with your peers? What challenges did you face, and how did you overcome them?

Black Lives Matter 13 Guiding Principles

Black Panther Partry's Ten Point Program

Rubric for Socratic Seminar

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Suggested Pacing				
Day 1	**Day 2**	**Day 3**	**Day 4**	**Day 5**
Topic 1: Military Desegregation Impact	Topic 2: Differentiating Approaches for Black Liberation (NAACP, SCLC, CORE, SNCC, NOI)- overview of the organization seeking liberation philosophies	Topic 3: Impact of Brown (1954,55), Desegregation, and White Rage		Topic 4: Emmett Till and Trayvon Martin
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**

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Topic 5: Montgomery Bus Boycott	Topic 6: King the Radical Day 1 - Letter from Birmingham. Children's March, Church Bombing Day 2- MOW(Farce) Bloody Sunday and Civil Rights Act/Voting Rights Act Day 3 - The 3 Assassinations of MLK			Topic 7: CORE/SNCC
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
Diane Nash spotlight Freedom Rides	Topic 8 - Ella Baker	Topic 9 - The Question of Non-Violence	Topic 10 - The Evolution of Malcolm X Day 1 - Malcolm Little Day 2 - NOI	
Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
Day 3 - Ballot or Bullet, Selma Visit, Day 4 - Redefinition and development of analysis post NOI		Topic 11: Stokely and the Birth Black Power	Topic 12: Urban Uprisings (Watts to King Assassination)	Topic 13: Black Panthers Emory Douglas Art
Day 21	**Day 22**	**Day 23**	**Day 24**	**Day 25**
Topic 13: Black Panthers		Topic 14: COINTELPRO	Task Option #1: Freedom Song Task Option #2: BPP/BLM Compare and Contrast Socratic Seminar	

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Optional Learning Experiences and Aligned Resources

James Baldwin Warm-Up Quotes Bank

The purpose of having a quote bank of James Baldwin quotes to start a unit is to infuse the curriculum with powerful and thought-provoking insights from one of the most influential voices in African American literature and social commentary. Educators can strategically use these quotes as warm-ups based on teacher or class preferences, such as at the beginning of a lesson, during discussions on race and identity, or when introducing topics. Baldwin's quotes can serve as catalysts for critical thinking, sparking discussions that encourage students to connect historical and contemporary issues to their own lives and communities. By incorporating Baldwin's words at the right moments, educators can create a dynamic learning environment that promotes understanding and a deeper engagement with the historical context of this unit.

Quote Bank

Topic 1: The State of Black America after WW2

This lesson is to provide an introduction to desegregation efforts that occurred after international conflict. African American service abroad, and the desegregation of the military, the creation of the Fair Employment Commission, and efforts by activists like A. Philip Randolph encouraged desegregation efforts nationally. This lesson also focuses students attention on the internal conflict African Americans faced when participating in the military

Begin this lesson by asking students what skills a person needs to have to serve in the military. Show this image of the Tuskegee Airmen. Ask students to turn and talk to their neighbor about what it would be like to be a Black pilot. Explain to students what the Tuskegee Airmen did (protect the stealth bomber), and discrimination they faced (used planes, less pay, etc).

Additional Resources to help guide understanding of Black military service:

- Red Tails Trailer

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- Red Tails DogFight Scene

Distribute this primary source letter to the Pittsburgh Courier. Ask students to answer the following questions as they read:

- What is James Thompson's desire?
- What does he mean when he says "should I sacrifice my life to live half American?"
- What does the Double V stand for?
- What does he say about the country?
- What was the impact of Black people serving in the military?

Explain to students that letters like Thompson's had an impact on the government re-considering segregation practices within the military. Distribute the additional primary sources. Show an image of the 1963 March on Washington, and explain to students that before this march activist A. Philip Randolph threatened a March on Washington. Direct students to Randolph's call and have students read and answer the following questions:

- What does Washington call for?
- What does he say is in "crisis?"
- What does he say about defense jobs?

Ask students that President Franklin responded in such a way that the March on Washington was called off. Ask students what they think Franklin has to do for the march to be canceled. Direct students to Executive Order 9346, ask students to read the order to determine what the order forced the military to do. Check for general comprehension, and explain to students that the military is still not fully desegregated. Direct students to Executive Order 9981. Have students read to understand what Executive Order 9981 does, and how it goes further than Franklin's initial order. Ask students what impact an integrated army will have on American perceptions at home? Explain to students that Brown vs. Board of Education comes 6 years later.

Additional Suggestions:

- Create a timeline on whiteboard to track key dates in military desegregation
- Have students create a t-chart, with reasons for Black people to serve/not serve in the military

Exit ticket - What was the impact of Black activism over military desegregation?

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Topic 2: Differentiating Approaches for Black Liberation

Explain to students that the lesson will provide an introduction to 21st Century Black organizations. They will be introduced to the organizations, key members, and strategies. This is the teacher's guide. Teachers are encouraged to make a copy and leave blank information for students to fill in.

Begin this lesson with a Think Write Share Question: What is the best strategy for ending segregation?

A. Taking legal action - go to court and argue that segregation should be illegal
B. Non-violently protest at local stores and businesses
C. Petition the government by writing letters to local and state representatives
D. Buy only from Black businesses
E. Defend Black people, arm them for fighting back when necessary
F. Take no action, bc Black people don't need to integrate with whites

The above question can also be done as a poster activity. Put each option on a different chart paper. Direct students to write on a post-it the answer to the question and then have students hang up their post-it on the chart paper it goes with, students can then circle around and make comments on other students' post-its.

Explain to students that they are going to learn basic information about each of the organizations that were active during this unit. Direct students that they are to focus on summarizing their mission statement, and key activism. This can be done as a jigsaw, or in groups. For whichever group/students get the Nation of Islam, it is important to preface to students that they do not have a traditional mission statement, and will instead be reading a description of NOI's history from their own website. For whichever group a student is assigned, ask students to also jot down which strategies you think the organization used based on the opening Think Write Share.

Follow up reading/group work/jigsaw with a class conversation to check for understanding.

Exit Ticket -
Option 1 - Which organization do you think will be the most effective? Why? Cite evidence to support your response.
Option 2 - Which organization are you most looking forward to learning about? Why? Cite evidence to support your response.

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Topic 3: Impact of Brown (1954,55), Desegregation, and White Rage

Day 1: Brown (1954, 55), Little Rock, and Black Teachers

Before the Lesson: A few days prior to this lesson, assign the podcast, "Miss Buchanan's Period of Adjustment" by Malcolm Gladwell, for homework. Have students complete this listening guide before coming to class on this day. Since the podcast is 30 minutes, ensure that you provide at least two nights for the students to complete it. When you assign this podcast, tell students that it reconsiders the story of Brown v Board of Education. You might ask the students to share what they already know about the Supreme Court decision. Review the five questions they are to take notes on in the listening guide.

Background Lecture: On the day of the lesson, share the following background information with the students. You might use or adapt these slides to assist you.

- Introduce the inquiry: evaluate the impact of Brown v Board of Education (1954, 55) on schooling in the United States. Let students know that all of the sources that they will view or read will help them respond to that prompt. Let them know that you will revisit and teach them how to evaluate impact later in the lesson.
- Brown v Board of Education overturned Plessy v Ferguson, ruling that "separate but equal" segregation violated the equal protection clause of the 14th amendment.
- Brown was actually a compilation of five different cases. One of which started with the story of 16 year old Barbara Johns. Barbara attended Moton High School in Prince Edward County, VA. She was upset by the inequitable and unequal conditions of her school, built in the 1930s for 180 kids. But in 1950, there were 450 and no science lab or gym. She got the juniors and seniors to the auditorium by passing around notes calling for an assembly and initialing them B.J. (her initials and the principal's initials too). They lured the principal away making up a story about some disturbance where students got in trouble with police downtown. At the assembly, she gave a speech to a shocked audience, moving them to walkout in protest of the awful conditions they faced in their school. They wrote to the NAACP who took their case and it went on to become one of the five cases in the Brown case. This story demonstrates youth leadership and the importance of organizing and direct action combined with a legal strategy.
- The Chief Justice of the Supreme Court at the time was Earl Warren. As California Governor, Warren signed a law repealing all school laws requiring racial segregation after a Latino movement challenging school segregation. As Attorney General in California, he oversaw the internment of Japanese-Americans during World War II.
- Thurgood Marshall was the NAACP lawyer who argued the Brown case. He went on to become the first Black SCOTUS justice in US history.

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- Daisy Bates was the president of the Arkansas NAACP chapter and owner/editor of Arkansas State Press. Let students know you are introducing her because she supported the nine students who integrated Little Rock's Central High School in 1957.

Class Discussion: After reviewing the background information, facilitate a discussion about the podcast, "Miss Buchanan's Period of Adjustment."

1. Describe the story of Linda Brown. How did her family feel about their school? What did her family want when they sued?
2. What is the argument that the Supreme Court makes in Brown v Board in order to rule segregation in schools unconstitutional? How does it differ from what Linda Brown's family wanted?
3. According to the podcast, what is the importance of Black teachers?
4. What is Miss Celestine Porter's proposal for how integration should have taken place?
5. Describe the impact of Brown v Board and school integration efforts on Black teachers? Include details about what happened during Moberly School District' integration process.

Lecture: Use the podcast to re-introduce the inquiry: evaluate the impact of Brown v Board of Education (1954, 55) on schooling in the United States. Explain that evaluating impact goes further than just describing what happened. To evaluate impact means to consider the following:

- Whether the consequences of the event were beneficial or harmful, positive or negative
- Which consequences were long-term and which were short-term
- Whether the effect of the event led to significant change or maintenance of the status quo
- How the effects of the event may described in terms of scale or pace of change
- How the effects were different for different social groups (e.g. white segregationists v Black teachers v Black students)
- How the effects may be similar or different across different geographic regions or locations

Documentary Clip: Next, show students clips (16:30 --22 and 25:40-27:30) of the Eyes on the Prize documentary about Little Rock. As you show them the clips, have them record a few notes about the impact of Brown on Little Rock, the white segregationist response, and the experiences of Black students. You might print out this Source Set and have them take notes under Source A.

Homework: Have students annotate sources C, D, E, and F on this Source Set. Let them know you will give them time to read and annotate source G in class the next day.

Day 2: Concept Mapping the Impact of Brown (1954, 55)

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Have students get out their Source Set, including their notes on the Little Rock clips from the previous day and their homework annotations on sources C thru F, in addition to their notes on the "Miss Buchanan…" podcast.

Remind them about the range of considerations for how to evaluate the impact of an event in history:

- Whether the consequences of the event were beneficial or harmful, positive or negative
- Which consequences were long-term and which were short-term
- Whether the effect of the event led to significant change or maintenance of the status quo
- How the effects of the event may described in terms of scale or pace of change
- How the effects were different for different social groups (e.g. white segregationists v Black teachers v Black students)
- How the effects may be similar or different across different geographic regions or locations

Provide them time to read and annotate Source G from the Source Set if you only required Sources C, D, E, and F for homework.

Explain to students that they will work in small groups to concept map the impact of Brown v Board. You might have them use large post-it easel pads, butcher paper, or large white boards. If you have not done concept mapping yet, be sure to explain to students that the purpose is exploratory. Concept mapping helps us to organize information and make connections visually. You might show them examples from prior classes.

Remind students that they should consider the full range of sources A thru G:

A: Little Rock Documentary Clip
B: "Miss Buchanan…" Podcast
C: Southern Manifesto
D, E, F: "Massive Resistance" from Segregation in America Report (EJI)
G: Excerpt about New York City from Jeanne Theoharis book, A More Beautiful and Terrible History

If you decide to dedicate more time to this lesson, you might consider this excerpt on Boston from the Theoharis book.

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As students work, walk around and support them. Remind them to organize and group examples from their sources under broader categories, such as "white backlash," "delay tactics," or "harmful consequences on Black students and teachers." There are many possibilities. Remind them to make use of the considerations for evaluating impact listed at the top of their Source Set.

Have each small group report back one of their categories on their concept map.

Be sure that you ask follow up questions to ensure the following enduring understandings are covered with reference to the sources:

- Although Brown (1954, 55) made desegregation in US schools possible,…
  - The ruling's gradualist and local approach slowed desegregation efforts allowing states and local districts in all regions of the country to maintain a largely segregated schooling system.
  - The ruling led to a violent, large-scale response from many white southerners that further stalled desegregation efforts in the short term.
  - The racist assumptions that Black students were psychologically harmed by being separate from white people underlying Brown v Board ultimately led to a harmful process of desegregation for Black students. To the extent that integration did occur, Black teachers were frequently fired, leaving Black students in white schools without Black adults.

To debrief, engage the students with the following discussion questions:

1) Did anything surprise you about our investigation of Brown's impact? If so, what?
2) Was Brown v Board good for Black people?
3) How might you approach narratives of triumphal progress moving forward?
4) Where else have you noticed this dynamic: apparent racial progress and white rage/resistance to that progress?

Optional Lessons

This topic explores the effects of desegregation following the Brown v. Board of Education ruling and includes discussions on the slow pace of desegregation, the challenges Black students and teachers faced, and the violent opposition from white segregationists.

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These lessons developed by the NAACP Legal Defense Fund could be used to provide additional depth and primary source analysis around the complexities of segregation and desegregation, offering students a closer look at the regional variations of desegregation efforts and how it impacted communities across the U.S.

- What is Segregation
- Mapping Desegregation
- Desegregation and Your State

Topic 4: Emmett Till

This lesson connects Emmit Till's murder with Trayvon Martin's, by exploring how both events became a catalyst for that era's civil rights movement.

Begin the lesson with a warm up: Watch this music video by Jasiri X entitled "Trayvon" Ask the students to respond to this guided Question after the video. Do you think that only white life is protected in America? What leads you to your conclusion?

Ask Students to write down one to three things they know, if anything about Emmett Till (save their work to use with the exit ticket)

Next, number the students off by three. Assign reading number one to the ones, reading two to the twos and reading three to the threes. Handout hard copies/digital copies of the Till and Martin reading guide. Students will read and annotate their article, either by hand or digitally by opening the pdf as a google doc and complete their portion of the reading guide.

Next Jigsaw/shuffle students into groups of three with each reading represented in the group and give students 15 minutes or so to share out their readings argument and support to their group. Each person in the group will record their partner's answers in the appropriate section of their reading guide. Students will then work together to answer as a group the final three questions on the reading guide.

Time permitting, the teacher will ask individuals to share out in a large group setting one of their answers to the last three questions. encourage discussion and respectful discourse on the answers to the questions presented.

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As an exit ticket, have the students go back to what they wrote down that they knew about Till at the start of class. Under that ask them the same question and have them write a new response.

Resources
Video summarizing the three articles argument and making the Till/Martin connection
annotations
Till and Martin reading guide
Reading one
reading two
reading three
Warm up Video

Topic 5: Montgomery Bus Boycott

This lesson provides students the opportunity to deep dive into their first full speech of the Civil Rights Movement through a read aloud. Students have heard of Martin Luther King Jr. and his "I Have a Dream Speech," but have rarely had the opportunity to deeply evaluate his other oratorical achievements. Through a recap of Rosa Parks, and other activists who refused to give up their seat.

Begin this lesson by showing students this image of the Baton Rouge Boycott. Ask students to describe what they see in the image and what they think is going on. Many students may assume this is an image of the Montgomery Bus Boycott, however the Baton Rouge Boycott took place before the Montgomery Bus Boycott. Then ask students to consider why Rosa Parks is one of the most well known figures in African American History. Remind/explain to students these other activists that refused to give up their seat: Homer Plessy, Jackie Robinson, and Claudette Colvin.

Direct students for a Think, Write, Share, where they write down what they would say to the public or on social media if someone asked them to move, and they got arrested. Explain to students that they are going to do a Read Aloud of one of Martin Luther King Jr's earliest speeches, and that King's involvement in the Montgomery Bus Boycott, helped him gain national attention.

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Distribute the speech. Explain to students that as you read the speech, they are together to be the audience and read the words that are in parentheses. Teachers are encouraged to put as much energy and excitement into the speech reading as possible. At the end of the read aloud, ask students to go back through the speech again and find 3 moments in which King is being persuasive.

Exit Ticket - Have students complete this Exit ticket question. "What was King's overall message about the Montgomery Bus Boycott? In your response, cite evidence from part of the speech.?

Lesson Extension Suggestion: Show students this quote and ask them to make comparison to the Montgomery Bus Boycott, and other complaints about the Black Lives Matter movement
"For those complaining that acts of #disruptions are exhausting, remember this: Montgomery Bus Boycotts lasted 381 days!… #BlackHistoryMonth" - Charles Blow (Feb. 13, 2017)

Additional Resources:

- Baton Rouge Protest
- Montgomery Bus Boycott Timeline

Topic 6: King the Radical

Recommended listen or suggested homework - Listen to the 8 Black Hands Podcast Episode on the "Un-Sanitizing of MLK Jr."

Day 1: The Children's March, The Bombing and the Letter from Birmingham Jail.

Begin the class with a warm up analyzing a clip from a James Baldwin Speech.

Use this Google Slide deck as a guide for the lesson.
Explain to students that they will be analyzing one of MLK Jr's most significant pieces of written work, and learning the radical philosophy of King, rather than the white washed focus on nonviolence. Start this lesson by having students read these quotes from MLK Jr. Follow up by asking students 1. Which quote stands out to them the most? Why do you think most people have never read those quotes before?

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Use slide 2 to explain the general background of the Birmingham Campaign. Next direct students to read the letter from the 8 white clergymen. They are to summarize their overall criticism of King. Review the key claims made in King's Letter from Birmingham Jail. Students should have read the letter for homework OR this lesson can be extended into 2 days to allow for independent reading time. On 4 different pieces of chart paper list the following key claims from the letter:

1. Birmingham is happening due to overall organization. and injustice
2. Unjust laws demand a response
3. he's disappointed by the white moderate
4. he's disappointed by the white church

*Student exemplars of chart paper done on jamboard

Split students into 4 groups (1 for each claim). Each group is to write on chart paper or with post it's answers to the following 4 tasks:

- Find 2-3 quotes to support the claim
- What key concept or connections can you make to other topics in the unit?
- Is the claim relevant today?
- What questions do you still have regarding the claim?

Have students rotate from each chart paper and add questions/comments. After rotation follow up with class discussion. Ask students what they think is going to happen when King gets out of jail and other people across the nation read his letter?

Direct students to watch the video of the Children's Crusade. Follow up with a class discussion about the role of children participating in a protest. Next, have students watch the video about the 16th St. Baptist Church bombing. Follow up by asking students for their immediate/reaction thoughts to the video. Ask students to make a prediction how much longer legalized segregation will exist.

Exit Ticket - What is the most significant key claim made by MLK Jr. in his "Letter from Birmingham Jail?" In your response, cite evidence from the letter.

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Suggested Extension Activities

- Conduct a poetry analysis of Dudley Randall's "Ballad of Birmingham"
- Compare and Contrast the 16th St. Bombing to the Charleston Church Shooting
- Homework assignment - interview someone in your neighborhood who was alive when King was assassinated. Ask them for what details they remember. Where were they when they heard the news? How did they find out?

Additional Resources

NPR Article on King's Letter
The Birmingham Campaign
Washington Post Primary Source on Church burnings in the South

Day 2: the Farce on Washington and Bloody Sunday

Begin this lesson by cold calling on students for what they remember about the Children's March and the Church Bombing. Follow up by asking students what they think should be the next priority in terms of activism: demand an end to segregation OR demand that disenfranchisement. ends? Explain to students that by the end of the lesson students will have a deeper understanding of events that led up to the Civil Rights Act and Voting Rights Act, 2 usually stated biggest "successes" of the Civil Rights Movement.

Ask students why they think Martin Luther King's "I Have a Dream Speech" is the most remembered part of the March on Washington. Remind students of the trouble of the "single story" of history. Direct students to read Document 1, where Malcolm X calls the event a "Farce on Washington." Provide these guiding questions for comprehension:

- What does Malcolm X say about "southern negros?"
- What do you think Malcolm X means when he states "The government knew that thousands of milling, angry blacks not only could completely **disrupt** Washington--but they could **erupt** in Washington?
- What did he say the government had to worry about?
- What problem does Malcolm X have with the way Civil Rights organizations raised their money?
- How does he believe the original "angry" march changed due to donations and government approval?

Show this clip from Eyes on the Prize Episode 4 starting

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If time permits, direct students to read John Lewis's speech. Follow up by asking students what was his overall message? Why do you think King's "I Have a Dream" speech is more well known? Explain to students that the March on Washington led to the Civil Rights Act of 1964 which banned segregation in public places. It is important to also remind students that despite this Federal law, segregation in some areas of society today is just as bad/worse than segregation in the 1960s. .

Remind students of the conversation they had in the beginning of class. Explain to students that the Civil Rights Act of 1964 did not do anything to address disenfranchisement tactics used by southern racist politicians. Ask students what they remember about how Black people were prevented from voting despite the passing of the 15h Amendment. Next, show students this clip from the movie Selma.

Explain to students that a similar nonviolent approach led to the passing of the Voting Rights Act. Tell students that the community came together to march three times, and their goal is through different sources and videos to try to determine the order of the marches. Start with Bloody Sunday without telling students that it was the first march. Teachers have the option of using the Selma movie depiction of the event or a clip from the Eyes on Prize showing video footage about the event starting at approx. 20 min through end..

Follow up by directing students to read either Document 3 or 4. Suggestion - This could be done either in pairs or splitting the class. Students should read for general comprehension:

- What happened during the march?
- Based on the text, who was there?
- What details are important?

After students have completed their reading and the teacher has checked for understanding. Hold a whole group discussion about what they think the order of events were. Work with them to figure out an accurate timeline. Explain to students that these marches led to the Voting Rights Act of 1965 and point out to students the leadership of John Lewis and make connections to the March/Farce on Washington. In addition, just as with the March/Farce on Washington, explain to students how this Act has been challenged and the complications of voting today.

Another teacher suggestion - depending on the time of class period, this possibly is a lot to complete in 1 period. This lesson could also be split into separate lessons, or the teacher could just focus on one event.

Exit Ticket Option 1 - Why was the March on Washington and Bloody Sunday turning points for the Civil Rights Movement?

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Exit Ticket Option 2 - Do you agree with Malcolm X's assertion that nonviolent protests are a "farce?' Why or why not?

Additional Resources
NPR Article on the dismantling of Supreme Court
NYTimes About Supreme Court

Day 3: The 3 Assassinations of MLK Jr.
Begin this lesson with a quick write. Ask students to write down what are their biggest take-aways regarding what they have learned about MLK Jr. so far this unit. Students can share their writing with a neighbor or to the entire class. Explain to students they are going to consider King's "assissination" in this lesson.

Next, ask students what the difference is between murder and assassination. Explain to students that murder is the intentional killing of a human, and in addition, assassination is the murder of someone who is well known or a celebrity for political gain.

Follow up by asking students what they think is the biggest reason Martin Luther King Jr. got assassinated. Track student responses on the board. Explain to students that his "physical" assassination was not the only way in which King was assassinated, and that there also occurred a "character" and "legacy" assassination, and that today they are going to learn about all 3 types of assassination. Students will fill in this graphic organizer to record their learning.

Start with character assassination by showing students this billboard. Ask students what they see in the image and what the words say. Follow up by asking students why they think MLK Jr. would be portrayed as a communist. Explain to students that labeling King a communist was just one of several attempts to assassinate his character and undermine what he was promoting. Distribute the 3 Assassinations text. Direct students to read Document 1 the FBI Goals for COINTELPRO. Ask students the following guided reading questions: What did the Counterintelligence Program try to prevent? What does the document say about the King? Why do you think King is being compared to militant groups? Explain to students this was not the only falsehood the government was trying to portray about King. Prepare students for the FBI letter by letter so they know they are going to read some sexually inappropriate statements written by the government. Direct students to read Document 2, the letter written by the FBI that was sent to King. Ask students to track all the horrible statements made about King. Remind students that this letter is coming from the government. Follow up by asking students what they think the purpose of the letter was?

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Next, move on to the physical assassination. Explain to students that most people believe King was assassinated for his focus on nonviolence during the Civil Rights Movement, and for the passing of the Civil Rights Act and the Voting Rights act. Explain to students that his later activism actually led to his assassination. Direct students to add the Vietnam War and the Poor People's Campaign to the Physical Assassination part of the organizer. Assign students to read document 3 with the following guiding questions: What did King say about Vietnam? What does he claim about injustice? How did King frame his opposition to war in his speech? Explain to students that this part of his activism shortly before his death is frequently absent from textbooks.

Follow up by showing students this image. Ask them if they have heard of the Poor People's Campaign and what they think it might be about. Show students this video (and the video that plays directly after about the Sanitation Worker Strike) and direct them to add information to their organizers.

Lastly, ask students how they think King wanted to be remembered? What do you think King's response would be to Martin Luther King Day and community service projects organized on that day? Direct students to read Document 4. Provide these guiding questions: What key claims does the author make about Black victimization? What does he state about "service?" What does he argue about the focus on integration in Civil Rights narratives? Follow the reading with a class discussion on key takeaways from the reading.

Exit Ticket - In your opinion, what is the biggest way in which King has been assassinated? Cite evidence from one of the sources used in class.

Additional Suggestion - Due to the length of some of the readings, this lesson could also be done as a jigsaw.

Additional Resources
NYTimes Essay "What an Uncensored Letter to M.L.K. Jr. Reveals
Atlantic Essay "What Really Happened Between J. Edgar Hoover and MLK Jr.
Giving Up Patriotism and Integration Myths for MLK Day
Where Do We Go From Here? Chaos or Community?
Beyond Vietnam - MLK Jr. full speech

Topic 7: Core/SNCC

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Congress for Racial Equality and The Student Nonviolent Coordinating Committee were student-led organizations that were vital to the fight for equity, equality and justice during the 1960's and 70's civil rights movements. They championed and pioneered various forms of nonviolent resistance, developed strategies such as the Freedom Rides, coordinated mass sit-ins and were responsible for birthing some of the country's most important social leaders that led to the development of the Black Power movement.

Day 1

Students will complete a web quest of CORE and SNCC and transcribe their findings on the WebQuest Matrix provided. Students will be asked not only to locate information about each group to help give them a general understanding of each organization, but also to provide an analysis of their resistance strategy and determine how successful it was, using evidence from their webquest to support their answer. It is important to stress that these organizations were student led.

Provide students with the document of source links to assist them on their web quest, make sure to review with students that they are required to document what sources were used on their matrix. It is also highly suggested you use the plagiarism check feature on google classroom and instruct the students that they should be writing these answers in their own words not copy and pasting or copying word for word from the source.

Provide 45 minutes for this activity.

Once completed, pair students with their neighbor and allow them to share their answers regarding each groups resistance strategy and its effectiveness. Allow them to discuss their own opinions with one another for roughly ten minutes, then break and review the Matrix as a whole class calling pairs to share their conversation highlights.

Exit ticket: Which group's strategy stood out to you the most and why?

Day 2

Students will watch a documentary of the freedom rides and the teacher will spotlight Diane Nash.

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The teacher will open with a brief overview of Nash and a brief clip of her speaking. Students will analyze the clip and share their thoughts on her message and the meaning behind it. What is the difference between action and inaction? Does taking Action Matter?

The Students will view the PBS American Experience Documentary Freedom Riders and complete a document containing a series of questions related to the film. The questions are inquiry based, critical thinking questions designed to get the students thinking about White citizens' resistance to change, and irony of the violence that is directly associated with nonviolence.

After completion, review students' answers and ask them to share.

Exit Ticket: What is something in the present day worth taking action over?

Additional Resources
Charmichael: Toward Black Liberation
SNCC Principles

Topic 8: Ella Baker

Recognized as a key figure in the civil rights struggle, Ella Jo Baker left a lasting imprint on the movement by actively participating in key organizations like the NAACP and the Southern Christian Leadership Conference. Born in Norfolk, Virginia in the year 1903, she dedicated herself to championing both voting rights and human rights. Notably, she played a pivotal role in establishing the Student Nonviolent Coordinating Committee (SNCC). Baker's unwavering dedication to civil rights led her to question the efforts of established groups such as the NAACP and the SCLC due to their limited community-based initiatives and lack of female representation. This ultimately led to the founding of the SNCC. Her impact as a proponent of racial and economic equality lives on through the work of the Ella Baker Center for Human Rights. Despite being often overlooked, she stands as a significant hero of the civil rights movement, with her influence continuing to resonate long after her passing in 1986. By studying Ella Baker's life and contributions, we gain

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insights into the complexities of the civil rights struggle, the importance of grassroots activism, and the enduring impact of individuals who challenge the status quo to create meaningful change.

Begin the class with one of the warm up quotes from James Baldwin

Ask students to share what they know about the Civil Rights Movement so far. On chart paper-record their answers. Ask probing questions to get them thinking. Who were the leaders? What were the goals? Who organized groups of people? Were there women in leadership positions? Play the following song while distributing note catcher to be used to take notes while reviewing materials. The song is called Ella's song. Who inspired it? Introducing the video. Tell students they will watch a short clip from Cornel Ronald West is an American philosopher, political activist, social critic, actor, and public intellectual. Here is the video. After watching the video ask students if they had heard of Ella Baker before. Was she on the list that they had brainstormed about the Civil Rights movement? Who was on the list? What other words, people or organizations did they hear that didn't make it to the list-SNCC, Bob Moses? Diane Nash? Highlight how Cornel West discusses the leadership styles of Ella Baker and Martin Luther King, one he described as messianic and the other democratic.

Give students two minutes to turn and talk about the two different styles of leadership. After students share their ideas- introduce the following documentary. We are going to explore Ella Bakers using two different resources: a short documentary about Ella Baker created by high school students, an article about Ella Baker, and an interview of Bob Moses, one of her mentees. Use the note catcher to take notes while watching. After watching the documentary and taking notes, ask students how they would amend the original chart paper. where we captured ideas about the Civil Rights movement. It might be a great visual to add the amendments in a different color. To make sure students understand what is being said about grassroots leadership-before use one of the following

Exit Tickets -
Option 1 - How did Ella Baker encourage grassroots activism?
Option 2 - What impact did Ella Baker have on the Civil Rights Movement?

Suggested Extension Activity - Activism at Student School
Robert Moses says the only way education is going to change is if the students themselves take the lead.
After listening to the leadership model of Ella Baker- grassroots, democratically led- how would they begin to organize students in their school to make changes in their education? What would be your first three steps? The conversation and writings should include a process of gathering

students to discuss what is important to them. So students might say, have a meeting, give out a survey, learn what's important. Make sure the students understand that grassroots leadership is from the ground up. The people below set the agenda and dictate that action. It is not top down.

Topic 9: The Question of Non-Violence

Begin the lesson by asking students to reflect on the idea of using non-violence as a tactic for achieving social justice. Ask them to share their thoughts and opinions, and write down their ideas on the whiteboard. Following the class share out, students will read this article discussing the two orientations related to the use of non-violence as a tool for resistance. After students finish reading the article, they will work in pairs to complete this venn diagram comparing and contrasting the two types of non-violence. In order to contextualize the use of non-violence, have students read this essay by Bayard Rustin discussing the use of non-violence in combating Jim Crow. Before allowing students time to address the following question prompts for the essay, show this video clip of Bayard Rustin reflecting on the significance of using non-violence during the Civil Rights Movement.

Use the following guided questions for small groups to guide conversation based on the article:

- What were some of the specific tactics of nonviolent resistance used by the author to challenge segregation laws?
- How did the author's mindset and beliefs about non-violence influence his actions?
- What were some of the challenges faced by organizers of non-violent resistance in the Jim Crow South?

Review the responses to the questions with the class as a large group with students staying in their small group to read this article about Dr. Martin Luther King's position on the use of non-violence followed by this video clip before addressing the following questions:

- What was Martin Luther King's "pilgrimage to nonviolence" and how did it shape his work as a civil rights activist?
- How did Martin Luther King's exposure to Henry David Thoreau's "Essay on Civil Disobedience" and Dr. Mordecai Johnson's talk on Mohandas K. Gandhi influence his understanding and practice of nonviolence?
- What were the six key principles of nonviolence as outlined by Martin Luther King, and how did they guide his activism in the civil rights movement?

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- Despite the growing popularity of Black Power and widespread despair among African Americans, why did Martin Luther King continue to advocate for nonviolence as a means of achieving social change, and how did this influence his advocacy on a national and international level?

Next show this video clip of Stokley Carmichael speaking on the use of non-violence, then show this video clip of Stokely Carmichael discussing violence as inevitable in the struggle for human rights against a foe who devalues your humanity. Based on the two video clips, have students individually identified at least two thoughts, questions, and epiphanies derived from watching the video clips. Break students out into pairs and have each pair identify one thought, question, and epiphany they have from the video clips related to the case for the use of non-violence.

Wrap up the lesson by asking students to reflect on what they learned about the debate over the use of violence in the Black Power Movement. Ask them to consider how these different perspectives might inform their understanding of current social justice movements, and what they can learn from the leaders' arguments.

Exit Ticket: How did the views on the use of non-violence differ between Bayard Rustin, Martin Luther King Jr., and Stokley Carmichael?

Topic 10: The Evolution of Malcolm X

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Day 1- Malcolm Little

Malcolm X was born as Malcolm Little in Omaha, Nebraska on May 19, 1925 . However, to fully understand Malcolm's ideas and actions, it's important to look at his life growing up. Malcolm was one of seven children born to Earl and Louise Little, who were both followers of Marcus Garvey's Black nationalist movement. They raised Malcolm and his siblings in mostly white areas, where they faced racism and discrimination. In this lesson, we will explore how Malcolm's upbringing and early experiences shaped his worldview and his approach to the fight for civil rights.

Begin the lesson by asking students to individually write down some things they know about Malcolm X. Allow students to take a few minutes to jot down everything before having students work in pairs to develop a bulleted list. Pairs will then take turns sharing their agreed upon bulleted list to the class as the teacher writes the responses on the board. Based on what students share out, the teacher will ask students if anyone knows anything specifically about Malcolm X's childhood or context of his early life. Use the opportunity to ask the following questions to students:

- How do our beliefs and attitudes about ourselves and others develop based on the context of our upbringing?
- In what ways do family, school, religion, and other institutions shape our early socialization and reinforce societal norms and values?
- How do historical events, such as wars and social movements, impact a person's socialization and worldview?
- What are the long-term effects of prejudice and discrimination on a person's identity formation and how can we prevent them?
- How do individual experiences and trauma contribute to a person's beliefs and attitudes about themselves and others, and how can we support healing and growth?

Following the brief large group or small group discussion around the question prompts, hand-out this document that will be used to record different aspects of Malcolm's childhood from readings and selected video clips. Use this instruction protocol for guidance on information needed for each of the prompts on the cycle of socialization graphic organizer. First, have students fill out as much information as they can from the information discussed in this article about Malcolm's childhood and instruct students to put relevant information into appropriate sections on the sheet. As a large group, discuss what relevant information can be pulled from the article for the cycle of socialization graphic organizer based on the description of each prompt.

Use the following video clips in order related to Malcolm's childhood and provide students time in between each clip to discuss takeaways with a partner (Caution: "n" word is used in video clips. please refer to this document on Teaching Text with Dehumanizing Language before doing the next part of this lesson):

- Malcolm X Clip for Movie (1992)- Family Background
- Malcolm X: Make it Plain Documentary Clip- Context of Growing Up

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- Malcolm X: Make it Plain Documentary Clip- Losing Family
- Malcolm X Clip from Movie (1992)- After Father's Death

Allocate 15 minutes in class to allow students to work with a partner to finish their cycle of socialization graphic organizer followed by a large group discussion around Malcolm's early socialization.

Exit Ticket: What were some key events and experiences in Malcolm X's childhood that influenced his worldview?

Day 2- Nation of Islam

The Nation of Islam played a pivotal role in the development of Malcolm Little (Detroit Red) to Malcolm X. Although not as widespread as some would have you believe, the group influenced many youth in Black urban communities, gained international attention through popularity of Malcolm and Muhamed Ali and would later be embraced by hip-hop artists of the late 80's and early 90's. The groups controversial pro-segregation, black economic empowerment, conservative political, anti-white stance made them a focus of the FBI and cointelpro and attractive to young Black youth looking for alternative methods of resistance and empowerment.

Begin the class with one of the warm up quotes from James Baldwin

Distribute the note catcher either electronically or in paper form. Proceed with an overview of the NOI using the slideshow provided. expand on the slides, encourage students to ask all questions and also include not vocalized questions in their note catcher. Stop on the separatism slide and ask students: Is the purported Nation of Islam separatist platform radical? What are the positive or negative social/economic implications of separation?

Students will then compare two quotes from Malcolm X, one while he was speaker for the NOI and another just after he left the Nation. Students will compare the quotes to each other and take note of the differences. They will answer the question: how does it reflect the growth of Malcolm X ?

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Pair students up. Students will then be asked to examine the 85-10-5 concept by the NOI and determine its value and appeal to a community. Ask for at least three pairs to volunteer their answer to the questions.
extension: video clips of Elijah Muhammed, Malcolm X, Louis Farrakhan

note catcher
slideshow provided

Additional Resources
COINTELPRO primary source document on creating division internally between NOI and Malcolm X.

Day 3- Ballot or the Bullet/Malcolm in Selma

Students will be split in two groups, each group will be assigned one reading and one video clip. Group A will be assigned the article about his critiques given while in Selma as well as the primary source video interview while he was in Selma. Group B will be given the Ballot or the Bullet speech, full and or abridged as well as a video clip of this speech. Each individual will use the argument analysis template to break down Malcolm's argument and main idea, the claims he makes and the evidence he uses to support these claims. Students will be asked to decide for themselves if his claims are justified based on their evaluation.

After students have completed the argument analysis template they will be paired with someone from the same group and share their findings comparing them with one another. Did their partner's analysis differ from theirs? In what ways?

Once pairs are completed their discussion students from group A will be paired with a student from Group B and they will overview the main ideas and arguments presented in their source to one another and explain their reasoning behind why they found Malcolms arguments convincing or not. These pairs will share out to the class, but they will share their partners analysis not their own.

As an exit ticket students will report out if they feel Malcolms critiques given in Selma were justified and explain how the Ballot or Bullet speech relates to the African American communities ability to wield their collective power in the voting booth today.

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Additional Resources
Ballot or Bullet analysis
Ballot or Bullet Student Analysis

Day 4- Malcolm Redefined
By 1963, Malcolm X started to question Elijah Muhammad's leadership due to his questionable actions, leading to Malcolm's split from the Nation of Islam (NOI) and the formation of the Organization of Afro-American Unity (OAAU) and Muslim Mosques, Inc. (MMI). Advocating for global Black unity reminiscent of the Garvey movement, Malcolm focused on empowering Black people worldwide. After a transformational pilgrimage to Mecca shattered his prior beliefs about race, Malcolm pushed for international support for Black rights, leading to increased FBI surveillance and attempts on his life. Despite these challenges, he continued his fight for equality until his assassination at Harlem's Audubon Ballroom in February 1965, leaving a lasting legacy in the civil rights movement.

Begin the class with one of the warm up quotes from James Baldwin

Watch this interview that was recorded 6 weeks before the assassination of Malcolm X for the Canadian Broadcasting Corporation (CBC). After watching the interview, break students into pairs to discuss and answer the following questions:

- What was the objective of the Organization of Afro-American Unity as explained by Malcolm X?
- Describe Malcolm X's beliefs regarding the religion of Islam and the concept of brotherhood.
- What was the objective of the Organization of Afro-American Unity as explained by Malcolm X?

When the allocated time elapses for students to discuss and answer the questions, the teacher will lead a whole class discussion with students focused on differences of the ideological orientation of the Nation of Islam and the Organization of Afro-American Unity as envisioned by Malcolm X. Using points identified by students, the teacher will record main ideas shared on the front board emphasizing connections to previous material explored.

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Next, break students into 10 different groups (if class is under 20 students, use as many questions from the 10 available to have at least 2 students minimum per breakout group) and assign each small group one of the following questions to answer using information derived from the last written interview of Malcolm X. Each group will then share their answer to their assigned question with the whole class and individuals will complete this question/answer sheet to answer all 10 questions in their own words.

Exit Ticket: Do you think Malcolm X was viewed more as a threat to white supremacy in the Nation of Islam or through the formation of the Organization of Afro-American Unity? Why?

Topic 11: Stokely Carmichael and Black Power

Most students are able to identify the Black Power fist, but few know the history of the symbol. This lesson provides information about the history of the symbol by focusing on the activism in Lowndes County, Mississippi. The lesson exposes the increased division between different organizations of the 1960's and focuses on the leadership of SNCC, James Meredith, and Stokely Carmichael.

Begin this lesson by showing the protest images of Colin Kaepernick kneeling and the Black Power fist being held up by athletes at the 1968 Olympics. Ask students what they know about either image? What do the images have in common? Follow up by asking students what do you think "Black Power" means? Based on everything you have learned in this unit so far, when do you think the words "Black Power" were first said?

After class discussion, show this image of the Meredith March. Explain to students that this is an image from "the March Against Fear." Ask students what they think the march is going to be about? Who do you think started the March? Is the March going to be about whites' fear of Black people and integration OR is the march going to be about Black fear of being hurt while protesting? Follow up by asking students what they remember about SNCC, who made up the organization and what their goals were. Students should reference their graphic organizer they have been using to document throughout this unit. Explain to students that they need to take a close look at what was happening in Mississippi at this time to fully understand the context of the March. Distribute Documents A and B. Explain to students that Document A was written by the "Director of Opposition" for SNCC. Ask them to read the document that describes what was going on in Lowndes County before the march. Provide the following comprehension questions: What does he say about power? What does he say about "asking" the government to do something? How are these goals different from discussions we have had about nonviolence? Following this class discussion, explain to students that James Meredith was the first Black person to enroll in the University of Mississippi, and that he was going to march to challenge the "all-pervasive overriding fear" of Black people when they attempted to vote. Ask students what could go wrong with the march? Provide them with the warning

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that seen previously, the response to the march is violent. Direct students to read Document B, and provide these general comprehension questions: What happened on the 2nd day of the march? What was the Black community's response to violence? Who else got involved in the march and what did they do? How did the march expose division with the organization?

After checking for student understanding at what happened in the march. Show the image of the leaders from the march again, and reiterate that different ideologies were emerging as a result of the marches effort. Point out Stokely Carmichael, and explain to students that his leadership during this time led to the phrase of "Black Power." At this time the teacher has the choice of having students either read or listen to his speech. For either one have students track key claims made in the speech. Students should be able to describe the overall message of the speech, and make connections between the speech and the first primary source they looked at in the lesson from Lowndes County.

Option 1
Have students read an excerpt of Stokely Carmichael's speech.

Option 2
Have students listen to an audio version of his speech (start at approximately 5 min)

Additional Resources
The 50th Anniversary of the Meredith March Against Fear
PBS Interview "How should we remember activist Stokely Carmichael?
Colin Kaepernick Explains why he won't stand
Photography Collect of Images by Stanford University
Stokely Carmichael Speech Excerpt from Detroit, 1966

Topic 12: Urban Uprisings

Begin this lesson with having students analyze this primary source newspaper headline.

- What do you "see" in the headline?
- What do you "think" the headline story is about?

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- What do you "wonder" about the headline?

Show students this primary source video regarding Watts. Follow up by asking students what caused the uprising? and if they trust the report? Next, as students what they remember from the lesson on Tusla, Chicago, and racialized terrorism. Review the definition of racialized terrorism if necessary. Ask students what they think an "urban uprising" was. Explain to students that they will focus on an uprising in Detroit. Students are to summarize the cause/impact of the uprising and significant details.

Students will conduct a silent gallery walk with these primary source images. As students are walking around the room ask them to answer:

- What do you learn about the uprising from the image?
- Who was involved?
- What do you think happened?
- What was the cause/impact of the uprising?

Follow up by directing students to read this secondary source text explaining the uprising. Check for student general comprehension on what happened. Ask students what are some common themes of the uprising compared to Watts and Tulsa. Reiterate to students that this uprising happened in 1967 prior to King's assassination. Ask students to make a prediction about what is going to happen once King is assassinated. Direct students to watch this video about post-assassination violence.

Suggest Extension Activities

- Direct students to research one of the additional uprising below
- Compare and contrast the uprising to Black Lives Matter protests

Additional Resources

How the La Times covered Watts
Newark Uprising
Omaha Uprising
Timeline of Racialized Terrorism

Topic 13: Black Panthers

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Optional Prior to the Lesson:

If you have time to do one additional day on the Black Panthers before you begin this lesson, you might consider the following clips from The Vanguard of the Revolution documentary: 0:50-2:30; 3:50-7:30; 12:50-14:30; 22:27-37:10. Those clips would help your students contextualize the goals, methods, and culture of the Black Panthers.

According to Donna Murch in her book, Living for the City, the tendency to see the Black Power Movement as northern, urban, violent and the Civil Rights Movement as southern, small town/rural, and peaceful obscures the Southern influence on Black Power. Migration from the South, especially Louisiana and Texas, leads to the growth of a Black migrant community in Oakland, California. They bring with them the Black southern tradition of armed self-defense.

As young migrants and the children of migrants start to attend California's colleges and universities, Black campus activism grows in the form of study groups, street speaking, and library marches. Huey P. Newton and Bobby Seale were active in a successful campaign at Merritt College for a Black Studies Department, Black instructors, and a Black president as well as the right to use Black Studies classes for transfer credit to UC schools. However, three years later they moved Merritt college from the historically Black neighborhood of Oakland to an isolated campus in the hills. When Newton and Seale move from their student campus origins to start the Black Panther Party for Self-Defense, they self-consciously craft a new image - "brothers off the block."

The BPP is most known for their police patrols to challenge police brutality in Oakland and their open carry march into the state capitol to protest a law that would restrict guns in California. However, new restrictions on open carry and police repression lead the Panthers to develop "survival pending revolution" programs, such as Free Breakfast for Children, health clinics, liberation schools, and sickle cell testing sites. These programs were designed to reveal the government's neglect towards fulfilling its obligation to the people. For more on women in the BPP, the sexism they faced, and their work on these programs, including the Panthers' liberation school in Oakland, read "Engendering the Black Freedom Struggle: Revolutionary Black Womanhood and the Black Panther Party in the Bay Area, California" by Robyn Ceanne Spencer

Day 1: Black Panthers, the 10 Point Platform, and the Artwork of Emory Douglas

Homework (assign a few days before the lesson):

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A few days prior to this lesson, assign your students the Black Panther Party 10 Point Platform for homework. Have them annotate it in preparation for this activity. Be sure to explain to them that 10 Point Platform is a vision developed by the Black Panthers for a just world for Black communities in the US.

Lesson Description Starts Here:

Open the lesson with a brief discussion of the 10 Point Platform assigned for homework. Ask students what student out to them and which demands resonated.

Documentary Clip:

To introduce Emory Douglas and the artwork of the Black Panther newspaper, screen this brief clip from The Vanguard of the Revolution documentary (Timestamp 37:10-41:18).

Art Analysis Gallery Walk:

Explain that they will be analyzing artwork from the Black Panthers in order to discuss how the art communicates the Panthers' vision for a just and liberated world for Black people. They will work in pairs or groups but only need to complete one graphic organizer. Each art piece they encounter in the gallery walk corresponds to one or more of the points on the Black Panther 10 Point Platform. Their task is to identify which demand(s) the art most represents. Let them know that some of the art they will encounter was intentionally created to communicate a specific demand and some of the art was not. However, even those pieces communicate at least one of the points on the platform. There may be multiple pieces for one demand and a couple demands may not correspond to any of the pieces.

As they encounter a new piece, they should first discuss their observations of the piece. What do they notice? Instruct them to consider and discuss the significance of particular objects, facial expressions, postures, captions, and colors of the piece. After discussing the piece, they should identify which demand from the 10 Point Platform the art piece most represents. They should record the letter corresponding to the art in their graphic organizer and write an explanation in the right hand column

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Model this for your students using piece A on slide 2 found on these slides. Model the dialogue using the observations/analysis T-chart. Then model the written explanation for the graphic organizer, point out how the model references the 10 Point Platform's language. Remind them that they need to read the platform closely to make these sorts of connections.

Demand from 10 Point Platform	**Art Piece (Record the letter)**	**Explain how the art piece represents/communicates the demand**
6. We Want All Black Men To Be Exempt From Military Service.	A	The Black soldier's helmet shows images of police brutality and lynching, indicating that he is thinking about how his own government neglects to protect Black people. The tears in his eye show he is upset about this and, just like the BPP platform, does not want to fight to "defend a racist government that does not protect us." The sign above the soldier reads "OUR fight is not in Vietnam," implying the fight is in the US which the platform also argues: "We will protect ourselves from the force and violence of the racist police." Like the platform, the sign indicates opposition to fighting and "killing other people of color," like the Vietnamese.

While many of the art pieces could fit with more than one demand, one valid way of categorizing/matching them can be found here.

Depending on your setting, pick one of the two options below for the art analysis portion.

Option 1 (Gallery Walk in Pairs)

Print out and hang up art pieces A thru O (slides 2 thru 16). Some of the pieces are repetitive, so you can either group them together and instruct students to treat them collectively or pick one to include in the gallery walk and relabel them. For the purpose of the graphic organizer, they only need to refer to one of them. These three groupings are as follows.

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- E, F, G, H
- I, J, K
- N, O

For option 1, have students move about the room in pairs, each with a copy of this graphic organizer. This option allows students to move at their own pace.

Option 2 (Groups of 3 at Tables)

Arrange students in small groups of three at tables so that they can collaborate and talk with one another. Provide each group with one copy of this graphic organizer. Let them know that you will be rotating art pieces A thru OR through the groups every few minutes. There are some pieces that fit into the same category and are somewhat repetitive. You may either choose to only include one of them or include them together in the rotation and instruct students to only reference one of them in the graphic organizer. These three groupings are as follows.

- E, F, G, H
- I, J, K
- N, O

While this option sets a pace that may not work for everyone, it may be more amenable depending on your space.

Debrief Discussion:

If a pair or group finishes early, instruct them to discuss the following questions. Once the class has finished, have all the pairs/groups discuss these questions and then discuss them as a class.

- What is your favorite piece and why?
- How would you describe the overall aesthetic/message/style of Emory Douglas?
- Douglas' first title in the BPP was "Revolutionary Artist." What makes his body of work revolutionary?
- Which demand(s) are most relevant today? Why? Draw specific connections to today.

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Day 2

Explain to students that they are going to do a mixer activity to deepen their knowledge about the Black Panther Party. Distribute one mixer role and (if you have them) a blank name-tag to each student in the class. Have students fill out their nametags using the name of the individual they are assigned. Tell students that in this activity you would like each of them to attempt to become these people from history. Ask students to read their roles several times and to memorize as much of the information as possible. Encourage them to underline key points. Sometimes it helps if students turn over their roles and list three or four facts about their characters that they think are most important.

Distribute a copy of the "Black Panther Party Mixer Questions" to every student. Explain their assignment: Students should circulate through the classroom, meeting other people in or connected to the Panthers. They should use the questions on the sheet as a guide to talk with others about their lives (in their roles) and to complete the questions as fully as possible. They must use a different individual to answer each of the eight questions. Ask students to read these and to check those questions that they might be able to help answer in the mixer.

It's helpful to lay out a few rules for the mixer:

- Students do not show their roles to anyone; this is a conversation-based activity.
- In large classes where students are assigned the same role, they may not meet themselves and should move on if they do.
- We want students to engage with each other one-on-one and spend some time getting to know the person they are with before moving on to the next. We don't want them to clump together, which can be intimidating for some students.
- Tell students that it's not a race; the aim is for students to spend time hearing each other's stories, not just hurriedly scribbling down answers to the different questions.

Ask students to stand up and begin to circulate throughout the class to meet one another and to fill out responses. To get them out of their seat it's helpful to require that the first person they talk to is sitting across the room from them.

After the mixer, before discussion of the mixer as a class, it's helpful to ask students to write answers to a few reflection questions to help them collect their thoughts and calm things down a bit. Below are some possible questions:

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- What were some of the things you learned about members of the Black Panther Party that you didn't know before the mixer?
- Whose story did you find most interesting or surprising?
- What did you think of the critiques of the Black Panthers you encountered?
- What would you like to know more about?

If you don't have enough time to discuss the mixer, make sure to conduct a debrief discussion the following day. Ask students to share some of their answers with the whole class. Beyond the reflection questions students wrote on, here are a few questions to extend the discussion:

- Beyond your own character, whose story stuck out to you the most? Why?
- What were some of the different ways the Black Panthers attempted to challenge racism and capitalism?

This lesson was originally published as What We Don't Learn About the Black Panther Party — but Should and is reprinted here with permission from Rethinking Schools.

Day 3

To transition from discussing the Panthers to discussing COINTELPRO, explain to students that you will be looking at the story of one of the Panther leaders: Fred Hampton. Pass out the Viewing Journal for students to take notes on during the video. Feel free to pause periodically and encourage students to share answers outloud. After the video, give students 5 minutes to reflect in writing and ask students to share their reflections.

Suggested Extension - Students read about the Philadelphia branch of the Black Panther Party and compare it to what else they have learned in the unit.

Topic 15: COINTELPRO

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The FBI's CounterIntelligence Program (COINTELPRO) represented one of the most long lasting direct attacks on groups the agency leadership deemed to be internal security threats of the United States. Unfortunately, many African American individuals and groups who advocated for increased human rights became the primary targets of the principal national law enforcement agency.

Begin the class with one of the warm up quotes from James Baldwin

Start the lesson by breaking students into groups of three to four students. Each group will divide and break this article into four sections amongst their small group about the FBI's COINTELPRO program from records obtained by the University of California, Brekley's Library. After students are finished reading their section, each group will work collectively together to summarize in their own words each of the separate sections into five bullet points of the main thrust of the section of the article. (Each main point summarized should be at least 2-3 sentences and derived from group discussion). Following the allotted time needed for each group to finish, select four groups to share out at least one of the four sections of the article with the larger class.

Next, show this video clip about how the FBI targeted the Black Panther Party through COINTELPRO. Then have students work in pairs to match the five stated goals of COINTELPRO with real world application of the program using this sheet. With a partner, have students discuss the following questions after the sheet is complete:

1. What COINTELPRO tactic do you think was the most effective? Why?
2. Do you think the United States government was justified in the tactics they used? Why or why not?
3. Do you think any of the tactics described in the COINTELPRO documents are still used today?

Before the class ends, have students popcorn read this article on recent uncovered information about the FBI targeting African American groups and individuals. When the article is finished being read, ask each student to share one word or phrase that comes to mind based on the article.

Exit Ticket: Why do you think the FBI continues to view African American individuals and groups advocating for increased human rights as threats against the interests of the United States?

Suggested Authentic Performance Task Option 1: Liberation Song

Students will present a song that was released in the last decade and relate the song to one of more topics discussed during the unit.

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Start introducing the performance task by showing students this video of Mavis Staples "Eyes on the Prize." Ask students what stood out to them about the song and song title. Next, show students this video of Lil' Baby's "The Bigger Picture" (or another one of the teacher's choice). Follow up by asking students what are similarities and differences between the videos? Explain to students that they are to research their own liberation song to write about and present to students a song that came out in the last 10-15 years that they can connect to key concepts of the unit and Black Liberation. The requirements of the song:

- it can have a few curse words, but should NOT be over the top or unnecessarily profane
- can be a song or music video
- student should be able to point out at least 2 lines of lyrics that point to liberation

How does the musical selection relate to Black liberation discussed in this unit? Students are to write 1-paragraph summarizing their musical selection with cited evidence from the lyrics. On the day of the presentation, remind students to bring in headphones. Music can be shared either in small groups or through inner/outer circle facilitation.

Addition Resources

- Suggested Rubric and Exemplar

Suggested Authentic Performance Task Option 2: BPP/BLM Compare and Contrast

Begin by introducing the Black Panther Party's Ten Point Program and Black Lives Matter's 13 Guiding Principles to the students. Briefly explain the historical context in which each document was created, and the goals and objectives of each organization. Divide the class into two groups, with each group assigned to one of the documents. Encourage students to read the document carefully and take notes on key points, themes, and ideas. Reconvene as a full class after about 20 minutes and arrange students in a circle for the seminar. Remind students of the rules of engagement for a Socratic seminar, such as speaking clearly and respectfully, listening actively, and asking open-ended questions.

After 20 minutes, switch the focus to the other document and repeat the process, with the second group posing questions to the first group. Conclude the seminar by asking students to reflect on the similarities and differences between the two documents, and the ways in which they express a shared commitment to Black liberation and self-determination.

Follow up the seminar with a reflective writing assignment, asking students to respond to one of the following prompts:

- What was your main takeaway from the seminar? What did you learn about the Black Panther Party's Ten Point Program and Black Lives Matter's 13 Guiding Principles, and their significance for the struggle for Black liberation?

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- How did participating in the seminar help you develop your critical thinking skills and engage in productive dialogue with your peers? What challenges did you face, and how did you overcome them?

Black Lives Matter 13 Guiding Principles

Black Panther Partry's Ten Point Program

Rubric for Socratic Seminar

Additional Resources

- Eyes on the Prize Series
- Eyes on the Prize Study Guide
- The Black Panthers: The Vanguard of the Revolution (Full documentary)
- The Black Power Mixtape (Full documentary)
- Malcolm X : Make it Plain (Full documentary)
- Malcolm X Movie (1992)
- Malcolm X Speaks: Selected Speeches
- White Rage: The Unspoken Truth of Our Racial Divide by Carol Anderson
- The 16 Year-Old Who Fought Segregation
- What you don't know about the Panthers
- Black Panthers White Lies
- "Survival Pending Revolution," Chapter 6 of Living for the City: Migration, Education, and the Rise of the Black Panther Party in Oakland California by Donna Murch
- "Engendering the Black Freedom Struggle: Revolutionary Black Womanhood and the Black Panther Party in the Bay Area, California" by Robyn Ceanne Spencer
- "'In Common Struggle against a Common Oppression': The United Farm Workers and the Black Panther Party, 1968-1973" by Lauren Araiza
- "Denise Oliver and the Young Lords Party: Stretching the Political Boundaries of Struggle" by Johanna Fernandez

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- Black Power: The Politics of Liberation in America by Stokely Carmichael and Charles Hamilton

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Standards	
Common Core Standards	**English Language Arts Standards:** **CC.1.2.11-12.G:** Determine the central ideas or themes of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. **CC.1.2.11-12.H:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. **CC.1.2.11-12.I:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. **CC.1.2.11-12.J:** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. **CC.1.2.11-12.K:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. **Social Studies Standards:** **CC.8.1.11-12.A:** Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or regions. **CC.8.3.11-12.B:** Evaluate the role of individual and collective action in addressing social problems, and explain how such action has been used to effect change in the United States. **CC.8.4.11-12.E:** Analyze how social movements have sought to change American society and policy, and evaluate their successes and limitations. **CC.8.4.11-12.F:** Evaluate the role of cultural, social, and political institutions in shaping American society and culture, and explain how they have changed over time.

CONFIDENTIAL TREATMENT REQUESTED

	CC.8.5.11-12.A: Analyze the interdependence of political, economic, and social systems in shaping societies and regions of the world, and evaluate how different regions of the world have been interconnected over time.
C3 Standards	**D1.1.9-12:** Explain how a question represents key ideas in the field. **D2.His.2.9-12:** Analyze change and continuity in historical eras. **D2.His.3.9-12:** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. **D2.His.11.9-12:** Evaluate multiple perspectives on a historical issue to understand the social and cultural contexts in which it occurred, and to analyze the factors contributing to the issue. **D3.1.9-12:** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. **D3.2.9-12:** Evaluate the credibility of sources by examining how experts within the field accept and value these sources. **D4.2.9-12:** Present disciplinary perspectives orally and in writing in a way that shows understanding and credibility. **D4.3.9-12:** Analyze societal issues using the methodologies of the social sciences in order to understand a variety of perspectives.

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CONFIDENTIAL TREATMENT REQUESTED

Foundational Framing for Civics and Economics

Social Science - Term 1, Unit 1

- Topic 1: Defining Key Terms
- Topic 2: Intersectionality -Jigsaw Activity
- Topic 3: History of Racism in the United States and Policy Implications
- Topic 4: Establish norms for classroom as a brave space

Topic 1: Defining Key Terms & Setting Basic expectations

- No racism, transphobia, homophobia, fatphobia, body shaming, colorism, ableism, classism, misogyny, antisemetism, Islamophobia, etc.
- Use I statements to keep the focus on your thoughts
- Value your time and others' time
- Be accountable to yourself, your peers, and me (your teacher).
- Apologize when you do something hurtful or harmful

Defining Key Terms

Racism: Racism is a system of advantages and disadvantages based on race. (Tiffany Jewell)

- One racial/ethnic group has systemic power like political, economic, and social power over another race of people.

Are you a racist?

Prejudice: A bias, often harmful, against a group of people.

Prejudice + Power = Racism

Antiracism: strategies, theories, actions, and practices that challenge and counter racism, white supremacy, inequalities, prejudices, and discrimination based on race. (definition from Racial Justice Organizing Committee)

How to tell someone they sound racist

Defining Key Terms

Intersectionality: prejudice stemming from the intersections of racist ideas and other forms of bigotry, such as sexism, classism, ethnocentrism, and homophobia. (Kimberlé Crenshaw)
Intersectionality - Black women and the struggle for equality

Oppression: is malicious or unjust treatment or exercise of power, often under the guise of governmental authority or cultural opprobrium (Oppression may be overt or covert, depending on how it is practiced.

Privilege: A set of unearned benefits given to people who fit into a specific social group

Defining Key Terms

Social Identity is both internally constructed and externally applied, occurring simultaneously. Educators from oneTIL_T define social identity as having these three characteristics:

- Exists (or is consistently used) to bestow power, benefits, or disadvantage.
- Is used to explain differences in outcomes, effort, or ability.
- Is immutable or otherwise sticky (difficult, costly, or dangerous) to change.

Social Identity Chart - Directions

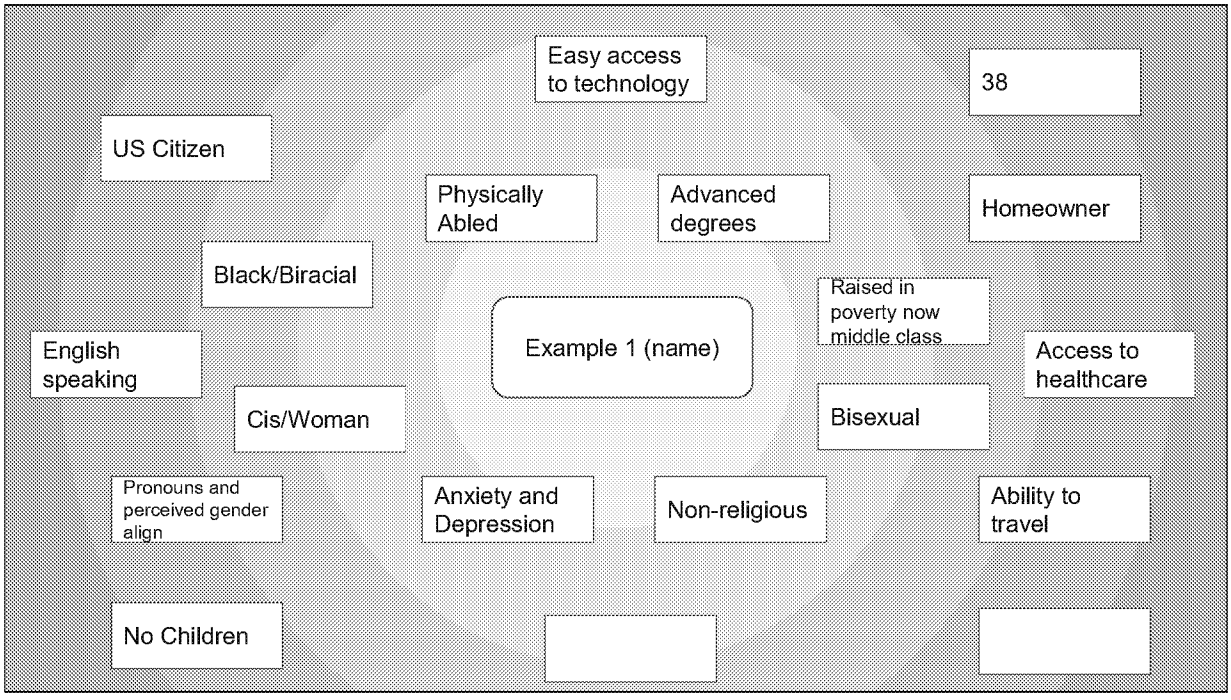
There are two slides following this one. The first is an example and the second the chart you will complete about yourself.

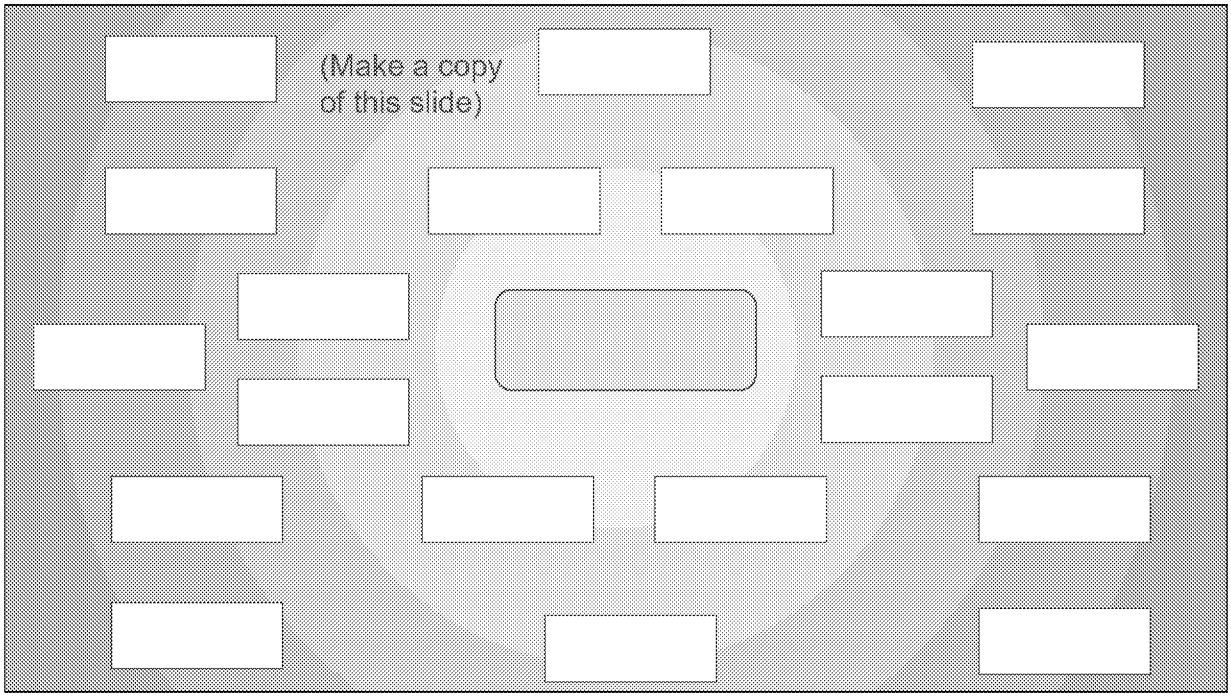
1 - Insert your name in the center teal box

2 - Using the other boxes, list elements of your own identity. Utilize as many boxes as

3 - Think about these aspects (and more):

- Race
- Gender
- Sexuality
- Age
- Class/Socioeconomic status
- Ability/Disability
- Education
- Immigration status
- Language(s) spoken
- Access to health care
- Religion
- Children/Family Composition/Marital status
- Occupation
- Other elements in your life that you feel give you privileges or subject you to oppression

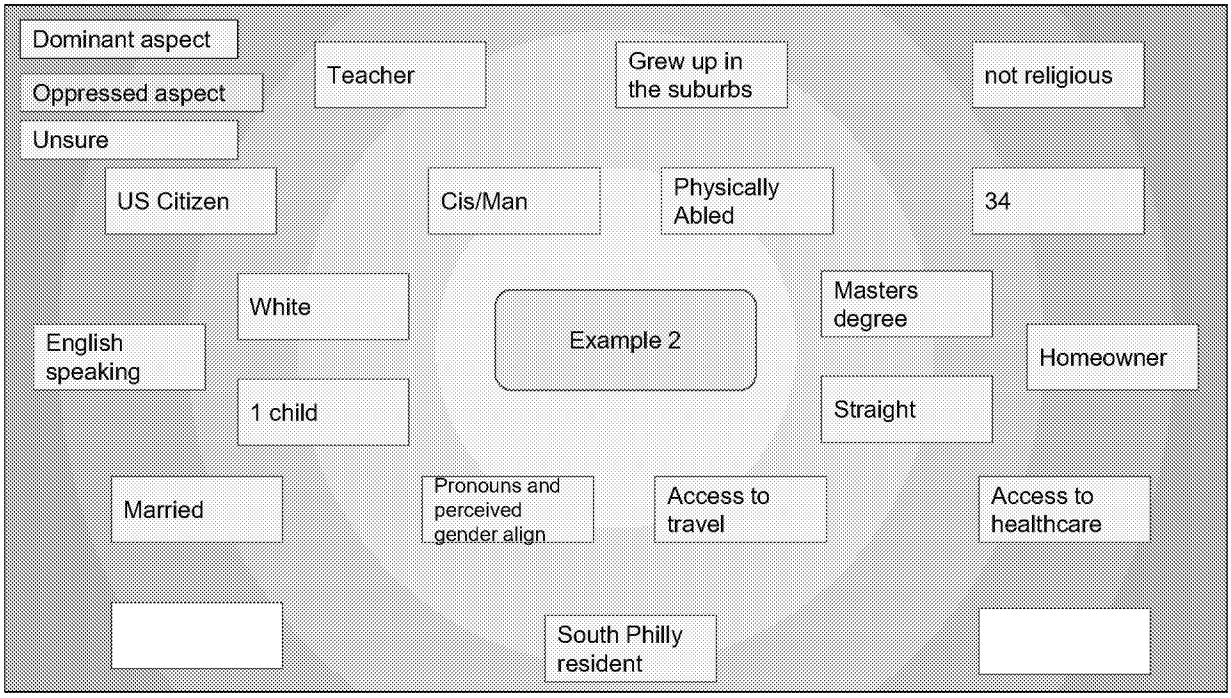

Easy access to technology
38
US Citizen
Physically Abled
Advanced degrees
Homeowner
Black/Biracial
Raised in poverty now middle class
English speaking
Example 1 (name)
Access to healthcare
Cis/Woman
Bisexual
Pronouns and perceived gender align
Anxiety and Depression
Non-religious
Ability to travel
No Children


(Make a copy
of this slide)

Dominant & Oppressed Identities

DOMINANT GROUPS	SOCIAL IDENTITY	OPPRESSED GROUPS
Has societal power; receives privileges		***Limited societal power; discriminated against***
Men and Cisgender folks	**Gender**	Women, Transgender folks, Gender Non-conforming and Intersex People
White People	**Race**	People of Color
Upper/Middle Class & Rich People	**Class**	Poor & Working Class People
Adults	**Age**	Youth & Elderly People
Straight People	**Sexuality**	Gay, Lesbian, Bi, Pan, Ace
Able-bodied/Able-minded People	**Ability**	People with Disabilities
U.S. Born & U.S. Citizens	**Citizenship Status**	Immigrants and People outside the U.S.
Christians	**Religion (US context)**	Jews, Muslims, Atheists, Hindus, & other non-Christians

4 - Use colors or symbols on your chart to indicate societal privileges, marginalizations, and places you are unsure. Take a look at the example slides.


Dominant aspect
Oppressed aspect
Unsure
Teacher
Grew up in the suburbs
not religious
US Citizen
Cis/Man
Physically Abled
34
White
English speaking
Example 2
Masters degree
Homeowner
1 child
Straight
Married
Pronouns and perceived gender align
Access to travel
Access to healthcare
South Philly resident

Who are you?

1. Create an image of yourself more than one aspect of your identity. This can be expressed in clothing, objects held or in the background, etc. Choose one:
   a. Digital (bitmoji, avatar, etc.)
   b. Paper drawing
2. Reflection (100-200 words)
   a. What aspect of your identity that you were surprised about? OR Was anything reinforced that you already knew?
   b. What aspect of your identity makes you feel most empowered? Why?

There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde



Topic 2: Intersectionality Jigsaw

Divide into 6 groups. Each group watch video(s) on one intersecting identity category.

1. **Language**:
   a. There's Nothing More American Than Speaking Spanish. Here's Why. (2:34)
   b. What Is The Official Language Of The United States? (3:38)
2. **Gender & Sexuality**:
   a. Gender and Sexuality Animation (4:30)
   b. 'I know who I am': Transgender youth on the value of support, respect for their identities (3:30)
3. **Ability**: Confronting ableism: What it is and how we can challenge it (6:00)
4. **Ethnicity/Religion**:
   a. What's the difference between Hispanic, Latino, and Spanish (4:42)
   b. What is Antisemitism? (2:45)
5. **Class**: Explained - Racial Wealth Gap (Note that this video is longer than the others. See below for 2 recommended start times)
   a. Start at 12:39 and play through the end
   b. Start at 3:40 and play through 7:40 (7:10)
6. **Nationality**:
   a. The White Supremacy of Being Asked Where I'm From (3:04)
   b. ARAB | How You See Me (4:05)

- **What is everyone's name in your group?** Learn the proper pronunciation.
- **What did you learn about this topic from the video you watched?**
- **How does this relate to oppression, privilege, and intersectionality?**

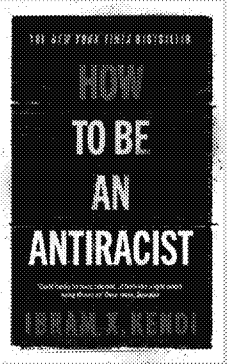
Topic 3: History of Racism in the US – Making Connections to Policy Implications

- Slavery to Mass Incarceration - Equal Justice Initiative is a helpful overview of the history of racism in the United States. As students watch Take notes on any information that is new or surprising. Discuss.
- Excerpt from How to Be An Antiracist by Ibram X. Kendi How does racism and antiracism interact with public policy?
- While the Kendi piece is a strong overview, it could be helpful to dive deeper into a specific example of racist and antiracist policy before moving on. There will be opportunities to continue these discussions in later units. If you want to dive a little deeper now, here are a few ideas:
  - This video from NPR's Code Switch about how housing segregation shows up in everything is a concrete and engaging example of the implications of racist policy. Why is housing segregation an example of racist policies? What are the implications of those racist policies in wealth, education, health, and policing today?
  - These Race Forward videos on systemic racism are short and engaging (and provide models for student performance tasks later in this unit). The video on Housing Discrimination is particularly applicable to this conversation.
  - A collection of resources on a wide variety of racist and antiracist policy applications.

- Excerpt from How to Be An Antiracist by Ibram X. Kendi How does racism and antiracism interact with public policy?

Read pp. 1-6 and discuss Dr. Kendi's definitions of the following terms:

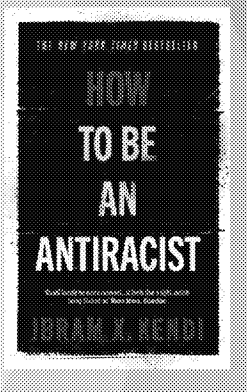
- racism / antiracism
  - racial equity / inequity
  - racist / antiracist policy
    - institutional racism
    - structural racism
    - systemic racism
    - racial discrimination
  - racist / antiracist ideas
    - racist / antiracist people



Why does Dr. Kendi say it's important to define these terms?

Read pp. 7-10

- How does racism and antiracism interact with public policy?



Key concepts and examples in the reading to discuss:

- **Disparate impact** - Policies that do not discuss race, but lead to inequitable racial outcomes.
  - Climate policy
  - Health care/health insurance policy
  - Voting policy
  - Criminal justice policy

- What are some other examples at the local or state level?

Reflection

Read the last paragraph of the excerpt from Dr. Kendi's book and write a reflection of around 200 words.

What is your reaction to Dr. Kendi's definition of a racist or antiracist? Do you agree or disagree with this or any part of his premise? What are some ways that racism and antiracism can be applied to local and state policies that impact you and your community?

> *We are surrounded by racial inequity, as visible as the law, as hidden as our private thoughts. The question for each of us is: What side of history will we stand on? A racist is someone who is supporting a racist policy by their actions or inaction or expressing a racist idea. An antiracist is someone who is supporting an antiracist policy by their actions or expressing an antiracist idea. "Racist" and "antiracist" are like peelable name tags that are placed and replaced based on what someone is doing or not doing, supporting or expressing in each moment. These are not permanent tattoos. No one becomes a racist or antiracist. We can only strive to be one or the other. We can unknowingly strive to be a racist. We can knowingly strive to be an antiracist. Like fighting an addiction, being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination.*

Topic 4: Norms for Courageous Conversations

From Safe Spaces to Brave Spaces

Essential Question:

*How can we engage in **dialogue** around **difficult issues** of identity, history, and power across **our differences**?*

Notes

break down essential question - dialogue (crucial tool for education); difficult issues (these matter and to whom do they matter); differences (identities, beliefs, experiences)

5 Important Things

1) Make a list of 5 of the most important things about yourself. (90 sec)

2) In pairs, you'll get to know one another a bit.

3) Identify yourselves as either Person A or Person B.

4) Person A will now ask Person B a series of questions to get to know them. (90 sec)
BUT Person B cannot reference any of their 5 important things in response

5) Person B will now ask Person A a series of questions to get to know them. (90 sec)
BUT Person A cannot reference any of their 5 important things in response

6) Find new pairs Identify yourselves as either Person A or Person B.

7) Person A will now ask Person B a series of questions to get to know them. (90 sec)
This time, Person B can reference their 5 important things

8) Person B will now ask Person A a series of questions to get to know them. (90 sec)
This time, Person A can reference their 5 important things

Notes

Purpose. To build empathy, connect to real world experiences of being silenced/not being able to bring your full self to a space, and bridge to norm building for courageous conversations.

5 Important Things Debrief

- What were you feeling during the first round of introductions when you were not allowed to reference your 5 important things?
- What would it be like to never be able to talk about these things? Or to only feel free to talk about them in certain settings with certain people?
- What real world experiences are similar to the ones created in this activity? Experiences where you or someone you know was silenced or did not feel comfortable being their full self?

Just as we experience silencing and marginalization outside the classroom, we may experience inside as well, especially while talking about difficult issues. So how can we have this sort of dialogue in this classroom? One approach has been called...

Notes

Notable responses from students: i tried to avoid giving responses that would elicit questions that would then require me to talk about one of the 5 important things I can't talk about; if i could only talk about these things with certain people, those people would hear from me complaining and being frustrated all the time - sort of bearing the burden; i felt untruthful, like I had to lie to avoid referencing my important things; -- all of this takes up energy

Safe Space

Think - Write - Share

1. What is “safe space”?
2. What is the purpose of having “safe space”?

Can we really *promise* safety for all in the classroom?

(From Safe Spaces to Brave Spaces
by Brian Arao and Kristi Clemens)

"We question, however, the degree to which safety is an appropriate or reasonable expectation for any honest dialogue about [history]. The word *safe* is defined in the Merriam-Webster Online Dictionary as 'free from harm or risk...affording safety or security from danger, risk, or difficulty...unlikely to produce controversy or contradiction' (Safe, 2010). **We argue that authentic learning about [history] often requires the very qualities of risk, difficulty, and controversy that are defined as incompatible with safety.** These kinds of challenges are particularly unavoidable in participant groups composed of [oppressed] and [dominant] group members."

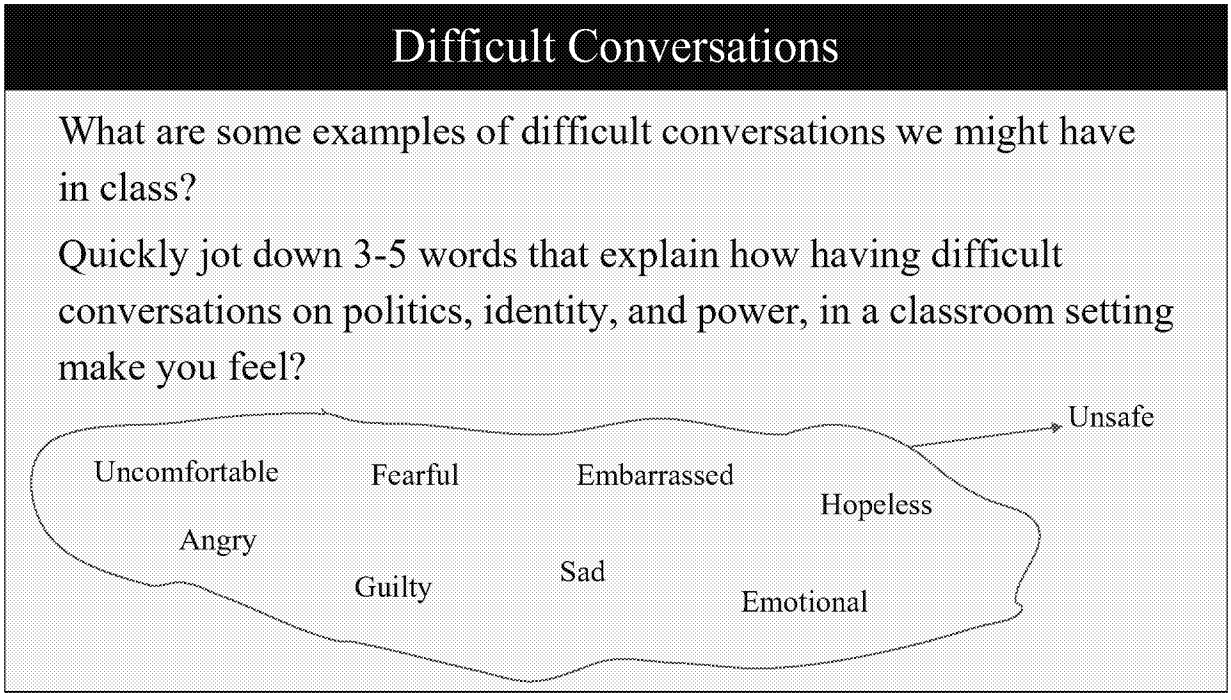
Notes

Deconstruct means to examine and possibly reveal flaws in a given concept or systems

- How does this connect to what we studied about intersectionality? Focus the conversation on the last sentence about oppressed and dominant group members, and the role that plays in the creation of a space.
- Why does authentic learning about history and identity require risk, difficulty, and controversy?
- Can you think about times in your own learning where you have felt risk, difficulty, and controversy?

Untitled Poem by Beth Strano

There is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and have caused wounds.
This space
seeks to turn down the volume of the world outside,
and amplify voices that have to fight to be heard elsewhere,
This space will not be perfect.
It will not always be what we wish it to be
But
It will be our space together,
and we will work on it side by side.



Notes

Have students raise hand if they wrote something similar to or the same as each of these adjectives as you click and they pop up on screen

What does risk look like in difficult conversations?

"For **dominant group members**, facing evidence of the existence of their **unearned privilege**, reflecting on how and to what degree they have colluded with or **participated in oppressive acts**, **hearing the stories of pain and struggle** from [oppressed] group members, and **fielding direct challenges to their worldview** from their peers can elicit a range of negative emotions such as **fear, sorrow, and anger.** Such emotions can feed a sense of **guilt and hopelessness**."

Notes

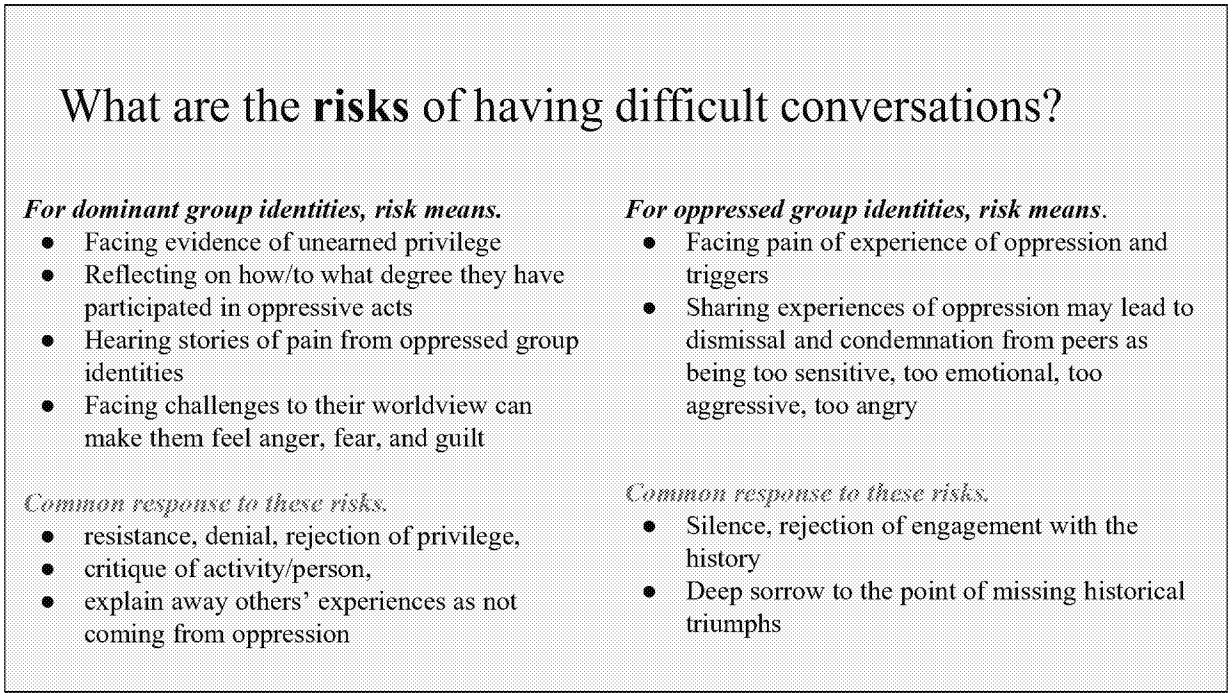
need to define dominant and oppressed groups, invite definitions from the class

What does risk look like in difficult conversations?

"Members of the **oppressed group** may, in fact, react with incredulity to the very notion of safety, for history and experience has demonstrated clearly to them that to name their oppression, and the perpetrators thereof, is a profoundly unsafe activity, particularly if they are impassioned (Leonardo & Porter, 2010). They are aware that **an authentic expression of the pain they experience as a result of oppression is likely to result in their dismissal and condemnation as hypersensitive or unduly aggressive** (Sparks, 2002).

Notes

Have students write to reflect on the difference in the kinds of risk taken by dominant and oppressed groups in conversations around difficult issues.

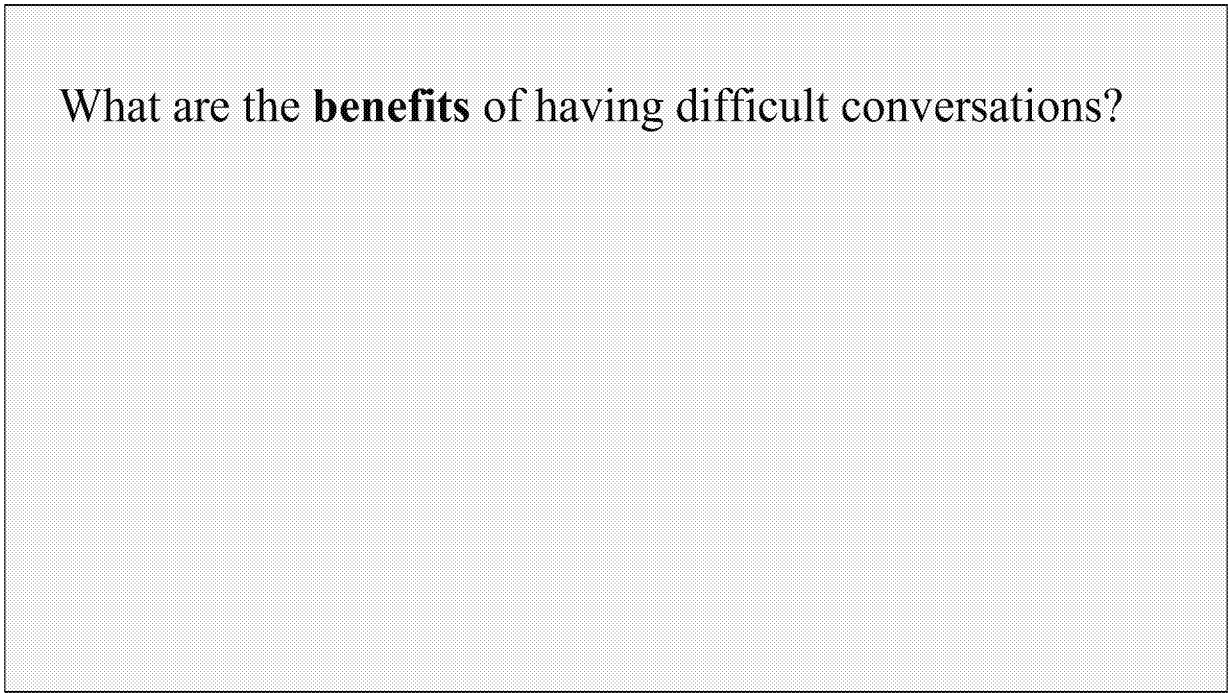


Notes

Extra slide

Dominant & Oppressed Identities

DOMINANT GROUPS	SYSTEM OF OPPRESSION	OPPRESSED GROUPS
Has societal power; receives privileges		*Limited societal power; discriminated against*
Male	**Gender**	Female, transgender people
White	**Race**	Black
People who have more money	**Class**	Less financially stable
Adults, elders	**Age**	Non-adults
Straight	**Sexuality**	LGBTQ
able-bodied/minded	**Ability**	Disabled people
Natural-born citizens	**Citizenship Status**	Immigrants, indigenous people
Christian	**Religion**	Muslim



Notes

Extra slide

What are the **benefits** of having difficult conversations?

- **Catharsis** - Letting out emotions, like anger or guilt, so that they do not stay inside, bottling up and harming your health and sanity
- **Connection** - Hearing others who experienced the same injustices you have and realizing you are not alone
- **Knowledge** - Building a new understanding of others and yourself
- **Solidarity** - Learning how to be an ally/accomplice for others facing injustice

Notes

Extra slide

Brave Space

We often **conflate safety with comfort.** And difficult conversations are not comfortable. That is why we aim to build **"brave space."**

What does it mean to be brave in conversations around difficult topics of politics, identity, power, and justice?

Notes

Assigned the writing portion here for homework. And we're doing this norm building together bc the answer to this question is hard but together we have more answers than separately or than me, the teacher, alone.

Brave Space Norms

What are some norms for our class's Brave Space?

Brave Space Norms

Respect

How does someone demonstrate respect for you?

How does body language play into that?

Notes

E.g. body language is open and acknowledging - nodding of heads, snaps, etc, not dismissive ; ask me questions to understand what i'm saying rather than assuming what i may have meant ; listen to understand ;

Brave Space Norms

Controversy with Civility

How might you firmly challenge the views of someone else in a respectful manner?

Notes

Challenge and build, rather than challenge to win; first clarify by asking "can you explain what you meant by...?" or by paraphrasing "so you are saying...?" ; don't personalize the challenge ; let's deliberate more than debate (deliberate is to build on ideas and move towards consensus, debate is to contest ideas and win; when we listen in deliberation we listen to understand and build, when we listen in debate , we listen to counter argue)

Brave Space Norms

No personal attacks

What are the differences between a personal attack on an individual and a challenge to an individual's idea/belief/statement that simply makes that person feel uncomfortable?

How to tell someone they sound racist

Notes

personal attack comments on the person themself, it may include dismissive body language, making faces, rolling eyes, (which can be hard to control if you feel attacked yourself), we invite personal experience and emotion as a valid part of sharing a position and challenging someone's ideas;

Brave Space Norms

Listen to understand one another

How can we show that we are listening to others when they are speaking?

What is empathy?

Notes

Try to see from another's perspective; Ask clarifying questions; Recognize how systems of oppression may impact your peer's experiences; Listen without thinking about how you're going to respond ; Be empathetic

Brave Space Norms

Be willing to challenge yourself and your opinions

Why might we be hesitant to challenge ourselves?

Notes

E.g. we may identify closely with our opinions and beliefs, seeing them as fixed, so it feels scary, risky to challenge them like we're abandoning our tribe/identity. Maybe we can acknowledge that they are in process and not fully formed; avoid building your own argument in your head while listening to others; write as you listen; try to build an argument with which you disagree ; don't be afraid to say you don't know

Brave Space Norms

Own your intentions, Own your impact

How would you like others to react if you felt negatively impacted, hurt, disrespected, marginalized by what someone else said?

Notes

E.g. to acknowledge it and not become defensive; to pause and think, considering what I shared;

And remember...

... that everyone does not communicate in the same way that you do. If someone gets loud in the room, it doesn't always mean they are angry. If they are angry, it doesn't necessarily mean they are angry with you. If they are angry at something you said, it doesn't mean that that person no longer has a relationship with you. Often times these conversations bring up a lot of emotions from past and present experiences. Try and allow others to experience their emotions without you shutting down.

BRAVE SPACE NORMS

- **Speak your truth** - *Share your honest feelings, experiences, and opinions*
- **Respect** - *Be mindful how individuals feel respected varies; Be encouraging and supportive*
- **Share the mic** - *step up to speak if you don't often, step up to listen if you speak often*
- **Controversy with civility** - *Expect disagreement; Challenge others' views; Look for and acknowledge commonalities; Focus on the issues and actual statements*
- **No personal attacks** - *Avoid personalizing your challenge; Recognize when you might be mistaking a challenge for an attack*
- **Experience discomfort and stay engaged** - *pay attention to when you are shutting down*
- **Listen to understand one another** - *Try to see from another's perspective; Ask clarifying questions; Recognize how systems of oppression may impact your peer's experiences; Listen without thinking about how you're going to respond; Be empathetic*
- **Be willing to challenge yourself and your opinions in order to grow**
- **Own your intentions, Own your impact** - *When made aware that your comment hurt someone, acknowledge the hurt and listen to understand; Sometimes positive intent has negative impact*

Brave Space Strategies
for escalating and triggering situations

Buddy System - If triggered, you may notify a buddy and go outside to chat. This is not an opportunity to abandon a conversation when feeling uncomfortable.

Breathe & Assess -Take a step back, breathe and assess your situations before reacting.

Pause & Write - If the conversation is escalating, we may pause and write to de-escalate.

Reflection/Feedback

Take 5 minutes to review and write in reflection on the "foundational framing" content we discussed over the last week. Here are some possible prompts you can discuss.

- What stands out?
- What new concepts did you learn about?
- What was useful or not useful?
- What is your level of comfort with the concepts?
- What feedback do you have that could improve this unit?

3. And most importantly, What best practices should the SDP community (educators, staff, students, and families) take away from this presentation? This can include but is not limited to sharing feedback and/or tips on creating more inclusive spaces for AAPI students, families, and the community at large.

Here are two sessions that we covered thus far. Collective Climb, a Black feminist org covered the importance of Community Restorative practices for educators and community members and CAIR was able to share insight on how educators can better support Muslim students here in the District.

Equity in Practice: Collective Climb

Equity in Practice: CAIR Philadelphia

I love the idea of connecting with AAU, especially since one of their focuses is based in youth leadership development. I've admired the org for some time now and I would love for them to join us for a session if they are willing.

Let me know your thoughts and I would love to have a follow up conversation with you and AAU in the coming weeks, if possible.

Thanks again .

Kyle Tribble, (he/him/his)
Director of Culture & Engagement, Office of Diversity, Equity, Inclusion
Chief Executive Office
School District of Philadelphia
[redacted]
Phone: [redacted]
Website: https://www.philasd.org/dei/
Read our Statement on Antiracism
Read the latest issue of the DEI Newsletter HERE
Receive updates from our office HERE



On Fri, Mar 31, 2023 at 11:12 AM Deborah Wei [redacted] wrote:

> Sure. Thanks Michelle. Kyle - is there a particular focus you want to have. I've been quite active in the struggle against the arena, so could definitely hook you up with folks on that issue. Asian Americans United is the one org. I think that would be best there, though there are two broad coalitions - could tlak to you nore if interested. Another activist org. that is doing amazing work is Vietlead. And APIPA is a C4 org doing a lot of work around political engagement in the Asian community across the state. Let me know what you might be interested in. - D
>
> On Fri, Mar 31, 2023 at 10:06 AM Michelle Golobish [redacted] wrote:
>
> > Greetings Debbie!

An Educator's Guide to Islamic Religious Practices

CAIR
PHILADELPHIA



About CAIR

The Council on American-Islamic Relations (CAIR) is the largest American Muslim civil rights and advocacy organization in the United States. Its mission is to enhance understanding of Islam, protect civil rights, promote justice, and empower American Muslims.

Like the rest of the American popularion, the American Muslim population is very diverse and includes multiple races, ethnicities, and cultures.

In the current political context, misinformation about Islam, and Islamophobia, have been publicly spread and openly endorsed. This has led to an increasingly hostile climate towards Muslims in America. According to statistics compiled by the Council on American-Islamic Relations (CAIR), In 2017, there was a 17 percent increase in anti- Muslim bias incidents and a 15 percent increase in hate crimes against American Muslims,
compared to the previous year. 2

In a recent poll, 48 percent of American Muslims reported having experienced at least one incident of discrimination in the past 12 months.,

These disturbing statistics reveal not only that religious based bullying is a prevalent issue , but also that schools and educators frequently fail to adequately respond when issues arise . CAIR -Philadelphia has found that schools are routinely falling short of their legal duties to support their Muslim student. These trends, the increase in bully ing, discrimination, and hate inc idents are the tangible result of divisive and hateful rhetoric. They are also products of a lack of knowledge about Islam and the practices of its followers.

This guide is intended as a resource of information on Islam and Muslims to help educators maintain a safe space where students are free and comfortable to learn.

It also contains information on the relevant laws that pertain to religious freedom and prohibit discrimination based on religion in public schools. Ensuring Muslim students have a welcoming and safe environment in which they can learn is not just a professional obligation, but also a legal obligation.

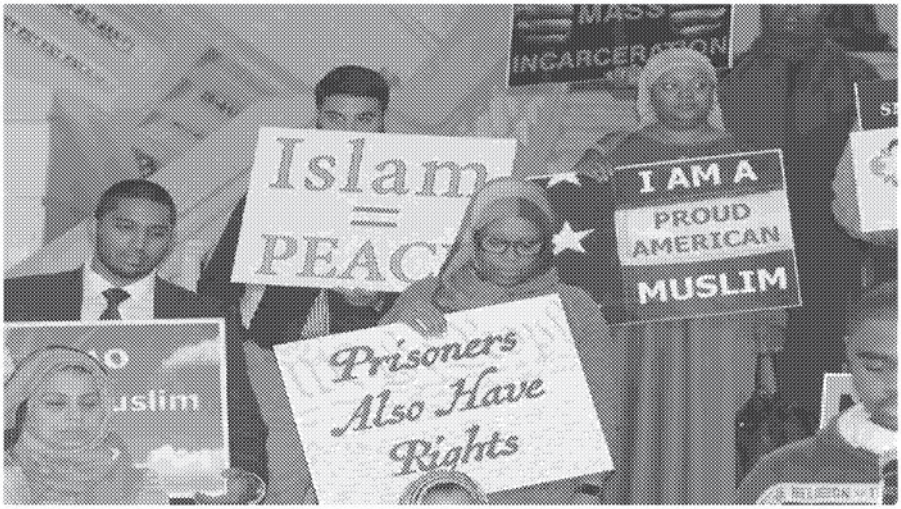
CONFIDENTIAL TREATMENT REQUESTED SDP-004510

Disclaimer: The materials contained herein are not intended to, and do not constitute legal advice. Readers should not act on the information provided without seeking professional legal counsel. Neither transmission nor receipt of these materials creates an attorney-client relationship between the author and the receiver. The information contained in this booklet is designed to inform educators about the sincerely-held and/or religiously mandated practices/beliefs of Muslim students, which at times require educators to provide religious accommodations in compliance with state and federal laws.

Glossary of Islamic Terms

- **Allah:** "God" in Arabic
- **Eid:** Two major religious celebrations, Eid al-Fitr and Eid al-Adha, commemorating important events in the Muslim year
- **Halal:** Commonly understood to mean "permissible", signals what is acceptable in Islamic practice
- **Hijab:** "Barrier" or "partition", often used to refer to the headscarf worn by some Muslim women
- **Islam:** Commonly translated as "peace through God's guidance", the proper name for the religion of Muslims
- **Jum'ah:** Friday prayer, required for those who are able to attend
- **Kufi:** A cap worn by some Muslim men
- **Masjid:** "Mosque" in Arabic, the Muslim house of worship
- **Muslim:** Follower of Islam
- **Prophet:** An individual believed to be chosen by God to deliver two messages: 1) God alone should be worshipped and 2) people should strive to live ethically by treating others as they wish to be treated
- **Quran or Qur'an or Koran:** The Holy Book of Islam, which is believed to be the word of God
- **Ramadan:** The lunar month in which Muslims are required to fast from dawn to dusk, and be especially mindful of other sins
- **Sharia or Shari'ah:** An evolving, living system of Islamic legal principles and ethical standards, which extends to one's relationship with one's neighbors, the state, God, and one's conscious
- **Wuhdu:** Ritual washing required before prayer, requires running water in order to cleanse hands, feet, and face

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Five Common Misconceptions About Islam[6]:

All or most Muslims are from the Middle East.

Globally, only one in five Muslims is from the Middle East. The largest Muslim populations are in Africa and Asia.[7] In the U.S., more than 60 percent of American Muslims are immigrants, with 70 percent of this population being U.S. citizens.[8] American Muslims are as ethnically and racially diverse as the American population, with 28 percent of American Muslims identifying as Asian, 20 percent as Black, and 8 percent as Hispanic. [9]

"Allahu Akbar" indicates imminent danger.

"Allahu Akbar" translates to "Allah is the greatest" and is used as a celebration of life - such as a birth - to indicate gratitude, and to celebrate God's greatness.

"Jihad" refers to violence committed in the name of Islam.

"Jihad" means "to struggle" and alludes to the struggle, individual or communal, to become closer to God through overcoming adversity and striving to be one's best self. There are two types of jihad, internal, which is the struggle to become a better person, and external, which is the struggle to make the world a better place.

Muslims are particularly prone to violence and/or to support terrorism.

According to a recent poll, 41 percent of Americans believe Islam is more likely than other religions to encourage violence among its followers.[10] This belief is unsubstantiated by data, as the vast majority of Muslims around the world are peaceful individuals who suffer from violence and terrorism more than non-Muslims.

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Moreover, numerous reports have confirmed that, in the U.S., white, right-wing, non-Muslim terrorists pose a greater danger than radical Islamists, both in number of attacks and deadliness of attacks.[11] Muslim scholars have long defined Islam as a religion of peace and the killing of innocent people or civilians is one of the greatest sins an individual can commit under Islam.

Islam oppresses women.

Most oppression of women that receives attention as being perpetrated by Muslims is not related to their adherence to Islam, but rather tied to local customs and traditions. Muslim women have held high leadership positions in Muslim majority countries including president and prime minister. Islam forbids violence of any kind towards women and promotes care for widows, orphans, and the poor. Finally, the Quran supports the equal status of men and women, by stating that "women have rights over men, similar to those of men over women" – Quran 2:228.

Anti-Muslim Bullying

CAIR's biennial bullying reports publishes data regarding the rate of bullying American Muslim students. Our California Chapter's report defines anti-Muslim bullying as unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance that is or can be repeated and is based on the student's Islamic faith. [12]Disturbingly, the rate of students who have reported being bullied has continued to increase steadily in each of CAIR chapters' published reports.

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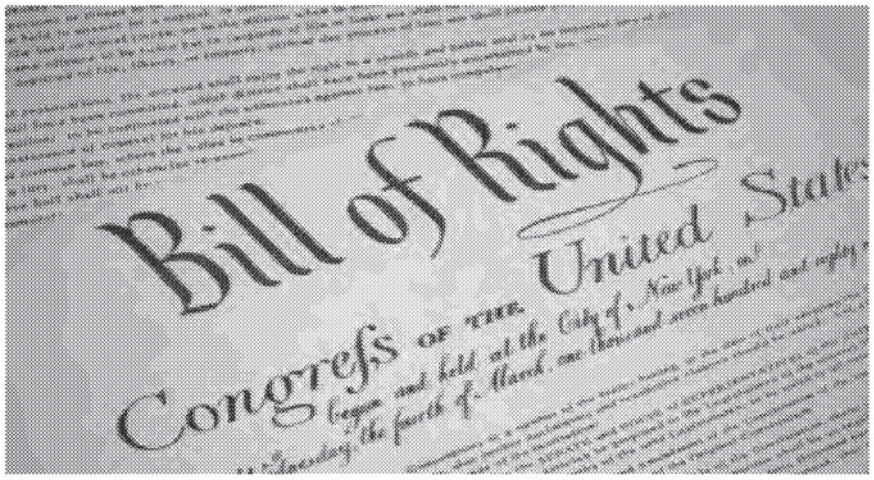
The 2016 survey reached 1,041 Muslim students between the ages of 11 and 18 who were enrolled in public and private schools throughout California to examine how they felt about their school environment, and the extent of anti-Muslim bullying and harassment they experience. According to the survey:

- Muslim students face discrimination and bullying at more than double the national rate for all students, with 53 percent of respondents reporting that students are made fun of, verbally insulted, or abused for being Muslim.[13]
- Only 69 percent of respondents reported feeling welcome and respected in school. Additionally, only 61 percent of the Muslim students surveyed feel comfortable engaging in class discussions about Islam and Muslims.
- Worryingly, 57 percent of the 2016 respondents reported that students from school make offensive statements and online posts about Islam and Muslims. Teachers and administrators should be particularly sensitive to this environment.
- Critically, school and district employees must be aware of their own actions as 38 percent of 2016 respondents reported bullying and discrimination from teachers, administrators, or other officials.

Educators have an obligation to maintain a safe learning environment where all students feel able to participate. The following suggestions aim to assist educators in taking steps to eradicate anti-Muslim bullying on their campuses.[14]

- Never write-off name-calling or jokes as "harmless." These are often hurtful to the target and, if allowed to go unaddressed, may teach students that such behavior is acceptable or condoned and could lead to harsher forms of harassment.
- Be aware of power dynamics. Be particularly sensitive to language or actions that reflect discrimination in mainstream media and/or society. These should be directly addressed to explain to students why such behavior is intolerant, wrong, and unacceptable.
- Celebrate diversity at school.
- Get to know students' backgrounds.
  - Be considerate when teaching or discussing historical or cultural lessons that may be complex in nature. Remember that these lessons may involve sensitive and personal issues for some of your students.
  - Encourage students to speak about issues they personally relate to, without pressure and without representing them as the spokesperson for all similarly-situated people.
  - Review external reading material for bias with an oversight diversity committee.

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Legal Framework

Federal and state laws provide protection for students, including mandating religious accommodations where necessary and protecting students from bullying. Educators should be fully aware of the laws and their implications.

United States Constitution

First Amendment to the Constitution: establishes freedom of religious practice and the separation of church and state in order to guarantee this freedom.

Implications:

- State actors, including teachers and school administrators, cannot encourage or promote religious or anti-religious activity such as school sponsored prayer.
- Any teaching about religion must be done objectively and cannot advance or inhibit any religion. Religions should be taught in similar manners with similar resources committed to lesson plans.
- Protects the right to be Muslim and maintain religious practices in school such as clothing choices and prayer.

Federal Laws

Title IV of the Civil Rights Act (42 U.S.C. §2000 et seq.) (1964): prohibits discrimination based on religion in public primary and secondary schools, as well as in public colleges and universities.

Implications:

- A school must take immediate and appropriate action to investigate or otherwise determine the extent of any student-on-student harassment the school knows of or reasonably should know of.

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- If harassment occurred, a school must take prompt and effective steps reasonably calculated to end the harassment, eliminate any hostile environment, and prevent its recurrence.

Title VI of the Civil Rights Act (42 U.S.C. § 2000 et seq.): prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

Implications:

- Although religion is not specifically enumerated, this statute applies to anti-Muslim harassment as it is often based on shared ancestry of ethnic characteristics.
- Schools that fail to follow federal anti-discrimination policies are at risk of forfeiting their federal funding.

Elementary and Secondary Education Act (20 U.S.C. § 6301 et seq.) (1965): conditions school districts' funding on written certification that it does not have any policies that prevent or deny participation in constitutionally protected prayer.

Implications:

- Protects the right of students to meet and pray together during the school day and on school grounds.
- Guarantees the right of students of all faiths to have a similar platform for their religious expression.

Examples of actions that may violate federal law:

- A teacher harassing a student because of the student's faith, or a school's deliberate indifference and/or failure to respond, to pervasive faith-based harassment from other students.
- Suppression of students' religious exercise, such as the denial of a group of Muslim students' request for space to perform midday prayers during lunch period.
- Refusal of a student's request to wear hijab (a religious headscarf) at school; or enforcement of a schools uniform policy which requires Muslim students to remove their hijabs.
- Penalizing a student for missing school due to the observance of religious holiday.

Equal Access Act (20 U.S.C. § 4071 et seq.) (1984): affirms the right of student-initiated religious activities in public schools.

Implications:

- Religious clubs must be allowed and afforded the same access to resources, i.e. space, as other student-run, non-curricular clubs.

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Pennsylvania Law

Pennsylvania Fair Educational Opportunities Act & Pennsylvania Human Relations Act:

These laws provide students a range of protection from discrimination, harassment, intimidation, or bullying on the basis of gender, nationality, race or ethnicity, religion—including all aspects of religious belief, observance, and practice—sexual orientation, and association with a person or group with these actual or perceived characteristics.

Implications:

- Guarantees all pupils the right to participate fully in the educational process, free from discrimination and harassment.
- Places an obligation on schools to combat bias and provide equal educational opportunity.
- Schools should undertake educational activities to counter discriminatory incidents on school grounds and minimize and eliminate a hostile environment.

Compliance Tip #1:
Recognize **harassment** – look for harassing conduct, motivated by a protected characteristic (including sex, color, race, religion, national origin), that creates a hostile environment which interferes with a student's ability to participate in or benefit from the opportunities offered by a school.

- All programs or activities conducted by an educational institution that receives or benefits from state financial assistance, or enrolls pupils who receive state student financial aid, must follow Pennsylvania's anti-discrimination policies.

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Public School Code

The Code requires that school districts must have a public bullying/ discrimiantionpolicy that has adopted a policy that prohibits discrimination, harassment, intimidation, and bullying, and has publicized the policy to pupils, parents, employees, agents of the government board, and the public.

Implications:

- extends to all acts related to school activity or attendance, occurring within a school;
- includes a requirement for school personnel to take immediate steps to intervene if they witness an act of discrimination;
- adopts a process for receiving and investigating complaints;
- includes a timeline to investigate and resolve complaints;
- contains an appeal process, should complainant disagree with the resolution of a complaint;
- and ensures all complainants remain confidential, as appropriate, and are not subjected to retaliation.

Compliance Tip #2:

• Click here to access Pennsylvania Department of Education's Equity and Inclusion Toolkit

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Islamic Religious Practices

Schools and educators should be aware of, and responsive to, certain accommodations which Muslims students may require in order to practice their faith.

Daily Prayer:

Islam prescribes that believers perform prayer five times each day: dawn, noon, afternoon, dusk, and nighttime. The noon and afternoon prayers may regularly fall within school hours. Prayer requires a ritual washing, or wudhu, beforehand. During the act of praying, Muslims recite the prayer either aloud or in silence and stand, bow, and touch their foreheads to the ground, while facing the Kaaba in Mecca. During prayer the worshipper is fully engaged and should not be interrupted.

Educators can accommodate students by providing:

- A clean and quiet space for prayer.
- Muslim students with a short break to pray.
- Access to running water for students to perform wudhu.
- An extended lunch period or temporary release to students who wish to attend Jum'ah.

In Islam, congregational worship is on a Friday, with mosques holding midday prayer and sermon called Jum'ah, which lasts approximately an hour.



Prayer

- Allow Muslim students to pray in unused rooms.
- Provide them with privacy and space, as well as a clean place to perform ritual washing.

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Ramadan and Fasting:

Ramadan is the ninth month of the Islamic lunar calendar, during which most Muslims observe religious fasting. Fasting includes refraining from eating, drinking, smoking, and intimate contact from dawn to sunset. Ramadan is also a period when Muslims increase their focus on personal restraint, proper conduct, and empathy with the less fortunate through giving to charity and engagement in local projects. Although Muslims are not required to fast until the age of puberty, many choose to participate at a younger age.

Educators can show sensitivity to fasting students by:

- Excusing them from strenuous physical activity.
- Allowing them to spend lunchtime someplace where others are not eating.

Educators should consider celebrating diversity by allowing a student or guest speaker to explain the traditions and practices of Ramadan. This will provide an important learning opportunity and allow Muslim students to feel comfortable in fasting while at school.

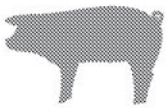
Dietary Requirements:

Muslims refrain from consuming alcohol, pork, and any pork by-products or derivatives. Some Muslims choose to adhere to "Halal" standards for meat and poultry slaughter and preparation.

Schools should indicate, with a clear, age-appropriate marker, if a food item contains any of the following objectional products or ingredients:

- Pork, including: pepperoni, sausage, hot dogs, or bacon
- Animal shortening
- Gelatin, including: jello and gummy bears/worms
- Lard
- Ingredients containing alcohol, such as vanilla extract and Dijon mustard

Schools with a high number of Muslim students should consider the demand for halal food and offer it alongside other options such as kosher and vegan.



Pork and Pork By-products in Lunches

- Mark items with a red dot or a picture of a pig.
- Provide alternate lunch options, such as vegetarian meals and snacks.

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Personal Modesty:

Muslims believe that an emphasis on modesty encourages society to value individuals for their wisdom, skills, and contribution to the community, rather than physical attractiveness. Individuals interpret what this means for themselves differently, according to cultural, ethical, regional, and personal interpretations of modesty.

Schools should help students maintain their personal interpretation of modesty by:

- Ensuring that students are not mocked or teased for their clothing choices.
- Allowing alternative clothing for physical education.
- Allowing private dressing and shower areas upon request.
- Being sensitive to the fact that female students who choose to wear the hijab commonly experience issues with other students, with one in three reporting having their hijab tugged, pulled, or otherwise offensively touched, and creating an environment where such conduct is unquestionably unacceptable.

Men and boys may choose to wear clothing that covers from the navel to the knee. Some choose to wear a small head covering, or maintain a beard to follow the example of Prophet Muhammad. Muslim women often choose to wear loose-fitting and non-revealing clothing in public. Additionally, some choose to wear a hijab or other head covering and some may wear a face veil, commonly referred to as a niqab. Some individuals may choose to cover their body at all times, even in same-gender locker rooms.



Physical Education

- Discuss clothing requirement with Muslim parents.
- Reschedule classes for students preferring same gender exercise environment.
- Provide students with alternate activities if they cannot participate.

Gender Relations

- Do not extend hand first for handshakes with members of different genders.
- Avoid touching when comforting students and parents of different genders.
- Respect students' boundaries and allow them to choose whether they wish to hug or hold hands with members of different genders.

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Adolescence and Gender Relations:

Puberty is a major life turning point for all students. Islam seeks to maintain modesty through offering guidance on what is acceptable for members of the opposite sex after puberty. Islamic guidelines suggest that physical contact and being alone together should be discouraged between unmarried males and females. Educators should not be offended if a Muslim student is reluctant to shake hands or avoids eye contact with members of the opposite sex. Further, Muslim students should not be forced to participate in certain coed activities such as physical education or school dances.

Schools should ensure Muslim students can maintain gender relations they are comfortable with by ensuring that students are not penalized or deemed disrespectful for maintaining a distance from members of the opposite sex, including allowing students alternatives to coed activities.



Religious Celebrations:

There are several days in the Muslim calendar with special religious significance, but the major celebrations are the two Eid days. The first Eid day, Eid al-Fitr, is celebrated on the day after the month of Ramadan. The second Eid day, Eid al-Adha, is celebrated on the tenth day of the twelfth Islamic month during the Hajj (pilgrimage to Mecca). Typical festivities include congregational prayer, gatherings with family and friends, and gifts and entertainment, especially for children. Schools with a significant number of Muslim students should consider giving Eid similar recognition as that given to Christmas and Hanukkah.

School should not penalize students for choosing to refrain from participating in school functions or social gatherings that celebrate religious holidays of other faiths.

Schools should accommodate these celebrations by:

- Ensuring students are not penalized for missing school to celebrate these holidays.
- Placing these holidays on school calendars so students and teachers are aware.
- Avoiding scheduling major events on these days.

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Curriculum Issues:

Although availability of accurate and balanced instructional material is increasing, the continued use of outdated material in social studies and world history classes reinforces perceptions of Islam as a foreign creed and Muslims as enemies. Such divisiveness can contribute to incidents of anti-Muslim bullying, harassment, and violence.

- Schools should have their materials reviewed for bias by qualified Muslim educators. A list of organizations offering assistance developing curriculum can be found in the Resources Section.
- Educators should consider bringing in a Muslim speaker to teach about Islam in order to ensure the lesson is well-informed.
- Encourage class discussion that embraces diversity, tolerance, and an inclusive classroom environment.

Family Life/Sex Education:

Islam puts great emphasis on modesty, chastity, and morality, and there is a specific set of teachings with regard to human development and related issues. Schools should notify parents of these lessons, allow parents to review the course materials in advance, and honor parents' written request should they choose to opt out for their child.



Family Life/Sex Education Program

- Allow parents reasonable time to review any material pertaining to/with respect to sex education.
- Allow children to opt-out from all or part of the family life program.

Pledge of Allegiance:

While Islam prescribes respect for country and local laws, it also discourages acts of reverence to anyone or anything but God. Some Muslims may choose to opt out of reciting the Pledge of Allegiance. This should not be interpreted as a sign of disrespect, or lack of patriotism. Educators should respect the decision of Muslim and other students not to recite the Pledge of Allegiance, in accordance with their First Amendment rights.

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Resources

Council on American-Islamic Relations, Philadelphia (CAIR-Philadelphia)- https://pa.cair.com

The Council on American-Islamic Relations, Philadelphia (CAIR-Philadelphia), is a chapter of the nation's largest American Muslim civil rights and advocacy organization. CAIR- Philadelphia's mission is to enhance understanding of Islam, protect civil rights, promote justice, and empower American Muslims.

Together with its Pittsburgh affiliate, CAIR-Phialdelphia serves Pennsylvania's estimated five-hundred thousand American Muslims by providing direct legal services to victims of discrimination, working with media, facilitating community education, and engaging in policy advocacy to advance civic engagement.

- CAIR-Philadelphia provides direct legal services to individuals who have been the target of anti-Muslim harassment or bullying at school. CAIR-Philadelphia also provides Know Your Rights materials to students, including school presentations, to ensure that instances of
- bullying are addressed and thereby reduced.

Pennsylvania Department of Education, https://education.pa.gov/

- The state's website provides many useful resources to educators, including guidelines on complying with state laws and maintaining a safe school and healthy school environment.
  - Safe schools; bullying prevention; equity and inclusion: https://www.education.pa.gov/Schools/safeschools/bullying/Pages/default.aspx

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Endnotes

[1] Council on American-Islamic Relations (CAIR), The American Mosque 2011: Basic Characteristics of the American Mosque Attitudes of Mosque Leaders (2011), https://www.cair.com/images/pdf/The-American-Mosque-2011-part-1.pdf.

[2] Council on American-Islamic Relations (CAIR), Targeted: 2018 Civil Rights Report (2018), http://www.islamophobia.org/images/Targeted_2018_Civil_Rights_Report.pdf

[3] "U.S. Muslims Concerned About Their Place in Society, but Continue to Believe in the American Dream", Pew Research Center (July 26, 2017), http://www.pewforum.org/2017/07/26/findings-from-pew-research-centers-2017-survey-of-us-muslims/.

[4] Council on American-Islamic Relations - California (CAIR-CA), Unshakable: The Bullying of Muslim Students and the Unwavering Movement to Eradicate It (2017), https://ca.cair.com/downloads/2017_CAIR-CA_School_Bullying_Report.pdf.

[5] *Id.* at 15.

[6] "Common Misconceptions about Muslims", Encountering the World of Islam, https://encounteringislam.org/misconceptions#1.

[7] Laura Mahalingappa, Terri Rodriguez & Nihat Polat, Supporting Muslim Students: A Guide to Understanding the Diverse Issues of Today's Classrooms (Rowman & Littlefield, 2017).

[8] Toni Johnson, "Muslims in the United States", Council on Foreign Relations (Sept. 19, 2011), https://www.cfr.org/backgrounder/muslims-united-states.

[9] "Demographic portrait of Muslim Americans", Pew Research Center (July 26, 2017), http://www.pewforum.org/2017/07/26/demographic-portrait-of-muslim-americans/.

[10] See *supra* note 2, Chapter 7.

[11] Joanna Plucinska, "Study Says White Extremists Have Killed More Americans in the U.S. Than Jihadists Since 9/11", TIME (June 25, 2015), http://time.com/3934980/right-wing-extremists-white-terrorism-islamist-jihadi-dangerous/ (referencing research conducted by the New America Foundation); see also Ruiz-Grossman, "Most Of America's Terrorists Are White, And Not Muslim", Huffington Post (June 23, 2017), https://www.huffingtonpost.com/entry/domestic-terrorism-white-supremacists-islamist-extremists_us_594c46e4e4b0da2c731a84df (citing a report from The Nation Institute's Investigative Fund and The Center for Investigative Reporting).

[12] CAIR-CA, *supra* note 4, at 6.

[13] Deborah Lessne & Melissa Cidade, U.S. Dep't of Just., Nat'l Ctr. for Educ. Stat., Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey (2015), http://nces.ed.gov/pubs2017/2017004.pdf.

[14] Org. for Sec. and Co-operation in Eur. [OSCE], Guidelines for Educators on Countering Intolerance and Discrimination Against Muslims: Addressing Islamophobia through Education 31-35 (2011), http://www.osce.org/odihr/84495?download=true.

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Council on American-Islamic Relations, Philadelphia

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pa.cair.com

Message

From: Norman Macqueen [redacted]
on behalf of Norman Macqueen [redacted]
Sent: 1/30/2025 12:35:54 PM
To: Ismael Jimenez [redacted]
CC: Tyra Washington [redacted]; Shaquita Smith [redacted]
Subject: Re: Congratulations! You've Been Selected as a Social Science Curriculum Writer

Hey Ish, Akanke, and Shaquita!

Yes, count me in and I'm looking forward to getting started!

Shaw

On Thu, Jan 30, 2025 at 12:09 PM Ismael Jimenez [redacted] wrote:

> Good morning,
>
> We are pleased to inform you that you have been selected to serve as a **Social Science Curriculum Writer** for the Social Studies Department in the Office of Curriculum and Instruction. Your expertise and dedication to developing high-quality and inclusive curriculum materials stood out, and we are excited to welcome you to this important initiative.
>
> As a curriculum writer, you will contribute to the development of the Social Science curriculum, ensuring it aligns with district standards and incorporates best practices in social studies education. Your role will include **researching and designing curriculum materials, developing authentic performance tasks, integrating African American history meaningfully, and promoting critical thinking and historical inquiry**.
>
> ## Time Commitment and Key Dates
>
> Your work as a curriculum writer will take place from **February 3, 2005, to June 30, 2025.**
>
> ## Next Steps
>
> To confirm your acceptance, please reply to this email by **COB on 01/31/2025**. If you have any questions or require accommodations, feel free to reach out. Onced confirmed, further information around orientation.
>
> We appreciate your commitment to enhancing social studies education and look forward to collaborating with you!
>
> --
> **Ismael Jimenez M.Ed.**
> Director of Social Studies Curriculum
> The School District of Philadelphia | Office of Curriculum and Instruction
> [redacted]
> Telephone: [redacted]
>
> You have to decide who you are and force the world to deal with you, not with its idea of you.
> -James Baldwin

Message

From: Deborah Wei [redacted]
on behalf of Deborah Wei [redacted]
Sent: 7/30/2024 9:00:09 AM
To: Ismael Jimenez [redacted]
CC: Freda Anderson [redacted]; Hung, Kenneth [redacted]; Kristen Peeples [redacted]; Norman Macqueen [redacted]; Tyra Washington [redacted]
Subject: Re: World History Meeting

I was wondering if you all did anything on Explaining capitalism in Quarter 3?

Deborah Wei
Curriculum Specialist - Social Studies
The School District of Philadelphia | Office of Curriculum and Instruction
[redacted]

On Mon, Jul 29, 2024 at 3:22 PM Ismael Jimenez [redacted] wrote:

> Good morning everyone from South Africa. Hope this messages everyone well.
>
> So sorry to hear about your travel woes Debbie. Hope your recovering well.
>
> I think that is an interesting angle Debbie. I like using Mao's framework and others, too. The Quarter should include a unit in the contextualization of the current circumstances the world is facing before delving into theory for addressing such.
>
> We are on the final stretch! I look forward to working on making truly great curriculum that will just improve with time.
>
> I am 6 hours ahead and will not be back on Tuesday the 6th. O will continue reviewing at checking parts throughout week.
>
> Thanks,
>
> Ismael
>
> On Mon, Jul 29, 2024, 4:36 AM Deborah Wei [redacted] wrote:
>
> > Hey all. Super cool! Hey - putting a plug in for the Chinese revolution in the choice board and the influence of Mao Tse Tung thought on liberation struggles internationally….
> >
> > As I learn more, I think the unit I want to focus on for Q4 will be on sustainable economics and the rise of anti capitalism. Maybe tying in the UN Sdg's (which other countries take way more seriously that the US does). Does that sound like a fit? It will address climate change to some degree. Have been mad sick - food poisoning and covid. So just sleeping a lot this past week. More to come!!
> >
> > Deborah Wei
> > Curriculum Specialist - Social Studies
> > The School District of Philadelphia | Office of Curriculum and Instruction
> > [redacted]

On Mon, Jul 29, 2024 at 4:53 AM Kristen Peeples [redacted] wrote:
Look forward to meeting with those who can make it at 9 AM tomorrow. **Here is a Zoom link we can use.**

On Thu, Jul 25, 2024 at 2:02 PM Tyra Washington [redacted] wrote:
Thanks for the update. See you Monday.

On Thursday, July 25, 2024, Kristen Peeples [redacted] wrote:
Hey, team!
We had a really successful planning meeting the other day! Quarter 3 Unit 1 is finished; Quarter 3 Unit 2 is almost finished; and for Quarter 3 Unit 3 we established that we were going to go with more of a project based approach with a choice board for students to study resistance movements with a culminating artistic project. We established that Shaw would be working on a lesson on Fanon's theories to kickstart the unit and also put together some sort of note catcher with guiding questions for students while researching. Ken is working on putting together lessons around the Bandung conference. Freda is designing the choice board and also re-purposing a previous statue/memorial project that they previously created. I can support this unit by adding in daily journaling and also adding in resources for each potential case study once we've established what the choice board will look like and what potential resistance movements we'll focus on. We said our aim was to finish this unit by the end of July (😬) so that we had all of August to work on all of Quarter 4. It's definitely a lofty goal, but we'll do what we can.

In the meantime, I think I'll start working on Quarter 4 in some free time.

See you all Monday at 9:00 AM on Zoom! Here is a Zoom link we can use.

--
Kristen Peeples, M.Ed
Educator
Central High School
[redacted]

I entered the classroom with the conviction that it was crucial for me and every other student to be an active participant, not a passive consumer...education as the practice of freedom.... education that connects the will to know with the will to become. Learning is a place where paradise can be created. -bell hooks

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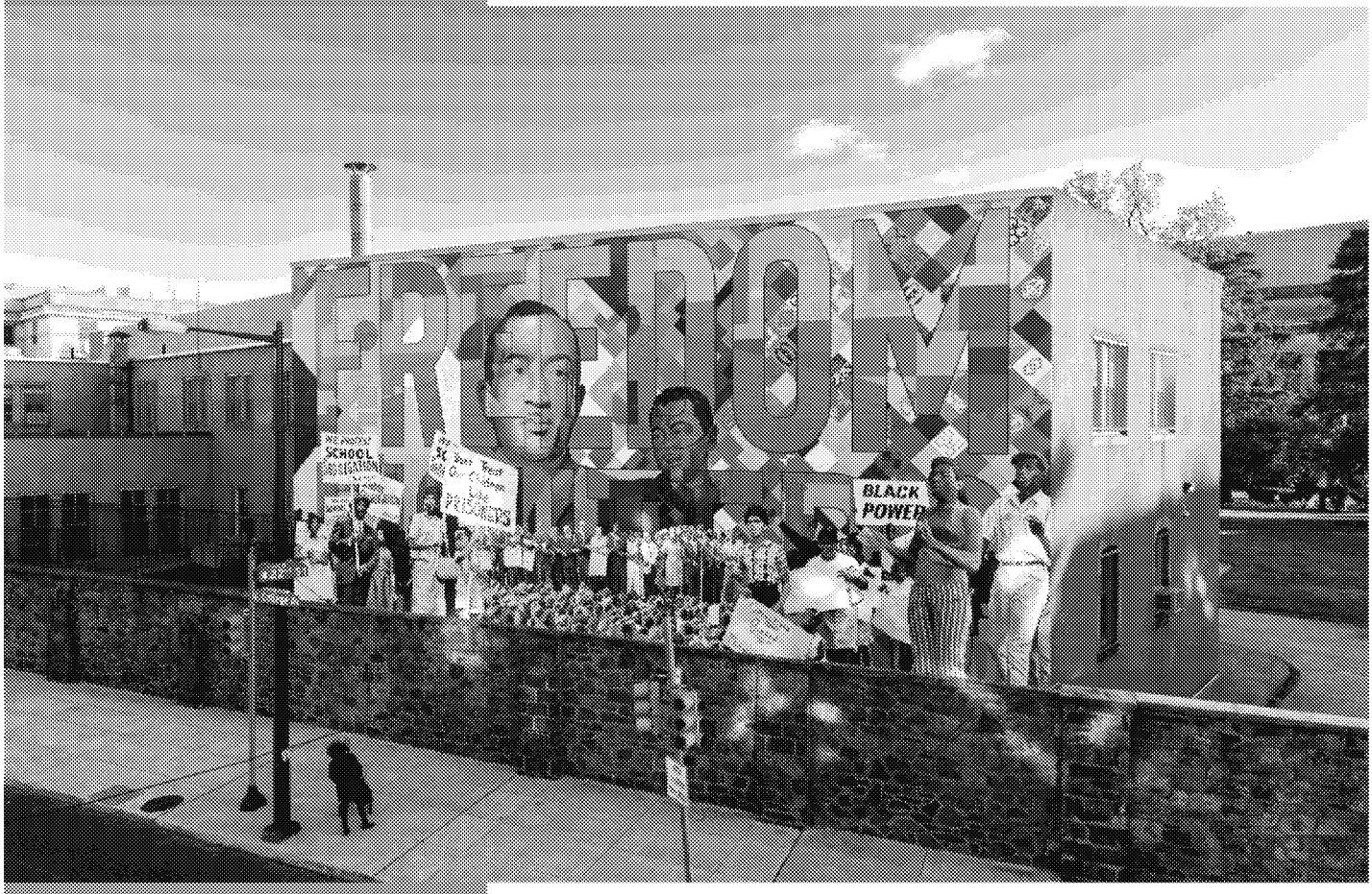
2024-2025

THE SCHOOL DISTRICT OF PHILADELPHIA

SOCIAL STUDIES

INSTRUCTIONAL GUIDE

GRADES K-12



bit.ly/SDPSocialStudies

CONFIDENTIAL TREATMENT REQUESTED

Decolonizing Social Studies: Implementing the Five Core Instructional Principles for Inclusive and Transformative Education

This K-12 Social Studies Instructional Guide is a vital resource designed to equip educators with strategies to foster culturally relevant and decolonized social studies instruction. It aligns with the district's vision of nurturing students into critical thinkers and compassionate, informed citizens. The guide is structured around five core instructional principles: **Collaborative Learning Communities, Dialectical Thinking & Multiperspectivity, Critical Literacies, Community Transformation, and Inclusive and Equitable Practices**. These principles, supported by research, are aimed at cultivating the conditions for authentic student engagement, critical analysis, and social responsibility. By implementing these practices, educators can facilitate a dynamic learning environment where students are empowered to collaborate, analyze diverse perspectives, and engage with historical and contemporary social justice issues in meaningful ways.

Central to the guide is the process of decolonizing the curriculum, which challenges traditional Eurocentric narratives and seeks to include marginalized and historically excluded perspectives. This approach encourages teachers to move beyond passive learning models, prompting students to critically examine power structures and socio-political contexts. Decolonizing the curriculum fosters inquiry-based learning, where students are actively engaged in questioning dominant historical narratives and constructing a broader understanding of social realities. By incorporating tools such as reflective questions, assessment strategies, and collaborative activity protocols, the guide provides educators with practical means to enhance their pedagogical practices. Additionally, it promotes professional reflection, helping teachers continually refine their approaches to ensure inclusivity, equity, and criticality are the focal points of classroom instruction. This guide supports the creation of a socially conscious and culturally sustaining education that prepares students to be active participants in shaping a more equitable society.

Aligned with educational standards, this guide ensures that all teachers have the resources needed to meet academic goals while promoting an inclusive and engaging classroom. Teachers will find clear practical examples for each grade level, from primary students learning about local communities to high school students critically analyzing global systems of power. By using the tools found in this instructional guide, teachers create learning experiences that provide students with skills necessary to creatively and critically interact with the world around them.

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Vision Statement

All students will become courageous critical thinkers who value their own cultural identity, uplift the cultural identities of others, discover their own power, and recognize the humanity within themselves and others. They will acquire the skills and tools necessary to solve problems, communicate ideas, and challenge oppressive systems. Students will develop meaningful relationships with land, nature, and people in order to make principled, ethical decisions and work collectively toward creating a truly just society.

Mission Statement

The Social Studies department in the Office of Curriculum and Instruction of the School District of Philadelphia is dedicated to supporting the continued development of students who can think critically, question thoughtfully, listen deeply, reason soundly, and have a passion to engage in the world informed by an understanding of community responsibility. We will do this by implementing inclusive and culturally responsive curriculum, facilitating ongoing meaningful professional development, developing authentic community partnerships, and creating opportunities for student-led activism and service-learning projects.

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Social Studies: A Historical Perspective

Social Studies has consisted of a combination of several fields including history and the social sciences. The area of social sciences includes any field related to the study of human behavior in its social and cultural aspects, such as anthropology, economics, political science, psychology, and sociology. However, historically, Social Studies education has been firmly rooted in certain perspectives related to relative political power, which has led to a narrative of events and human behaviors being told from a specific perspective- the perspective of the "winners."

In the case of the social sciences, much of what evolved in these areas came from specific needs of those in power. Whether or not to advance Christianity in medieval times through discussions on “correct” human behavior or the need to understand the behavior of “others” as a necessary tool to enable imperial conquest, these areas of study were developed with specific frameworks of perspective as well as cultural assumptions about how the world works - and how the world should work.

Consider the following “assumptions” that are in fact, culturally defined from a particular perspective, and not universal “truths”: History as linear. Society is hierarchical with a particular hierarchical framework. Education itself as a means to a “better end” defined by higher education or job status.

Seeking to shift instruction - both content and practices - away from these traditional frameworks to embrace alternative ways of knowing.

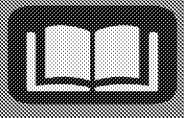
- What if time is not linear, but cyclical?
- What if social systems include frameworks not based on hierarchy or on the hierarchical frameworks we have been taught to assume?
- What if education is considered a means for community empowerment, not individual status?

Moving away from traditional frameworks requires a complete reorientation of the work, including the content of what we teach, the voices we hear within our content, the pedagogy we embrace, and the purposes for which we educate. While this is complicated work, it is an evolving process. We are deeply committed to ensuring that our Social Studies program reflects the current scholarship around decolonizing the curriculum. Knowing that this work is complicated, we are committed to providing meaningful professional development as well as developing and deepening connections with community partners. In a student centered approach, we will continue to foster the skills and knowledge students need to become active participants in making and re-making their world.

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Connecting Vision and Mission Statements to Decolonizing Curriculum and Core Instructional Principles

The vision and mission statements for social studies align with the principles of decolonizing the curriculum and are closely connected to the five core instructional principles: Collaborative Learning Communities, Dialectical Thinking & Multiperspectivity, Critical Literacies, Community Transformation, and Inclusive Practices. Together, these guide students toward critical thinking, cultural identity, and social justice.



- Decolonizing the curriculum supports the vision of students valuing their own and others' cultural identities, directly aligning with **Inclusive & Equitable Practices** that ensure diverse voices are central to the curriculum.
- Both the Vision and Mission statements emphasize developing courageous thinkers who challenge oppressive systems, resonating with **Dialectical Thinking & Multiperspectivity**, which fosters critical engagement with multiple perspectives.
- The mission's focus on inclusive curriculum connects to **Critical Literacies**, ensuring students learn to critique texts and media for bias and power structures, a key aspect of decolonizing education.
- By prioritizing **Community Transformation**, the mission supports decolonizing efforts through real-world, community-focused projects that cultivate civic responsibility and social change.
- The mission's call for student-led activism links to **Collaborative Learning Communities**, where students work together, share knowledge, and collectively address social justice issues.

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Core Principle 1: Collaborative Learning Communities

None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody - a parent, a teacher, an Ivy League crony or a few nuns - bent down and helped us pick up our boots.
-Thurgood Marshall

What are Collaborative Learning Communities	Collaborative learning, cooperative learning and small group work are terms often conflated and used interchangeably. While there is overlap between them, collaborative learning is a distinct and separate skill set that leads to community-oriented thinking. Collaborative learning requires vulnerability that leads to interdependence and deeper engagement than cooperative learning and group work. In collaborative learning teachers and students share knowledge and authority. By sharing both knowledge and authority, students are able to develop and affirm their identities and value the identities of others through shared values, goals, ideas, and multiple perspectives and experiences. In collaborative learning communities' teachers act as mediators. They facilitate deeper understanding through coaching rather than giving the answers. Collaborative learning is a process that is continuous not simply for the goal of completing an assignment or project. Collaborative learning builds community through regular and meaningful communication that is both new ideas of discussions and iterative. Students learn how they learn and how the classroom community learns best in collaborative communities.
Why Use Collaborative Learning	According to research conducted by various educational institutions for teaching and learning, there is a positive correlation between student achievement and collaborative learning. When collaborative learning is a routine classroom practice students benefit in the following ways: • Collaborative learning encourages students to engage in deeper analysis and problem-solving by integrating diverse viewpoints. • Regular interaction and dialogue in collaborative settings enhance students' oral communication and active listening abilities. • Students develop better time management, organization, and responsibility through the interdependent nature of collaborative learning. • Collaborative learning builds a strong classroom community, where students feel valued and connected through shared goals and regular, meaningful communication.
Connection to Decolonizing Social Studies Curriculum	**Collaborative Learning Communities** support the decolonizing of the social studies curriculum by promoting community-oriented thinking, sharing knowledge and authority, fostering deeper engagement and interdependence among students, and encouraging a critical examination of traditional narrative.

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Assessment Strategies 📊

- Formative Assessments:
  - Exit Tickets: After group work, students write a reflection on what they learned from their peers and how they contributed to the group's success.
  - Peer Evaluations: Have students assess each other's contributions using a simple rubric, rating aspects like collaboration, communication, and problem-solving.
- Summative Assessments:
  - Group Project Presentations: Assess students on the content of their group projects as well as their ability to collaborate and present ideas as a team.
  - Portfolio Assessments: Students submit a portfolio documenting their group work, which includes reflections on their contributions and the overall group dynamics.

Teacher Reflection Questions 💭

1. How effectively are my students working together during group activities?
2. Do I ensure that all voices in the group are heard equally, or are some students dominating the discussions?
3. What strategies do I use to encourage active listening and problem-solving in group work?
4. How do I assess both individual and group contributions in collaborative projects?

Example of Classroom Implementation 🎓

Activity:
Mock United Nations Assembly

- Objective:
  Students will engage in collaborative research and discussion to represent different countries in a mock United Nations assembly. They will learn about global diplomacy, negotiation, and teamwork as they work together to propose solutions to a pressing global issue (e.g., climate change, refugee crises).
- Steps:
  1. Assign Countries: Divide students into groups and assign each group a country to represent in the mock United Nations.
  2. Research: Each group researches their assigned country's stance on the issue at hand (e.g., environmental policies, refugee laws).
  3. Collaborate: Groups collaborate to draft a resolution addressing the global issue from their country's perspective. Each student in the group is responsible for researching one aspect of their country's stance.
  4. Present: Groups present their resolutions in the mock United Nations assembly. They must work together to negotiate with other "countries" to gain support for their resolution.
  5. Debrief: After the assembly, students reflect on the collaborative process, what they learned from each other, and the challenges they faced in working as a group.

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Core Principle 2: Dialectical Thinking and Multiperspectivity

The only way people can enhance their vision of the universal is to break out of their cultural and political boxes and encounter another reality. They must be challenged to take seriously another value system. That is, instead of studying only Jonathan Edwards, they must also examine the reality of David Walker. Here truth is expanded beyond the limitations of white culture.
-James Cone

What is Dialectical Thinking & Multiperspectivity	Dialectical thinking involves the ability to take other's perspectives and to accept uncertainty, ambiguity, and nuance. Multiperspectivity is the ability to view an issue from multiple perspectives, and the ability to recognize social and historical conditions that shape behavior. While traditional dialectical thinking is viewed as a logical way of measuring two opposing views, for our purposes, we mean that our instruction should allow for the ability of two or more opposing views to exist equally, and that contextualization is essential to understanding historical events and modern interpretations.
Why Promote Dialectical Thinking & Multiperspectivity	Research shows that educational experiences grounded in dialectical thinking & multiperspectivity through examining diverse viewpoints, embracing ambiguity, and understanding the social and historical contexts lead to deeper critical engagement. The benefits of dialectical thinking and multiperspectivity include: • Development of higher-level thinking, oral communication, self-management, and leadership skills. • Promotion of reasoning skills and the ability to accept ambiguity. • Exposure to and an increase in understanding of diverse perspectives. • Construction of varying approaches to addressing issues • Acknowledgement of the inherent contradictions of opposing orientations while making meaning beyond confines of a singular conception derived from absolute terms
Connection to Decolonizing Social Studies Curriculum	**Dialectical Thinking & Multiperspectivity** support decolonizing the social studies curriculum by encouraging students to engage with diverse perspectives, challenge dominant narratives, and recognize the social and historical conditions that shape behavior. This approach expands the curriculum beyond Eurocentric viewpoints, allowing for the inclusion of historically marginalized voices and promoting a more nuanced, inclusive understanding of history and society.

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Assessment Strategies

- **Formative Assessments:**
  - Use "think-pair-share" to assess how well students consider different perspectives on a controversial issue.
  - Have students write journal entries where they reflect on how their thinking evolved after considering opposing viewpoints.
- **Summative Assessments:**
  - Kemetic (Socartic) Seminar: Assess students on their ability to present and respond to multiple perspectives during structured classroom discussion.
  - Written reflections or essays where students analyze a historical event from multiple viewpoints, incorporating different sources.

Teacher Reflection Questions

1. How do I create opportunities for students to encounter and engage with multiple perspectives on a given topic?
2. How do I model dialectical thinking, showing students how to weigh opposing viewpoints and integrate them into their understanding?
3. In what ways do I encourage students to question dominant narratives and explore alternative perspectives?
4. How can I support students who struggle with understanding and respecting perspectives different from their own?

Example of Classroom Implementation

- **Activity:** Organize a Kemetic (Socratic) seminar where students discuss the causes of the American Civil War, focusing on different perspectives (e.g., Northern abolitionists, Southern landowners, enslaved people). Students must support their arguments with evidence from primary sources and respond to counter arguments from their peers.
- **Objective:** Students will develop the ability to think critically about historical events and understand the complexity of multiple perspectives.

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Core Principle 3: Critical Literacies

We need to be taught to study rather than believe, to inquire rather than to affirm.
- Septima Poinsette Clark

What are critical literacies?	Critical literacies is an educational pedagogy designed to prepare learners to understand the socio-political systems that they live in. It stands in direct opposition to didactic literacies aimed at the production of dry facts, memorization and social reproduction. Critical literacy is participatory and demands active learners engage in relevant content. Learners are encouraged to investigate power relationships and interrogate all forms of communication. Critical literacies aim to encourage learners to become active and participatory communicators. The goal of critical literacies is personal and social transformation. Although Paul Freire is often credited with creating critical literacies, we recognize that he coined the term. However, we extract from the pedagogical genealogy of Septima Clarke, and Bernice Johnson founders of the Citizenship Schools. The Citizenship Schools, a literacy program that flourished throughout the South, was based on critical literacy pedagogy.
Why Teach Critical Literacies	Research shows that educational experiences grounded in **critical literacies**—those that are active, social, contextual, engaging, and student-centered—lead to deeper learning. The benefits of critical literacies include: • Social studies develops critical literacies by teaching students to analyze and evaluate information, sources, and perspectives, which are essential for informed citizenship. • Critical literacies also promote empathy and cultural awareness, helping students appreciate diverse experiences and navigate different social contexts. • By engaging with multiple perspectives, students gain a deeper understanding of social, economic, and political systems, fostering civic responsibility and participation. • Through critical examination of historical and contemporary issues, students learn to identify and challenge biases and inequalities, developing strategies to create more just societies. • Encouraging students to question the motives behind sources enhances their ability to recognize bias, empowering them to navigate and address social inequities.
Connection to Decolonizing Social Studies Curriculum	**Critical literacies** support decolonizing the social studies curriculum by encouraging students to question power structures, investigate biases in communication, and engage with multiple perspectives. This approach moves beyond rote memorization, empowering students to challenge socio-political systems and work towards personal and social transformation

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Assessment Strategies📊

- **Formative Assessments:**
  - *Critical Text Analysis*: Have students analyze a news article for bias and the perspective of the author.
  - *Exit Tickets*: Ask students to reflect on how a specific text or media source may shape or reinforce certain power structures.
- **Summative Assessments:**
  - *Media Projects*: Students create media content (e.g., video, podcast) critiquing a current event, highlighting biases and alternative perspectives.
  - *Essay*: Evaluate students' ability to deconstruct and challenge narratives within a historical or social context.

Teacher Reflection Questions💭

- How do I help students critically analyze texts and identify biases?
- In what ways do I promote active questioning of societal norms and power structures in my lessons?
- How do I ensure students are prepared to critique media and information sources?

Example of Classroom Implementation🎓

Activity: Media Bias Analysis Objective: Students analyze news coverage of a contemporary event from multiple outlets, identifying biases and discussing how different perspectives shape public understanding. Steps:

1. Assign students different media outlets to analyze.
2. Students identify the biases, language, and framing used in each outlet's coverage.
3. Facilitate a class discussion on how these perspectives shape the narrative around the event.
4. Conclude with a reflection on how critical literacies can empower students to navigate media bias.

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Core Principle 4: Community Transformation

An unauthentic word, one which is unable to transform reality, results when dichotomy is imposed upon its constitutive elements. When a word is deprived of its dimension of action, reflection automatically suffers as well; and the word is changed into idle chatter, into verbalism, into an alienated and alienating "blah." It becomes an empty word, one which cannot denounce the world, for denunciation is impossible without a commitment to transform, and there is no transformation without action.
-Paulo Freire

What Is Community Transformation?	Community transformation emphasizes the importance of students taking meaningful action while honoring the expertise of community knowledge holders and collaborating with local activists. To amplify this vision, educators can create opportunities for students to engage in reciprocal partnerships with the community, co-constructing action projects that address shared priorities. For example, students might work with local environmental activists to develop solutions for climate equity or partner with cultural preservationists to explore heritage and identity. By integrating these collaborations, students gain authentic, hands-on experience in civic engagement while amplifying community narratives through projects such as oral histories, multimedia storytelling, or public exhibits. Reflective practices further encourage students to evaluate the collective impact of their actions, highlighting mutual benefits for both learners and the community. Celebrations of student work, such as showcases involving local stakeholders, provide a platform for dialogue and sustained collaboration.
Why Community Transformation	Research shows that providing students with opportunities to make connections between the information they learn in the classroom and the real world: • Improves engagement by connecting the classroom to the world. • Increases students' sense of agency. • Develops critical thinking. • Exposure to and an increase in understanding of diverse perspectives. • Preparation for real life social, formal and informal situations.
Connection to Decolonizing Social Studies Curriculum	A decolonized curriculum requires us to center the voices of our communities and also to help students develop agency, to develop the thinking and skills required to challenge injustice, and to foster the disposition for active civic engagement. In social studies we seek to help develop habits of mind and attributes in students to allow them to interact critically and creatively with the world. Skill development for community organizing and civic engagement is an integral part of this process. A decolonized curriculum is people

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	centered - not product centered, and thus by necessity addresses interpersonal skills development as a core component of the work and is actively in process when students work on campaigns of action.

Assessment Strategies

- **Formative Assessments:**
  - *Action Plan Development*: Students create action plans for a community-based project and present them for feedback.
  - *Group Reflections*: Students reflect on their role in the project and their contributions to the community.
- **Summative Assessments:**
  - *Project-Based Assessments*: Assess students' ability to identify a community issue and propose actionable solutions.
  - *Portfolio*: Students submit a portfolio documenting their involvement in the project, including reflections on their learning and the project's impact.

Teacher Reflection Questions

- How do I connect classroom learning to real-world community issues?
- In what ways do I encourage students to take agency and lead community transformation projects?
- How do I support students in developing the skills needed to address social justice issues in their communities?

Example of Classroom Implementation

Activity: Community Action Campaign Objective: Students work in groups to identify a local community issue (e.g., food insecurity, environmental justice) and develop an action plan to address it. Steps:

1. Students research the issue and present their findings to the class.
2. They develop an action plan and work with local organizations to implement solutions.
3. At the end of the project, students reflect on their experience and the impact of their work.
4. They present their project to the community through a showcase event or social media campaign

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Core Principle 5: Inclusive & Equitable Practices

We believe the best kind of teaching cultivates a sense of belonging through well delivered culturally relevant instruction that is rigorous and embraces different ways of knowing and understanding.
-SDP Equity Framework

What is Inclusive & Equitable Practices	We believe it is critical to consistently evaluate the extent to which teaching practices honor and reflect the diverse identities, experiences, and abilities of ALL students, including their ethnicity, race, gender identity, cultural background, developmental stage, and learning needs. This intentionality is essential to fostering the individual learning capacity of each student. Inclusive and equitable practices are foundational to a social studies classroom, ensuring that all students have equitable access to learning opportunities and feel empowered to engage meaningfully. By integrating these practices, educators create environments where students from all backgrounds, cultures, and abilities are not only represented but celebrated, cultivating a sense of belonging and respect. These approaches enable students to actively participate in the learning process, deepen their understanding of diverse perspectives, and recognize their own value within the classroom community.
Why Inclusive and Equitable Practices?	Here are some reasons why inclusive and equitable practices are crucial in a social studies classroom: • Inclusive and equitable practices help create a learning environment that celebrates and respects student diversity, allowing students to understand and appreciate different cultures, experiences, and perspectives. • These practices promote critical thinking by exposing students to diverse viewpoints, encouraging them to analyze information from multiple perspectives and become informed, active citizens. • By incorporating inclusive and equitable practices, social studies teachers can reduce bias and stereotyping, ensuring students feel represented and acknowledged regardless of their background or identity. • Inclusive and equitable practices support student success by fostering a supportive environment where all students feel comfortable participating and engaging in the learning process.
Connection to Decolonizing Social Studies Curriculum	Inclusive and equitable practices are key to decolonizing the social studies curriculum by ensuring that teaching reflects the diverse identities, backgrounds, and abilities of all students. By challenging traditional power structures, inclusive practices provide students with a more accurate understanding of history and society, preparing them to be informed and active global citizens.

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**This is not an exhaustive list. We encourage all educators to think about other Promising Practices that support this Core Principle.*

Assessment Strategies 📊

- **Formative Assessments:**
  - *Student Voice Surveys*: Collect feedback on whether students feel represented and included in the curriculum and classroom activities.
  - *Group Discussions*: Observe participation levels and engagement from students across diverse backgrounds.
- **Summative Assessments:**
  - *Cultural Projects*: Assess students' ability to explore and present on their own cultural heritage or that of others.
  - *Inclusive Lesson Reflections*: Students reflect on how inclusive and equitable practices have shaped their learning experience.

Teacher Reflection Questions 💭

- How do I ensure that my lessons reflect the diverse identities and backgrounds of my students?
- In what ways do I adapt my teaching strategies to accommodate different learning needs and styles?
- How do I create a classroom environment where all students feel included, valued, and able to contribute?

Example of Classroom Implementation 🎓

Activity: Culturally Responsive Case Studies Objective: Students explore case studies from diverse cultural contexts, applying concepts learned in class to understand different societal challenges. Steps:

1. Assign each group a case study from reflecting a different cultural background.
2. Students research the context and present how their case study connects to broader themes in social studies (e.g., citizenship, human rights).
3. Facilitate discussions that allow students to compare their findings and reflect on the importance of inclusivity in understanding global issues.

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Decolonizing Social Studies Curriculum

Decolonizing the social studies curriculum humanizes the classroom by recognizing and valuing the diverse experiences, perspectives, and contributions of all people, including those who have been historically marginalized and excluded from dominant cultural narratives. By centering the voices and experiences of marginalized peoples, educators can create a more inclusive and accurate representation of history that promotes greater understanding, empathy, and respect for diverse cultures and perspectives. Educators can implement an educational curriculum that challenges and seeks to eliminate the colonial and imperialist perspectives and assumptions that have influenced and shaped traditional educational systems. By humanizing the classroom in this way, educators can also create a more democratic and equitable learning environment.

In addition, amplifying silenced voices helps build awareness of some of the structural foundations of oppressive systems. In highlighting a more thorough and comprehensive narrative in the classroom, students will better understand structural aspects of inequity and can be equipped to work towards transforming the world.

Decolonizing any curriculum is a process. As with many processes, it can require lots of time and various iterations. In the case of history, we can begin by considering the following steps:

1. Inclusion of marginalized voices,
2. Connecting those voices into constructive dialogue,
3. Interrupting "epistemicide,"*
4. Reflecting, rethinking and re-learning as educators.

Interrupting "Epistemicide"

Epistemicide is the silencing, destruction, or devaluing of knowledge systems. To interrupt epistemicide means valuing the agency of indigenous (Native, African, Asian, Pacific Islander) languages, family and social structures, faith and knowledge, relationship with nature, systems of medicines, governing, and mental health.

The process of decolonizing social studies involves continually rethinking the educational structures that are in place. For example, as we are preparing for learning in our history classroom, we must create conditions that permit ourselves and our students to safely question and interrogate the materials for learning and the world around them. When planning, we can ask questions such as the following:

- What marginalized voices am I including?
- How am I including those voices?
- Am I including the voices in a way that continues to interrupt epistemicide and value them as part of the authority on the debate not distinct from it? If not, how can I do this?
- Am I using pedagogy that speaks to the knowledge systems of marginalized groups, i.e., collaborative learning, dialectical thinking, etc.?

This reflective process engages educators in developing and deepening their ability to help lead efforts to decolonize the curriculum in our schools.

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Decolonizing History

At the basic level, in order to decolonize history, one has to include the voices of people who have been marginalized and erased in history. This means including primary and secondary sources authored by those from marginalized groups. Decolonization recognizes the imbalance of power created when we have historically allowed only certain voices to be centered and actively seeks to remediate and democratize the field.

In order to decolonize the history course, start with including marginalized voices and perspectives in the materials used to teach history. Simply put, for example, in debates about citizenship students should be able to examine documents and artifacts from indigenous cultures within Africa, Asia and the American citizenship alongside those from western cultures as well as include the voices of African American, Native American, Latiné, Asian American and other marginalized voices in a study of US citizenship. Another example is connecting Rosa Park's voice as an active rather than passive player in the civil rights movement (because, in the past, her political contributions have been reduced and diminished because of her age and gender). Students should be taught and learn in ways that help them question, understand and value the origins and contributions to social ideologies, institutions, and technological advancements of marginalized cultures.

Teacher Reflection Questions

1. How have I incorporated the voices and perspectives of marginalized groups in my history lessons, particularly through primary and secondary sources?
2. In what ways do my teaching materials help students question and value the contributions of non-Western cultures to global history and United States history?
3. How do I encourage students to critically examine historical power imbalances, especially regarding citizenship and civil rights?
4. Have I made space for students to engage with historical figures like Rosa Parks in ways that highlight their full contributions, rather than reinforcing reductive narratives?
5. How do I ensure that marginalized perspectives are not merely added as an "afterthought" but are central to my history curriculum?

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Decolonizing Sociology

Decolonizing sociology requires a number of perspective shifts. First and foremost is understanding that traditional sociology is not neutral. It has been rooted in a particular time and built on particular assumptions. A decolonized sociology would consider the roots of traditional sociology evolving from academic research and perspectives steeped in racism, colonialism, heteropatriarchy, and classism. A decolonized sociology seeks to root itself in historical understanding as well as a shift in cultural assumptions that can decenter mainstream Eurocentric notions. For example, if we look at European modernity and the belief that it is unavoidable from an indigenous perspective, we would focus on settler colonialism, displacement, genocide, how indigenous people view concepts like land and time, and the fight to preserve their language and culture.

Teacher Reflection Questions

1. How do I address the historical roots of sociology, particularly its ties to colonialism, racism, and classism, in my teaching?
2. In what ways have I challenged students to rethink Eurocentric assumptions about modernity, progress, and development?
3. How am I incorporating Indigenous, Black, and other marginalized perspectives into discussions about social structures, identity, and power?
4. How do I create opportunities for students to understand how colonization has shaped their everyday social realities, including issues of land, time, and identity?
5. How do I use sociology to empower students to question the status quo and explore alternative ways of organizing societies?

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Decolonizing Civics Education

Important questions need to be addressed in a decolonized civics program. For example, in what ways have we utilized systems of democracy to enforce white supremacy? How do students learn about the central role genocide of indigenous people played in the founding of the US? How do we examine the situations in which the Constitution failed to protect people's human rights? And how did people fight back - and, by extension, how are they fighting back today? Serious rethinking, a shifting of assumptions and a wider lens on our journey toward democracy need to be at the heart of a decolonized civics curriculum. In order to understand the dangers that face the democratic project, students need to understand those times when that democratic project failed the people - and fight to ensure true democracy can happen. A true democracy in the context of decolonizing civics education involves a critical examination of democratic principles and emphasizes the study of instances where the Constitution failed to protect human rights and encourages students to learn about historical and contemporary efforts to fight against these injustices.

A decolonized civics approach to global citizenship would include an examination of various forms of globalization including capitalist/ market-based systems and the transnational migration of people seeking to protect their human rights. It would provide for the voices of people's lived experiences as they challenge the concepts of borders, im/migration, exclusion, and colonial and imperial restructuring, sanctuary and sovereignty. It would consider the role of extractive economies and militarization in the world, as well as cooperative and sustained economics. It would center the discussion using voices of the people with real lived experiences and allow for voices calling for self-determination. It will respect cultures and historical realities that shape a people's perspectives. It will consider the US government's role as a global citizen in working for civic, social, economic and cultural human rights across the globe.

Teacher Reflection Questions	1. How do I teach about the foundational role of genocide, slavery, and white supremacy in the development of U.S. democracy? 2. In what ways do my lessons highlight moments when democratic principles failed to protect marginalized communities, and how have those communities resisted and reimagined democracy? 3. How do I ensure that global citizenship is taught from multiple perspectives, not just through a Western lens? 4. Do I include discussions on how global systems like capitalism and militarism impact marginalized peoples worldwide, particularly from the perspective of those most affected? 5. How can I encourage students to critically evaluate the U.S.'s role as a global citizen in the context of social, civic, and economic rights?

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Decolonizing Geography

Geography as an academic discipline has historically served colonial and imperial agendas, perpetuating Eurocentric views of space and place. Take, for example, the prevalent use of the Mercator map projection, which, despite its distortion of country sizes and locations, became the standard world map, reinforcing Western hegemony. A decolonized curriculum prompts students to critically analyze maps like the Mercator projection, probing into the motives behind its widespread adoption and the implications of its distortions. Moreover, traditional geography education often oversimplifies migration dynamics by focusing solely on push and pull factors, neglecting deeper historical and structural forces at play. Equally important is the recognition that Indigenous ways of understanding geography challenge the detache, objectifying view of space inherited from colonial traditions. Indigenous frameworks treat land, water, and sky as interconnected, living relationships that carry cultural, spiritual, and historical meaning. A decolonized approach to geography would delve into the intricacies of cultural diversity, power dynamics, and intersectionality, challenging dominant narratives and fostering a more nuanced understanding of global phenomena. Such a curriculum would also prioritize perspectives from marginalized communities, examining issues like climate change, resource extraction, and economic disparity through lenses that prioritize the voices and experiences of those most affected.

Teacher Reflection Questions	1. How do I address the colonial and imperial origins of traditional geography in my teaching? 2. How do I help students critically analyze tools like the Mercator map and explore alternative cartographies that center marginalized perspectives? 3. In what ways do my lessons on migration, climate change, or resource extraction center the voices of communities most affected by these issues? 4. How do I guide students to understand the historical and structural factors behind global disparities, rather than relying on simplified push-pull migration narratives? 5. How do I ensure that my geography lessons challenge dominant narratives and incorporate diverse perspectives on space and place?

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Decolonizing Economics	
Decolonizing economics asked us to unpack our current understanding of economics as a discipline. Our current model of economics is rooted in the idea of scarcity. To decolonize economics is to reject the premise of scarcity and capitalism that measures economic profit as the sole indicator of prosperity. This economic system of extraction has destroyed people, communities, histories, and is currently destroying the planet. Decolonizing economics asks us to explore ways of building new economic systems, often the preference of Indigenous, African and Asian communities, rooted in community ownership of assets or equitable forms of asset distribution-economic systems that are people centered. Economics should explore the differences between concepts like standard of living vs. quality of life, or material vs. non-material measures of prosperity. Decolonizing economics also asks us to explore viable means of reparations- with the understanding that true and meaningful reparations demands the demolition of economic systems rooted in oppression. As educators and students, we must also explore and learn to build economic systems that are rooted in care.	
Teacher Reflection Questions	1. How do I encourage students to question the underlying assumptions of traditional economic theories, such as scarcity and capitalism? 2. In what ways do I explore alternative economic models rooted in community ownership and equitable asset distribution, particularly from Indigenous, African, or Asian perspectives? 3. How do I help students differentiate between material wealth and quality of life, and how can they rethink economic prosperity beyond profit-driven models? 4. How do I address the historical exploitation embedded in current economic systems and explore the potential for reparations as part of decolonizing economics? 5. How can I foster discussions about economic systems that center on care, sustainability, and community well-being?

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Decolonizing Psychology	
Decolonizing psychology seeks to decenter Western study of psychology as the normative framing for the world. Western psychology research practices are described as W.E.I.R.D - their research subjects are always-western, European, industrialized and democratic. This is not the majority of the world yet; this practice is meant to be the world standard. Decolonizing psychology acknowledges that the histories, cultures and identities of a people is crucial to understanding their mental, emotional and spiritual well-being. Western Psychology offers no avenue for this. Decolonizing psychology seeks to acknowledge and heal trauma that is a result of any oppression. The global majority has existed under systems built and sustained through racialized exploitation that are inherently dehumanizing and inducing psychological trauma. Decolonizing psychology not only affirms the traumatic impact of capitalism and white supremacy, but decolonizing psychology means to look to Indigenous, African and Asian communities for traditional healing modalities that affirms identity heals and restores.	
Teacher Reflection Questions	1. How do I address the Eurocentric and WEIRD (Western, Educated, Industrialized, Rich, and Democratic) biases in traditional psychology in my lessons? 2. In what ways do I incorporate culturally diverse perspectives on mental health and healing into my psychology curriculum? 3. How do I ensure that students understand the role of systemic oppression and historical trauma in shaping psychological well-being, particularly for marginalized groups? 4. How do I challenge students to recognize the limitations of Western psychological models and consider Indigenous, African, and Asian healing modalities? 5. How do I provide space for students to explore how their cultural backgrounds impact their mental and emotional well-being?

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Decolonizing Anthropology	
Decolonizing anthropology involves critically examining the historical and ongoing impact of colonialism and imperialism on the discipline. This process requires a critical reflection of anthropological research methods, practices, and theories, and recognizing the ways in which they may perpetuate oppression and marginalization. In addition to this, it also entails elevating the voices of marginalized communities and their knowledge systems. Decolonizing anthropology involves a radical shift in power dynamics, recognizing and challenging the ways in which anthropologists have been historically privileged in relation to the people and communities they study. For example, museums - a major repository for anthropological study - are often filled with artifacts stolen from countries, taken from spiritual centers or even grave sites without consent, and display artifacts outside of context with little to no voice of the people represented. A decolonized curriculum would use the opportunity to study museums with these critical lenses.	
Teacher Reflection Questions	1. How do I ensure that my anthropology lessons critically address the discipline's colonial history and ongoing impact on marginalized communities? 2. In what ways do I highlight non-Western knowledge systems and elevate the voices of Indigenous peoples and other marginalized groups in my teaching? 3. How do I incorporate discussions about the ethics of artifact acquisition and the role of museums in perpetuating colonial narratives? 4. How can I foster a critical lens on the power dynamics between anthropologists and the communities they study, and challenge students to rethink those relationships? 5. How do I create opportunities for students to question traditional anthropological methods and consider more participatory, community-centered approaches?

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Decolonizing Philosophy

Decolonizing philosophy seeks to disrupt the Eurocentric bias within the discipline and recognize the value of diverse philosophical traditions. Decolonization involves decentering Western philosophy's privileged position and exploring alternative frameworks from different cultures and belief systems. A decolonized philosophy explores a wide cultural range of philosophies and challenges the assumptions often present in standard Western philosophical investigation. It also entails interrogating and dismantling the colonial legacies embedded in philosophy, such as exclusionary practices and epistemic violence. Ultimately, decolonizing philosophy fosters a more inclusive, pluralistic, and socially just approach to studying and practicing philosophy.

Teacher Reflection Questions

1. How do I challenge the Eurocentric dominance of Western philosophical traditions in my lessons, and how do I introduce alternative worldviews?
2. In what ways do I create space for students to explore philosophical traditions from Africa, Asia, Indigenous cultures, and other non-Western contexts?
3. How do I encourage students to critically examine how colonial legacies continue to shape philosophical inquiry and what counts as "legitimate" knowledge?
4. How do I ensure that my teaching fosters a pluralistic and socially just approach to philosophy, where multiple traditions are valued equally?
5. How can I guide students to see the connection between philosophy and lived experiences, particularly regarding justice, identity, and cultural survival?

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Decolonizing Archaeology	
Decolonizing refers to a growing movement within the discipline to challenge and revise the ways in which archaeological research has traditionally been conducted, particularly in relation to its colonial and imperialist histories. At its core, decolonizing archaeology involves acknowledging and challenging the ways in which archaeology has been used to advance colonial and imperialist projects, often at the expense of the Indigenous peoples whose lands and cultures have been studied and appropriated by archaeologists. Decolonizing archaeology not only questions the interpretation of archeological findings through a foreign, often Western lens, but includes the voices of people indigenous to the area. Decolonized archaeologists take ethical acquisition seriously - providing reparations and return of artifacts stolen or extracted without consent, and conducting research in partnership with indigenous people of the area.	
Teacher Reflection Questions	1. How do I address the colonial history of archaeology and its role in advancing imperialist agendas in my teaching? 2. In what ways do I encourage students to critically analyze the interpretation of artifacts, particularly those removed from their cultural contexts? 3. How do I guide students to understand the ethical issues surrounding the acquisition of artifacts and the importance of returning stolen cultural objects? 4. How can I incorporate Indigenous voices and perspectives into discussions about archaeological findings and methods? 5. How do I challenge students to rethink the power dynamics of archaeological research and explore ways to make the discipline more ethical and community-centered?

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Impactful Strategies for Core Principles of Social Studies Instruction

Collaborative Learning Communities

- Teach the difference between collaborative learning, cooperative learning, and small group work to highlight the unique benefits of each approach.
- Cultivate a classroom culture that values vulnerability, interdependence, and community-oriented thinking by modeling and providing opportunities for students to practice.
- Empower students to share knowledge and authority by providing opportunities for leadership, peer-teaching, and co-creation of projects.
- Provide regular coaching and feedback to deepen understanding and develop collaborative skills.
- Use a variety of communication tools and design open-ended assignments and projects, utilize formative assessments, foster empathy, recognize accomplishments, and continuously reflect and refine the collaborative learning process.

Dialectical Thinking & Multiperspectivity

- Use primary and secondary sources from a range of perspectives to offer a more comprehensive understanding of an issue or event.
- Consciously include voices that have been historically marginalized/silenced in the past to offer a more diverse range of perspectives and to challenge dominant narratives.
- Help students understand their own biases and to look for bias as they interpret and analyze sources to promote critical thinking and self-reflection.
- Encourage students to "own" a particular perspective and ask themselves "what would you do" in the context of what they are learning to promote empathy and understanding of different viewpoints.
- When considering an issue or event, have students articulate who might be stakeholders and offer students the opportunity to change their mind to promote a more nuanced and thoughtful approach to sensemaking.

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Critical Literacies

- Use a variety of texts that cover similar themes to encourage comparison and analysis.
- Encourage students to read from a point of resistance and resilience, questioning how the author's identity and context affect the text.
- Provide counter narratives to help students challenge existing narratives and explore alternative perspectives.
- Foster a multi-modal classroom that exposes students to a range of communications, such as video, audio, and visual media, and helps them develop critical analysis skills.
- Encourage students to consider how different modes of communication convey different messages and create different impacts.

Community Transformation

- Incorporate various forms of media, site visits, and/or guest speakers to engage students in community involvement.
- Use concept maps to help students visualize relationships between different issues and power dynamics at play.
- Utilize journaling and quick writes as pre-assessment and formative assessment tools to gauge student understanding and connection to the project.
- Use rubrics to encourage student self-assessment of skills, role in group work, and comprehension of the issues at hand.
- Break down action plans into smaller, manageable tasks and use working portfolios to track student growth and progress over time.
- Teach students the necessary skills for a community action project, including developing action plans, conducting interviews and surveys, and conducting media research.
- Incorporate community observational walks as a way to document community needs and gather information for the project.

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Inclusive and Equitable Practices
• Acknowledge and value students' cultural backgrounds and knowledge, while being transparent about your own identity and background. • Collaboratively create classroom guidelines with students to establish a community of excellence and respect. • Provide a range of learning structures and modalities that align with students' learning styles and encourage them to share their gifts and home languages. • Foster student voice and leadership opportunities to develop global thinking and creativity, and model how to find common ground despite differences. • Provide intentional collaborative learning opportunities that build on prior knowledge, allow for real-world application, and support social and emotional well-being.

Instructional Strategy Protocols that support Social Studies Instruction

Below are several Instructional Strategy protocols aimed to support the five core principles of Collaborative Learning Communities, Dialectical Thinking/Multiperspectivity, Critical Literacies, Community Transformation, and Inclusive and Equitable Practices for Social Studies instruction in the School District of Philadelphia. These protocols provide a framework for student engagement, promote diverse perspectives, and foster critical thinking skills. By utilizing these protocols, educators can create inclusive and equitable learning environments that value marginalized voices, challenge traditional viewpoints, and prioritize decolonization of the curriculum. Through collaborative learning, active participation, and student-led discussions, these protocols empower students to develop their critical thinking skills and contribute to transformative community dialogue. The use of these protocols demonstrates a commitment to inclusive practices, challenges dominant narratives, and facilitates a more comprehensive and equitable approach to Social Studies instruction.

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Social Studies Instructional Strategies:

Concentric Circles

The Concentric Circle Protocol aligns with the goal of decolonizing the social studies curriculum by promoting inclusive and equitable practices in the classroom. By implementing this protocol, educators can create an environment that recognizes and values diverse experiences and perspectives. The protocol encourages the inclusion of marginalized voices through the sharing of responses and the opportunity to engage in meaningful conversations. It also supports the process of interrupting epistemicide by valuing indigenous knowledge systems and challenging traditional educational structures. By utilizing pedagogical approaches that speak to the knowledge systems of marginalized groups, such as collaborative learning and dialectical thinking, educators can actively contribute to the decolonization of the curriculum and foster a more democratic and transformative learning environment.

Kemetic (Socratic) Seminar

A Kemetic Seminar is an engaging activity that promotes student-led discussions and critical thinking skills in the context of decolonizing academic content in a Social Studies classroom. During this protocol, the teacher introduces the topic and learning goals, providing necessary background information. Ground rules are established to ensure respectful and inclusive conversation, emphasizing active listening and sharing of perspectives. Open-ended questions are posed to encourage deep thinking and challenge traditional viewpoints. Students then engage in small group discussions led by designated leaders, ensuring active participation. The class reconvenes to share main ideas and perspectives, fostering respectful questioning and dialogue. A reflection session prompts students to evaluate their contributions and consider improvements.

TQE-Thoughts Questions Epiphanies

The TQE protocol is a student-led approach that promotes critical thinking and discussion skills in the context of decolonizing academic content. Students reflect individually on assigned readings, generating Thoughts, Questions, and Epiphanies (TQEs). In small groups, they share and discuss their TQEs, selecting the top two to contribute to a whole-class discussion moderated by the teacher. This protocol encourages active engagement with the text, collaborative learning, and the development of critical thinking skills in relation to decolonization.

Critical Text Analysis Template

This protocol is designed as an enrichment tool for engaging with primary sources after establishing necessary background knowledge. It encourages multimodal learning and collaborative student dialogue. The activity begins by providing students with various pieces of text, and individually, they determine which text resonates with them and write down their reasons. Students then form small groups and share their chosen texts, agreeing on one as a group. The Frayer model prompts are used to guide group analysis, including describing the textual relevance, recalling related concepts, creating an image representing the text's meaning, and evaluating its significance in relation to larger themes of the subject. This protocol promotes critical deconstruction of text and encourages collaborative learning opportunities.

Integrating Gholdy Muhammad's Five Pursuits with Think-Pair-Share- Reflect

This protocol involves integrating the five pursuits into a Think-Pair-Share activity to create a meaningful learning experience. The facilitator introduces the chosen topic and the five pursuits: Identity, Skill Development, Intellectualism, Criticality, and Joy. Participants share personal

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experiences related to the topic and discuss the skills needed to understand it. They then delve into the intellectual aspects of the topic and engage in a critical analysis, considering alternative perspectives. Finally, participants reflect on their enjoyment of the discussion.

Jigsaw

The Jigsaw Protocol is a collaborative learning approach that promotes active learning and assessment for learning. Students become "experts" on specific materials and share their knowledge with their peers. The protocol involves preparing the activity by selecting materials and forming expert groups. Students work in expert groups, reviewing the material and answering questions together. They then meet in teaching groups, where experts present their findings and other students take notes. Finally, students synthesize the information and engage in reflection, often through assignments or discussions. This protocol fosters intentional content design, equity, inclusion, and community building in the classroom

Four A's Text Protocol

The purpose of this protocol is to critically analyze social studies content from a decolonization perspective. Participants engage in small group discussions to explore assumptions, disagreements, agreements, and aspirations related to the text. The protocol can be adapted for any group size, and facilitation tips emphasize the importance of following the protocol structure. Participants are instructed to prepare by reading the text and answering four "A" questions: assumptions, agreements, arguments, and aspirations. The protocol involves rounds of discussion where each participant shares their thoughts on each "A" category.

Pyramid Discussion Protocol

The purpose of this Pyramid Discussion protocol is to facilitate the teaching of decolonized Social Studies content by fostering a structured and inclusive dialogue among students. It aims to dismantle traditional colonial narratives by encouraging critical thinking and the exploration of diverse perspectives. Through progressive group discussions, students collaboratively analyze and challenge historical and cultural biases. The protocol emphasizes respectful listening and active participation, ensuring all voices are heard and valued.

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Crosswalk: Social Studies Instructional Practices and Danielson Framework (Domain 2)

Danielson Framework (Domain 2)	Social Studies Instructional Practices Rubric
2a: Creating an Environment of Respect and Rapport	**Collaborative Learning Communities**: Teachers foster respectful peer interaction and encourage student leadership.
	Inclusive and Equitable Practices: Teachers create an inclusive space where all student voices are valued and respected.
	Dialectical Thinking & Multiperspectivity: Students engage with diverse perspectives, respecting differing opinions and backgrounds.
2b: Establishing a Culture for Learning	**Critical Literacies**: Teachers promote critical thinking and analysis, emphasizing the value of learning through active engagement.
	Community Transformation: Students understand the relevance of learning by engaging with real-world issues and community projects.
	Collaborative Learning Communities: Students take ownership of their learning through peer collaboration and co-creation.
2c: Managing Classroom Procedures	**Collaborative Learning Communities**: Teachers effectively manage group work, transitions, and classroom routines, ensuring smooth collaboration.
	Critical Literacies: Teachers manage resources like media and texts to foster independent analysis and critical engagement.
	Community Transformation: Efficient classroom procedures allow for seamless integration of community-based projects.
2d: Managing Student Behavior	**Collaborative Learning Communities**: Teachers set clear expectations for respectful behavior during group work and discussions.
	Critical Literacies: Teachers ensure a disciplined approach to analyzing texts, encouraging focused, respectful inquiry.

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	Inclusive and Equitable Practices: Clear behavior expectations ensure all students feel safe and included in the learning process.
2e: Organizing Physical Space	**Collaborative Learning Communities**: Classroom layout supports group work and collaborative learning opportunities.
	Inclusive and Equitable Practices: The physical space is arranged to accommodate diverse learning needs and promote equity.
	Community Transformation: The classroom layout facilitates projects that connect with the community, including technology use for research and presentations.

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Crosswalk: Social Studies Instructional Practices and Danielson Framework (Domain 3)

Danielson Framework (Domain 3)	Social Studies Instructional Practices Rubric
3a: Communicating with Students	**Critical Literacies**: Teachers clearly communicate complex social and political systems through critical literacy, encouraging student inquiry and participation.
	Dialectical Thinking & Multiperspectivity: Teachers communicate multiple perspectives clearly, helping students challenge dominant narratives.
	Collaborative Learning Communities: Teachers foster clear communication in group work and peer-to-peer discussions.
3b: Questioning and Discussion Techniques	**Dialectical Thinking & Multiperspectivity**: Teachers use open-ended questions to foster critical thinking and engage students in exploring diverse perspectives.
	Critical Literacies: Teachers encourage students to question texts and social structures, deepening their understanding through analysis and discussion.
	Collaborative Learning Communities: Teachers use questioning techniques to engage all students in group discussions, promoting deeper collaboration.
3c: Engaging Students in Learning	**Community Transformation**: Teachers engage students in real-world, community-based projects, encouraging active participation and critical thinking.
	Collaborative Learning Communities: Teachers create engaging group activities where students take ownership of their learning through leadership and collaboration.
	Inclusive and Equitable Practices: Teachers engage students by integrating culturally relevant materials that reflect students' backgrounds and experiences.
3d: Using Assessment in Instruction	**Critical Literacies**: Teachers assess students' ability to critically engage with texts and media, using formative assessments to measure understanding.

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	Inclusive and Equitable Practices: Teachers provide feedback that recognizes individual students' cultural contexts and learning needs, fostering self-assessment.
	Collaborative Learning Communities: Peer assessments are used to foster leadership and collective growth in student learning.
3e: Demonstrating Flexibility and Responsiveness	**Community Transformation**: Teachers adjust lessons based on student feedback and incorporate community-related topics for a more relevant learning experience.
	Critical Literacies: Teachers respond to student questions and confusion by adjusting materials and lessons to ensure deeper critical engagement.
	Collaborative Learning Communities: Teachers show flexibility by adjusting group activities and roles to meet students' collaborative learning needs.

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Key Terms

Agency: The capacity of individuals or groups to act independently and make their own choices.

Balance of Power: The distribution of power among different individuals, groups, or nations.

Capitalism: An economic system in which private individuals or corporations own and control the means of production and distribution of goods and services for profit.

Citizenship: The status of being a member of a particular country and enjoying its rights and privileges.

Colonialism: The policy of a nation seeking to extend or retain its authority over other people or territories, generally with the aim of exploiting them economically or politically.

Cultural Maintenance: The practice of preserving the cultural heritage of a group of people or society, including its customs, traditions, and language.

Cultural Narratives: the stories and ideas that shape a culture's understanding of its history and identity.

Culturally Responsive Teaching: An educational approach that recognizes and values students' cultural backgrounds, adapts instructional strategies to meet the needs and strengths of diverse cultural perspectives, and promotes equity and social justice by empowering students to critically analyze and challenge dominant cultural narratives.

Decolonization: A process of undoing colonialism and its impact on societies, cultures and individuals.

Domination: The exercise of control or influence over something or someone, often to the detriment of the person or group being controlled.

Epistemicide: The act of silencing, destroying, or devaluing knowledge systems.

Equity: The quality of being fair, just, and impartial. In an educational context, equity refers to ensuring that every student has access to the resources and opportunities they need to succeed, regardless of their background or identity.

Erasure: A process of removing or concealing the presence or history of a group or individual.

Eurocentrism: The belief that European culture and values are superior to those of other cultures, often resulting in a bias towards European perspectives in academic disciplines like sociology.

Exploitation: The act of taking advantage of or exploiting someone or something for personal gain, often without regard for their well-being.

Global Citizenship: The concept of identifying oneself as a member of a global community and taking responsibility for the well-being of the entire world.

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Globalization: The process of increasing interconnectedness and interdependence of the world's economies, societies, and cultures.

Heteropatriarchy: A social system that privileges heterosexual, cisgender men and reinforces traditional gender roles and power structures.

Human rights: Basic rights and freedoms that are entitled to every person, regardless of their nationality, race, gender, or other status.

Imperialism: A policy or practice of extending a country's power and influence through colonization, use of military force, or other means.

Inclusive: An approach that seeks to involve and accommodate all people, regardless of their race, gender, sexuality, ability, or other aspects of identity. In education, an inclusive approach seeks to create a welcoming and supportive learning environment for all students.

Indigenous: Refers to the original inhabitants of a particular region or country. Indigenous peoples have their own cultures, languages, and traditions that are often distinct from those of the dominant society..

Intersectionality: A theoretical framework that recognizes the interconnected nature of social identities and experiences, such as race, gender, sexuality, class, and ability. Intersectionality emphasizes the importance of understanding how these identities intersect and interact to create unique experiences of oppression and privilege.

Marginalized: Groups or individuals who have been historically excluded, oppressed, or underrepresented in social, political, and economic systems. Marginalization can occur on the basis of race, gender, sexuality, ability, class, and other aspects of identity.

Native American: A member of any of the indigenous peoples of the Americas.

Neoliberalism: An economic ideology that emphasizes free-market capitalism, deregulation, and privatization, often leading to wealth inequality and social and environmental degradation.

Ontological Conceptualization: The philosophical study of the nature of existence or being, including the relationship between the individual and the world.

Oppression: The exercise of authority or power in a burdensome, cruel, or unjust manner over another person or group, often resulting in systematic disadvantage and discrimination.

Pedagogy: The art and science of teaching. Pedagogy encompasses a range of teaching methods and strategies that are designed to facilitate learning and development in students.

Power Dynamics: The ways in which power operates and is distributed in a social system, often resulting in certain groups or individuals having more power and influence than others.

Primary Sources: Original documents, artifacts, and other forms of evidence that provide firsthand information about historical events, experiences, and perspectives.

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Psychological Trauma: A type of damage to the psyche that occurs as a result of a traumatic event, such as violence, abuse, or neglect.

Reparations: Compensation or restitution provided to individuals or groups who have suffered harm or injustice as a result of past actions, policies, or systems.

Revision: The process of revising or rethinking established theories or practices in light of new information or perspectives.

Scarcity: The concept that resources are limited and finite, and therefore must be allocated and distributed in a way that maximizes their efficiency and effectiveness.

Secondary Sources: Accounts or interpretations of historical events or phenomena that are based on primary sources.

Self-Determination: The right of a group of people to determine their own political status, economic, social, and cultural development, free from external interference or coercion.

Settler Colonialism: A form of colonialism in which foreign settlers move into a territory, displace the original inhabitants, and establish permanent control over the land and resources.

Social and emotional well-being: A state of mental and emotional health and balance.

Sustainable: Refers to economic, social, and environmental systems that can be maintained and supported over time without depleting or damaging the resources on which they depend.

Western Cultures: The cultures, customs, and traditions of the Western world, which includes Europe, North America, and Australia.

White Supremacy: : The social, economic, and political systems that collectively enable white people to maintain power over people of other races

World View: A particular way of understanding and interpreting the world, including one's beliefs, values, and assumptions about the nature of reality, human nature, and the purpose of life. A person's worldview is shaped by their experiences, culture, and background.

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Appendices

Core Principles of Social Studies Instruction Self-Assessment Rubrics

Collaborative Learning Communities

Criteria	Beginning	Developing	Proficient	Advanced
Facilitating Collaboration	Students are struggling working together.	Students working together, but it's still a challenge.	Students work well together with minimal guidance.	Students lead their own collaboration, with little need for help.
Ensuring Participation	A few students dominate the conversation.	Most students participate, but some still need a push.	All students actively join in the work.	Students make sure everyone is involved and participating.
Group Accountability	Students focus on their own parts.	Students understand group work, but need help staying accountable.	Students work towards group success and help each other.	Students take full responsibility for the group's success.

Dialectical Thinking & Multiperspectivity

Criteria	Beginning	Developing	Proficient	Advanced
Encouraging Critical Thinking	Students struggle to see other viewpoints.	Students understand other perspectives, but don't fully engage with them.	Students can evaluate and use multiple perspectives.	Students can bring together different views to deepen understanding.
Using Evidence	Students mostly rely on their opinions.	Students use some evidence but need more support.	Students consistently use evidence from different sources.	Students use a range of evidence to make strong arguments.
Respecting Different Perspectives	Students ignore or dismiss differing views.	Students acknowledge other views but struggle to engage.	Students respect and think critically about different perspectives.	Students actively value and integrate diverse viewpoints.

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Critical Literacies

Criteria	Beginning	Developing	Proficient	Advanced
Recognizing Bias	Students have trouble identifying bias.	Students can identify bias but don't always know what to do with it.	Students can analyze bias in texts and media.	Students can critique bias and suggest ways to address it.
Analyzing Texts	Students struggle to analyze texts.	Students can analyze texts with some support.	Students can critically analyze texts on their own.	Students lead discussions and encourage others to think critically.
Connecting to Society	Students don't make connections to real-world issues.	Students make basic connections to social issues.	Students understand how texts relate to larger societal structures.	Students lead discussions about how texts and media shape society.

Community Transformation

Criteria	Beginning	Developing	Proficient	Advanced
Community Engagement	I struggle to link learning to community issues.	Students can identify community issues, but need help taking action.	Students engage in community projects and initiatives.	Students lead projects that positively impact the community.
Action Plan Development	Students need help developing action plans.	Students can create action plans with guidance.	Students create and carry out effective action plans.	Students lead the development and execution of action plans.
Civic Responsibility	Students don't yet understand civic responsibility.	Students understand their role, but need more guidance.	Students take responsibility for their role in civic engagement.	Students lead civic initiatives and take ownership of their role in the community.

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Inclusive & Equitable Practices

Criteria	Beginning	Developing	Proficient	Advanced
Cultural Awareness	I struggle to bring in students' diverse backgrounds..	I acknowledge students' cultures, but need to do more.	I engage students' diverse cultures and include them in lessons.	I celebrate and integrate cultural diversity fully into my classroom.
Inclusive Participation	I struggle to include all voices.	I try to include all voices, but some students still need more encouragement.	I make sure all students participate and feel valued.	My classroom is a place where all students actively participate and help each other.
Ensuring Equity	I struggle to make learning equitable for all students.	I try to promote equity, but need to be more consistent.	I consistently promote equity and ensure all students have what they need.	I lead efforts to foster equity and ensure all students are supported fully.

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Grade 2, Quarter 3, Suggested Learning Experience 2.3.7

Grade: 2	Subject: Social Studies	Date: Week Seven

Topic: Climate Change: Causes, Effects, and Youth Action

Lesson: 7

Lesson Focus and Goals: This two-day lesson on climate change aims to educate second-grade students about global warming, its causes, effects, and the global youth response. Day 1 focuses on understanding the basics of climate change, including the greenhouse effect, through a video and interactive group activity. Students engage in critical thinking by identifying key facts and raising questions. Day 2 shifts to discussing youth activism in climate change, using a specific article to highlight young people and governments' global impact and responses. The goal is to raise awareness, inspire action, and empower students with knowledge about their role in addressing climate change.

Materials:

- Quarter 3 Slides
- Climate Change Basics Video
- Young People Protesting Climate Change
- Our Earth, Our Future Activity

Learning Objectives:

- Students will gain a fundamental understanding of climate change, including the role of greenhouse gasses and the greenhouse effect
- Students will explore the global youth response to climate change, understanding the significance of activism and governmental reactions through an article discussion

Notes:

Simplifying Complex Concepts: Climate change topics, especially the greenhouse effect, can be complex. Use age-appropriate language and analogies to explain these concepts. For instance, compare the Earth wearing a blanket of greenhouse gasses to how a blanket keeps us warm.

Encouraging Questions and Curiosity: Foster an environment where students feel comfortable asking questions. Their questions can provide insight into their understanding and misconceptions, allowing for more targeted teaching. Keep a record of these questions for future lessons or address them as the lesson progresses.

Connecting Climate Change to Students' Lives: Help students relate the topic to their experiences. Discuss local weather patterns, seasonal changes they observe, or how climate change might impact their favorite animals or places. This personal connection can make the topic more tangible and engaging.

Promoting Critical Thinking and Problem Solving: Encourage students to think critically about what they can do to mitigate the effects of climate change. This could be through class discussions, brainstorming sessions, or creative projects that allow them to propose solutions.

Resources:

- NASA Climate Kids - Climate Change Basics: NASA Climate Kids
- The Young People's Trust for the Environment - Climate Change: Young People's Trust for the Environment
- Environmental Protection Agency - Climate Change for Kids: EPA Climate Change Kids
- The Conversation - Young People's Voices in Climate Change: The Conversation

Grade 2, Quarter 3, Suggested Learning Experience 2.3.7

Vocabulary
Climate Change: Long-term changes in temperature and typical weather patterns in a place.
Greenhouse Effect: The trapping of the sun's warmth in the planet's lower atmosphere due to the greater transparency of the atmosphere to visible radiation from the sun than to infrared radiation emitted from the planet's surface.
Activism: The policy or action of using vigorous campaigning to bring about political or social change.
Global Warming: The long-term heating of Earth's climate system observed since the pre-industrial period due to human activities.
Greenhouse Gasses: Gasses that trap heat in the atmosphere, such as carbon dioxide and methane.
Ecosystem: A biological community of interacting organisms and their physical environment.
Sustainable Practices: Practices that meet the needs of the present without compromising the ability of future generations to meet their own needs.
Renewable Energy: Energy from naturally replenishing sources but flow-limited; they are virtually inexhaustible in duration but limited in the amount of energy available per unit of time.
Carbon Footprint: The total amount of greenhouse gasses emitted directly or indirectly by an individual, organization, event, or product.
Conservation: Preserving, protecting, or restoring the natural environment and wildlife.

Structure & Activity:
Day 1:

Introduction
- Ask students to share what they know about climate change
- Play the U.S. Environmental Protection Agency's "Climate Change Basics" video

Group Activity
- Divide the class into small groups, providing each with paper and markers.
- Instruct them to create two columns at the top of the paper, titled "KNOW" and "WONDER."
- Groups will list key facts from the video in the "KNOW" column and their remaining questions in the "WONDER" column.
- Replay the video after 10 minutes for additional fact-gathering.

Whole Class
- Ask each group to share 2-3 facts they learned with the whole class
- Encourage students to continue filling out the "Wonder" column while others share
- Set the video to pause at around 10 seconds and have students sketch a drawing of the greenhouse effect model, including labels

Conclusion
- Display the completed works in the classroom for future reference.
- Conclude by summarizing the key points:
    - Earth's warming due to greenhouse gasses from human activities, its effects on global climates, and the importance of collective awareness and action.

Day 2:
- Have students think back to the previous lesson
- Ask:
    - *"What is climate change?"*
    - *"What are some of the effects of climate change?"*

Grade 2, Quarter 3, Suggested Learning Experience 2.3.7

- Tell students that we will read an article to learn about how young people are responding to climate change

Article Read:

- Read aloud the Young People Protesting Climate Change article.
- After reading, ask:
  - *"What are the main goals of the climate change protests in countries worldwide?"*
  - *"How has the Australian Government responded to student protests against climate change?"*
- After reading, have students complete the Our Earth, Our Future Activity independently, in pairs, or a group

Assessment:

Day 1 KW chart, participation, and Our Earth, Our Future Activity

Grade 2, Quarter 3, Suggested Learning Experience 2.3.9

Grade: 2	Subject: Social Studies	Date: Week Nine
Topic: Justice: Climate and Environmental	**Lesson**: 9	

Lesson Focus and Goals: The focus of this lesson is on environmental justice and individual contributions to change. Day 1 delves into the climate justice movement, discussing environmental hazards and the challenges in waste disposal decision-making, exemplified by a case study in Warren County, North Carolina. Day 2 centers around Wangari Maathai's "Seeds of Change," highlighting the importance of trees and the obstacles Maathai faced, including gender biases. The lesson emphasizes the impact of sharing stories to inspire change, encouraging students to reflect on their potential to contribute positively to their communities' environmental health.

Materials:

- Quarter 3 Slides
- Article: The Birth of the Climate Justice Movement
- Video: Environmental Justice: Opposing a Toxic Waste Landfill
- Transcript of Environmental Justice: Opposing a Toxic Waste Landfill
- Environmental Justice Timeline
- Seeds of Change

Learning Objectives:

- Students will analyze and discuss the complexities of environmental justice, including the sociopolitical challenges of managing environmental hazards and making waste disposal decisions, as exemplified in the Warren County case study.
- Students will explore the role of individual activism in environmental conservation by studying Wangari Maathai's work and understanding the impact of personal actions and narratives in inspiring community change and overcoming societal obstacles.

Notes:
This lesson delves into environmental justice, focusing on its relevance to marginalized communities and highlighting the broader climate justice movement's emphasis on the disproportionate impacts of climate change on disadvantaged groups. The landmark case of Warren County, North Carolina, is a pivotal component in understanding the narrative of environmental justice. Also integral to the lesson is the story of Wangari Maathai, the first African woman Nobel Peace Prize recipient and founder of the Green Belt Movement in Kenya. Her work bridges the gap between environmental conservation and social justice.

The lesson also explores the gender dynamics in environmental activism, using Maathai's experiences to highlight the unique challenges faced by women, particularly in developing countries. Students are encouraged to think critically about the impact of environmental policies on various communities and to build empathy for the struggles and contributions of figures like Maathai. The lesson underscores the significance of individual actions in effecting social change, aiming to inspire students to consider how they can contribute to environmental conservation and justice in their own lives.

Resources:

- U.S. Environmental Protection Agency - Environmental Justice
- Climate Justice Alliance - What is Climate Justice?

Grade 2, Quarter 3, Suggested Learning Experience 2.3.9

- Green Belt Movement - About Wangari Maathai
- Nobel Prize - Wangari Maathai Biographical

Vocabulary:
Environmental Justice: The fair treatment and meaningful involvement of all people, regardless of race, color, national origin, or income, concerning the development, implementation, and enforcement of environmental laws, regulations, and policies.
Climate Justice: A term used to frame global warming as an ethical and political issue rather than purely environmental or physical.
Activism: The policy or action of using vigorous campaigning to bring about political or social change.
Conservation: The action of conservatively using or protecting natural resources to prevent their depletion.
Marginalized Communities: Groups and communities that experience discrimination and exclusion socially, economically, politically, or environmentally.
Socio-political: Relating to the combination or interaction of social and political factors.
Landfill: A site for the disposal of waste materials by burial and is the oldest form of waste treatment.
Green Belt Movement: An environmental organization in Kenya focusing on tree planting, conservation, and women's rights.
Gender Bias: Prejudice or discrimination based on a person's gender or sex, often resulting in unfair treatment.

Structure & Activity:
Day 1:
Opening:
- Display the article The Birth of the Climate Justice Movement
- Ask:
  - *"What do you notice about the photograph in the article? What does it look like they're doing?*
- Read aloud The Birth of the Climate Justice Movement
- Discuss:
  - *"What challenges might arise when addressing waste removal, pollution, and other environmental hazards?"*
  - *"What questions might come into play when determining where to put a landfill, hazardous waste site, or other pollutants?"*

Video:
- Play the video Environmental Justice: Opposing a Toxic Waste Landfill. A transcript is available here
- Discuss:
  - "*What is the environmental controversy in Warren County, North Carolina?"*
  - *"Why did activists lie down in the road?"*
  - *"Where were three out of four landfills located?"*

Day 2: *Seeds of Change*
- Display the cover of Seeds of Change
- Before reading, ask:
  - *"Why are trees important to the environment?"*
  - *"Have you ever helped another person or group of people? Why/how did you help?"*
  - *"What does the title "Seeds of Change" tell you about what this book might be about?*

Grade 2, Quarter 3, Suggested Learning Experience 2.3.9

- During reading, ask:
  - *"Wangari left her home and her country to become a scientist. Describe how Wangari might have felt when she made such a big decision?"*
- Show the page that begins, "Wangari had an idea as small as a seed but as tall as a tree that reaches for the sky." (9:14).
  - *"What was Wangari's idea?"*
  - *"Who did she get to help with her idea?"*
- Tell students that everyone didn't welcome Wangari's idea. The book says, "Some men laughed and smeared."
  - *"How did Wangari respond to being told she was "too outspoken" or the work was not "women's work"?"*

After Reading:

- Ask:
  - *"What obstacles did Wangari have to overcome?"*
  - *"What can you do when you meet an obstacle?"*
- Show the page that begins, "Wangari began to travel, telling her story to teachers, presidents, farmers, ambassadors, and school children all over the world." (13:26) and point out the leaves on the tree.
  - *"What do you notice?"*
  - *"The book's title is Seeds of Change. What "seeds of change" did Wangari plant when she shared her story?"*
  - *"What change was she hoping to inspire in others?"*

Activity Options:

- Watch the "I will be a Hummingbird" video clip of Wangari Mathaai. Brainstorm ways you can help the environment where you live. How can you be the best you can be?

- Show the page that begins, "Wangari began to travel, telling her story to teachers, presidents, farmers, ambassadors, and schoolchildren all over the world." Look closely at the leaves on the tree; what do you notice? Imagine the ways you might "plant seeds" in your community. Create a collage or painting of what planting your seeds might look like.

Extension:

- Explore the Environmental Justice Timeline
- Have students work in groups, pairs, or independently to choose one event to read about.
- After reading about the event, have students create a poster to display what they learned.

Assessment:

- Day 1 discussion and participation
- Day 2 DIscussion
- Day 2 Activity options
- Exploration of the Environmental Justice Timeline

civic virtues and democratic principles that guide government, society, and Communities. Week 9-10			their American elementary school, and each has trouble speaking, writing, and sharing ideas in English.	classroom community to outsiders
	Lilian's Right to Vote	Jonah Winter and Shane W. Evans	An elderly Black woman reflects on her family history and the fight for the right to vote on her way to the polls.	
	Speech Ain't I a Woman? Performance by Kerry Washington	Sojourner Truth	Sojourner Truth speaks about the Women's Suffrage movement and its application to white women, but not to women of color.	

Other Suggested Texts

Core Values and Beliefs:

How to Identify Core Civic Values by Joshua Turner (no read aloud)

The Day You Begin by Jaqueline Woodson (read by author)

Your Name is a Song by Jamilah Thompkins-Bigelow (Name pronunciations by author)

Gender Expression & Identity:

Sparkle Boy by Leslea Newman

It Feels Good to Be Yourself by Theresa Thorn It Feels Good to Be Yourself (info)

What are your Words? By Katherine Lock What Are Your Words?: A Book About Pronouns (info)

Neurodiversity & Disability:

A Brother Like Charlie by Holly Robinson Pete

Just Ask: Be Different, Be Brave, Be You by Sonia Sotomayor and Rafael López

Here are some Book lists:

https://childrenslibrarylady.com/books-about-identity/

https://www.picturebookbrain.com/34-new-and-notable-childrens-books-about-identity/

https://socialjusticebooks.org/booklists/

https://www.scholastic.com/teachers/teaching-tools/book-lists/neurodiversity-book-list.html

https://www.rebekahgienapp.com/childrens-books-disability/

Other Unit Resources:

Social Science Quarter 2

Unit 1: American Economic Foundations (4 weeks)

Table of Contents:

- Starting Points
- Big Ideas, Essential Questions, Enduring Understandings, Skills and Knowledge
- Key Terms
- Authentic Performance Task
- Pacing Guide
- Learning Experiences and Aligned Resources
- **Standards:**
  - PA Core
  - C3

Starting Points: Brief Summary of the unit (including curricular context and unit goals)

This unit examines how the United States' economic foundations are rooted in systems of exploitation, particularly through the extraction of land and labor from Indigenous, Black, immigrant, and working-class communities. Students begin by exploring Indigenous worldviews and decentralized governance structures that offer alternative relationships to land, people, and power. The unit then traces the evolution of racialized labor, from slavery and convict leasing to child labor and industrial exploitation, revealing how capitalism has adapted to maintain inequality. This unit is grounded in the Social Studies Instructional Strategies Guide.

Students critically analyze the role of myths like the American Dream and Manifest Destiny in shaping beliefs about freedom, citizenship, and opportunity. They also investigate the roles of labor unions, Black resistance during Reconstruction, and the modern system of mass incarceration to understand both the mechanisms of oppression and the strength of collective action.

A central part of the unit involves students engaging in deep analysis of both primary and secondary sources. They learn how to source, corroborate, and contextualize historical documents; organize and evaluate evidence; identify bias and perspective; and construct well-supported historical claims in response to complex historical thinking prompts. These skills build students' capacity to interpret information, think critically about the past, and apply evidence-based reasoning across disciplines.

Throughout the unit, students collaborate and communicate through structured discussions, role plays, and creative performance tasks. They investigate the concept of social reproduction in education and reflect on how institutions either sustain or disrupt inequality. Ultimately, this unit empowers students to better understand the historical roots of systemic injustice and envision more equitable and democratic futures.

Essential Questions	Big Ideas
❑ How did the cooperative relationship to land held by Indigenous communities contrast with the extractive approach to land,labor, and people practiced by the Western communities they encountered? ❑ How do the myths of the United States' founding shape the ongoing	❑ Relationships of Land, Labor, and People - in the Antebellum South - in the Industrialized North - Collective Power to Resist Exploitation

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