Zine Example



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Zine Example



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Created for Girls Rock NC, Summer 2016, by the Sallie Bingham Center bit.ly/BCzines

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Final Project - Exploration

Let's take a look at an example to see which project you would like to do

LETTER TO THE EDITOR



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- a letter written to an editor of a publication to raise an issue of concern
- What do you notice about the example?
- What questions would be best answered through writing a letter to an editor? What publication would you write to?

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Letter to the Editor Example

Letter to the editor: Time to take action on climate change

Posted: November 4, 2023

Editor:

Last summer was the hottest on record. Ever. And the one before that was the hottest, and the one before that. We've been seeing hurricanes out of hurricane season, some of the most severe wildfires ever displacing millions of people. My grandparents in Detroit saw their city's streets flooded in August. Climate change is real, and we can't run. Our ice caps are melting and it seems like 1.5 degrees of warming are inevitable. But it's not.

When we encounter issues like this, that are big and very complicated, we have a tendency to act like someone else is going to clean up our mess than actually make changes.

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But it doesn't have to be that way. From small actions, like buying your clothes second hand or eating a meatless meal once a week, to big actions, like buying an electric car or choosing a more efficient heating system, we can make a change. If the people of Edmonds learn about the tax reductions on electric cars, how much carbon is emitted from meat production, the benefits of composting, they will make changes.

We all have a choice. To keep closing our eyes, and pretending like nothing is happening, or to take action. You can choose to stand with my future and the future of so many other kids. While it may feel impossible, and like a newspaper in Washington won't have any effect, it will.

Thank you,

Danielle D'Couto, Maplewood K-8 student
Edmonds

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Final Project - Exploration

Let's take a look at an example to see which project you would like to do

Poem



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- a rhythmic arrangement of words, used to express experiences, ideas or emotions
- What do you notice about the example?
- What questions would be best answered through writing a poem?

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Poem Example

When day comes we ask ourselves,

where can we find light in this never-ending shade?

The loss we carry,

a sea we must wade

We've braved the belly of the beast

We've learned that quiet isn't always peace

And the norms and notions

of what just is

Isn't always just-ice

And yet the dawn is ours

before we knew it

Somehow we do it

Somehow we've weathered and witnessed

a nation that isn't broken

but simply unfinished

We the successors of a country and a time

Where a skinny Black girl

descended from slaves and raised by a single mother

can dream of becoming president

only to find herself reciting for one

And yes we are far from polished

far from pristine

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Final Project - Exploration

Let's take a look at an example to see which project you would like to do

NEWS ARTICLE



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- a writing format that provides concise and factual information to the reader
- What do you notice about the example?
- What questions would be best answered through writing a poem?

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News Article Example

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History | Holidays

A Juneteenth Celebration

June 17, 2024

Updated June 17, 2024

Brian S. McGrath and Constance Gibbs



FESTIVE DAY People take part in a Juneteenth celebration in New York City in 2020.
STEPHEN FERRY—VIEWPRESS/CORBIS/GETTY IMAGES

This story was originally published on June 15, 2021. It was updated on June 17, 2024.

On June 19, people across the United States celebrate Juneteenth. The holiday commemorates the end of slavery in the U.S., in 1865.

Juneteenth is short for "June 19th." It was on that day, in June 1865, that 250,000 people in Galveston, Texas, found out they had been freed from slavery.

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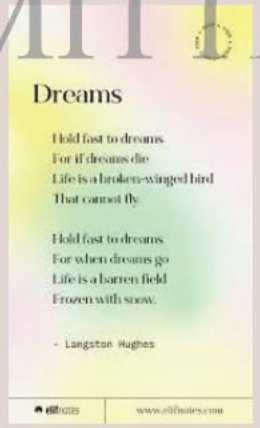
Final Project - You Decide!

- Which question will you choose to answer?
- Which format will you choose to answer the question?

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ANCESTOR ACKNOWLEDGEMENT

"Power is the ability to define phenomena and make it act in a desired manner."

Huey Pe·cy Newton, co-founder of the Black Panther Party (BPP) with Bobby Seale in 1966, was a significant figure in the fight for African American justice and self-defense. Born in Louisiana and raised in Oakland, California, Newton taught himself to read and later earned advanced degrees from the University of California at Santa Cruz. He was instrumental in introducing African American History courses at Merritt College.

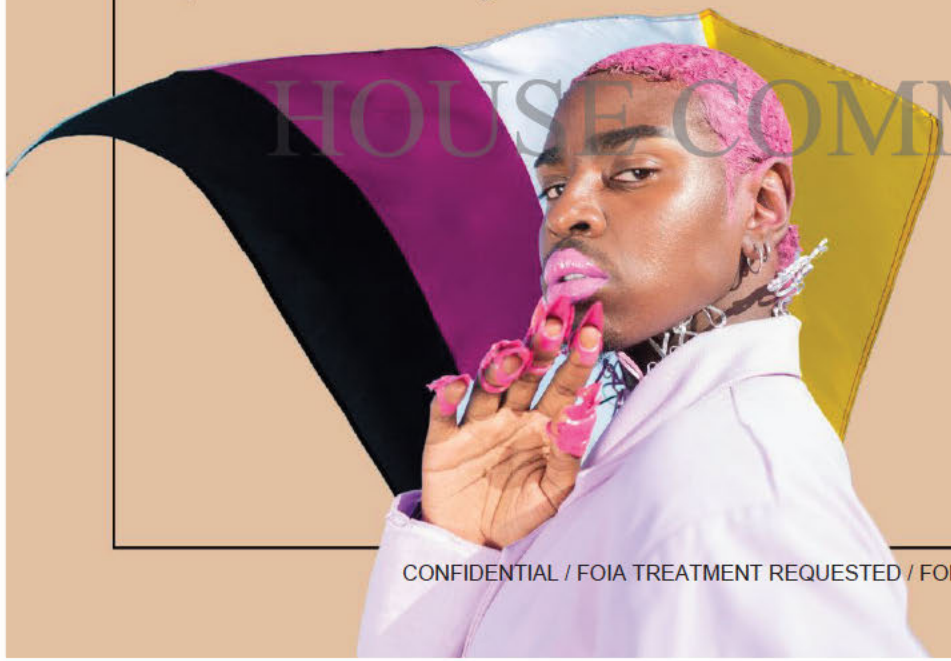


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QUESTION 6

When a non-binary speaks up to remind a teacher which pronouns they use.



A: POWER FOR

B: POWER TO

C: POWER WITH

D: POWER WITHIN

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BUSD - 003395



Racial Solidarity Unit
9th GRADE
OVERVIEW, RESOURCES & LESSONS

HOUSE COMMITTEE COPY

June 2024

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Berkeley PUBLIC SCHOOLS
Excellence • Equity • Engagement • Enrichment

Solidarity Unit Overview & Suggested Unit Lesson Flow

BUSD - 003396

Unit Overview:

The five lessons within this unit cover a critical analysis of solidarity movements between racialized groups (African American/Black, American Indian/Native American, Asian American/Pacific Island/Arab American, and Chicanx/Latinx). These historical episodes of solidarity between racialized groups will be the focus of the unit.

Lesson 1: Four Levels of Solidarity. Lesson 2: The Zoot Suit Riots and Black Community Solidarity with Chicanx. Lesson 3: Chicanx Movement Solidarity with the American Indian Movement (AIM). Lesson 4: Black and Asian Solidarity Movements. Lesson 5: Farmworker Movement Solidarity: Filipinx, Chicanx, & Arab [Yemeni].

These lessons and moments and movements of solidarity will serve as a model for when racialized groups come together to fight injustice, and demonstrate how there is power and possibility for progress in that unity and collective struggle. Moreover, these lessons situate students in a position, based upon these historical episodes of solidarity, to re-imagine and create present and future realities of solidarity that lead to racial justice.

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Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Four Levels of Solidarity	The Zoot Suit Riots and Black Community Solidarity with Chicanx	Chicanx Movement Solidarity with the American Indian Movement (AIM)	Black and Asian Solidarity Movements	Farmworker Movement Solidarity: Filipinx, Chicanx, & Arab (Yemeni)

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Essential Questions

- What are the Levels of Solidarity?
- How are the four levels of solidarity manifested in the social movements lesson presented in this unit?

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- To what extent do the solidarity movements of the past impact our quest for justice and equality today?

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Ethnic Studies Principles & Themes

BUSD - 003398





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Feedback Forms

As we continue to improve this unit, please help us by completing the teacher feedback form and by supporting students to fill out the brief feedback form.
Thank you so much!

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- Student feedback form
- Teacher feedback form

BUSD - 003400

Lesson Plan Structure

Click lesson elements for descriptions and resources

Land Acknowledgement

Ancestor Acknowledgement

Cultural Energizer

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Critical Concepts

Cultural Production

Community Collaboration

Conclusive Dialogue

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Strategies for Language Learners

Throughout the unit strategies that meet the needs of all students including multilingual learners should be utilized.

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Click for downloadable/ printable booklet with illustrations of flexible strategies for K-12.

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Unit Lessons & Slide Deck Quick Links

Unit 1 - Solidarity Unit



BUSD - 003402

	Lesson Template	Lesson Slides
Lesson 1	Four Levels of Solidarity	Four Levels of Solidarity
Lesson 2	Zoot Suit Riots and Black Community Solidarity with Chicanx	Zoot Suit Riots and Black Community Solidarity with Chicanx
Lesson 3	Chicanx Movement Solidarity with the American Indian Movement	Chicanx Movement Solidarity with the American Indian Movement
Lesson 4	Asian American & Black Solidarity	Asian American & Black Solidarity
Lesson 5	Farmworker Solidarity: Filipinx, Chicanx, & Arab (Yemeni)	Farmworker Solidarity: Filipinx, Chicanx, & Arab (Yemeni)

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Sample Unit Schedule

[Suggested sample calendar of how the unit might map out over a day, week or weeks]

Solidarity Unit	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
5 Weeks	Week 1	Week 2	Week 3	Week 4	Week 5
HOU	The Four Levels of Solidarity	Zoot Suit Riots & Black Community Solidarity with Chicanx	Chicanx Movement Solidarity with the American Indian Movement (AIM)	Asian American and Black Solidarity	Farmworker Solidarity: Filipinx, Arab (Yemeni), & Chicanx.

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Berkeley USD Solidarity Unit 1

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Unit: Social Movements/Solidarity
Four Levels of Solidarity

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Lesson Purpose

The purpose of this lesson is to introduce a framework for analyzing historical moments of solidarity between racialized groups (African American/Black, American Indian/Native American, Asian American/Pacific Islander/Arab American, & Chicanx/Lati...). Spe...l.,, oug... "our ... o. solid r... " - ymbolic, transactional, embodied, and transformative - students will be able o ... entify, analyze, and evaluate both historical and contemporary moments of solidarity. Moreover, students will operationalize their understanding of the "four levels of solidarity" to create present and future solidarity amongst racialized groups to create a better world.

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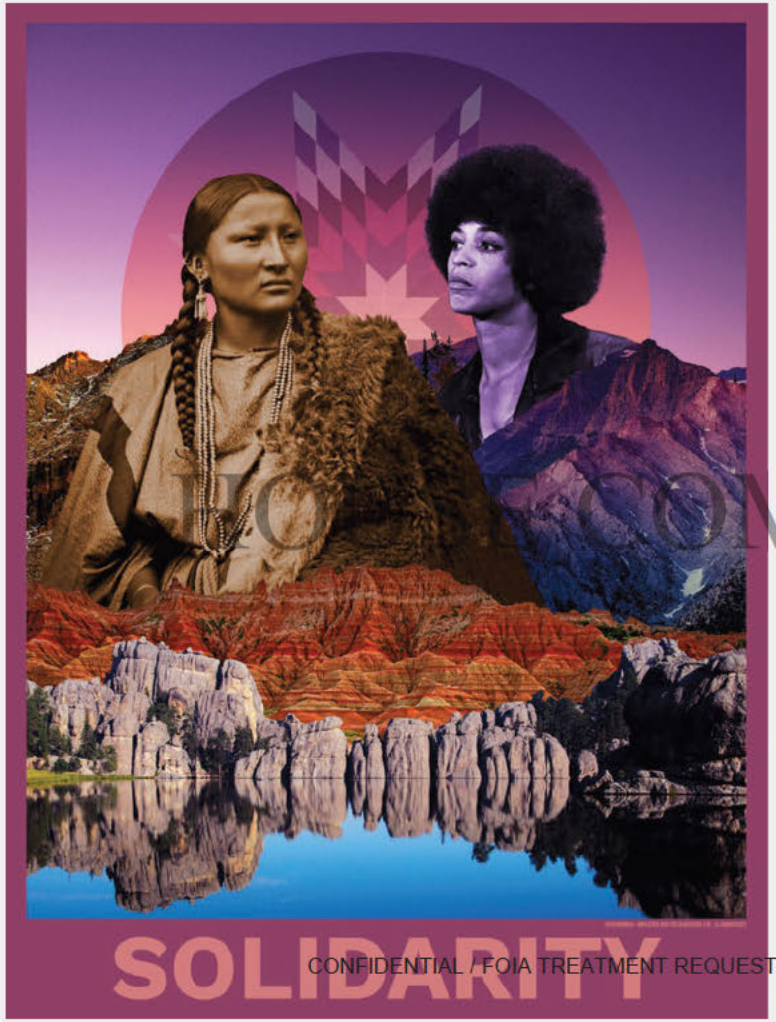
Lesson Enduring Understandings Alignment

BUSD - 003406

SOCIAL MOVEMENTS - *The resistance and resilience of my people in organizing against injustice.*	**SOLIDARITY** - *The transformative solidarity between my people and other communities of color in reimagining a better world.*
• We understand that change can only occur when marginalized people unite, organize, and mobilize social movements that fight racism and injustice.	• We critique systems of oppression and actively do something about it, together.
• We understand that it is essential to analyze and study significant social movements and their impact on inequitable and oppressive systems.	• We understand that cross-ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world.
• We understand that white supremacy and related power structures, concede nothing without demand.	• We understand and can articulate historical and contemporary projects among BIPOC that promote solidarity between our groups.
• We recognize the importance of agency and taking political stances on behalf against oppression and the impact it has on BIPOC.	• We understand that only through solidarity, is deep and real liberation possible.

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What does "Solidarity" Look Like?

Solidarity: The transformative solidarity between my people and other communities of color in reimagining a better world.

- We critique systems of oppressions *and* actively do something about it, *together*.
- We understand that cross ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world.
- We understand and can articulate and understand historical and contemporary projects among BIPOC that promote solidarity between our groups.
- We understand that only through solidarity, is deep and real liberation possible.

Art by Mer Young: Mescalero Apache & Otomí

Lesson Guiding Questions

- What are the Four Levels of Solidarity?
- What are examples of the Four Levels of Solidarity
- What are possibilities of solidarity for the present and the future?



In Lak'ech

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Learning & Language Objectives

Learning Objectives	**Language Objectives**
• The students will articulate the "Four Levels of Solidarity."	• The students will articulate the "Four Levels of Solidarity" *in complete spoken and written sentences*.
• The students will differentiate the "Four Levels of Solidarity" through an analysis o historical and contemporary moments of solidarity between racialized groups.	• The students will differentiate the "Four Levels of Solidarity" through an analysis of historical and contemporary moments of solidarity between racialized groups *in complete spoken sentences*.
• The students will identify issues on which to build solidarity amongst racialized groups and create possibilities for the present and the future.	• The students will identify issues on which to build solidarity amongst racialized groups and create possibilities for the present and the future.

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Essential Skills

- Critical Reading, Writing, and Speaking
- Individual and Group/Collaborative work
- Primary and Secondary Source Analysis
- Analysis and Interpretation of *Levels of Solidarity*.
- Reimaging and Recreating a More Democratic and Racially Just Present and Future with and for Racialized Groups

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Community Cultural Wealth Alignment (Yosso, 2005)

Aspirational the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.

Social can be understood as networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society's institutions.

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Navigational refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with Communities of Color in mind.

Resistant refers to those knowledges and skills fostered through oppositional behavior that challenges inequality.

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Ethnic Studies Guiding Principles

Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels;

Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy; and

Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

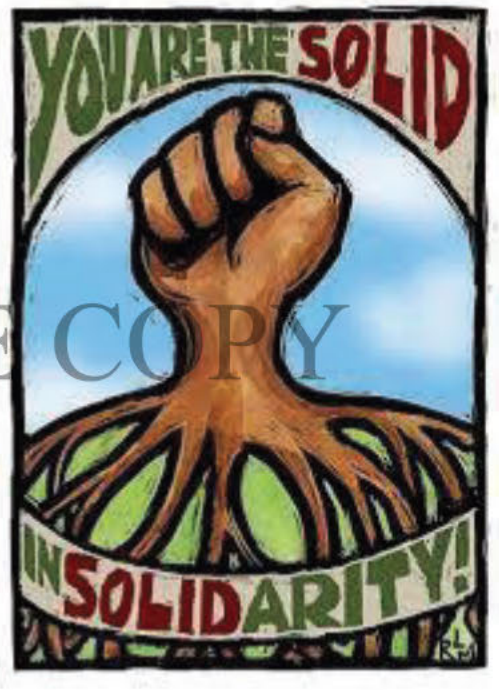
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Lesson Plan Summary

C1: Cultural Ritual and/or Energizer

- Land Acknowledgement
- Ancestor Acknowledgement - Malcolm X (May 19, 1925-February 21, 1965)
- Cultural Energizer - What is Solidarity?



C2: Critical Concepts

- Four Levels of Solidarity

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C3: Community Collaboration and/or Critical Cultural Production

- What movements and groups of people should we be in solidarity with at this time?
- How can we move from a place of symbolic solidarity to embodied and transformative ones?

C4: Conclusive Dialogue/Critical Curricular Exchange

- Let's Act Together!

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LAND ACKNOWLEDGEMENT

BUSD - 003414



A land acknowledgement is a commitment to acknowledge and learn about the **Native people within your surroundings.**

Today as we gather together, we acknowledge the traditional **Native lands on which we stand, sit, work and live.**

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Collectively we honor the **Native people, the animals, and the plant life of today and the past which will benefit us in the future.**

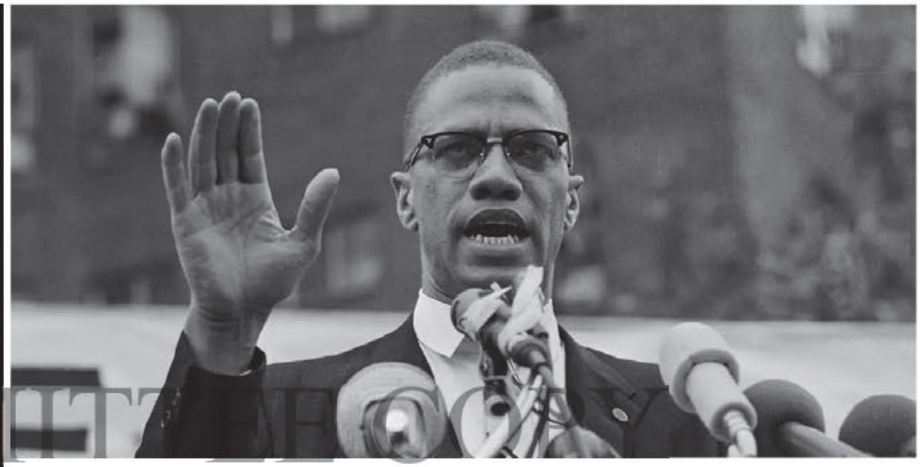
We commit to honoring Native rights and cultural equity through **education** wherever our journey among these lands take us.

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ANCESTOR ACKNOWLEDGEMENT: MALCOLM X (May 19, 1925-February 21, 1965)

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- Born in 1925 in Omaha, Malcolm X was a Black minister, activist, civil rights leader and prolific orator.
- Born Malcolm Little, his family were constantly terrorized by white supremacists, who twice burned their family's house to the ground.
- Malcolm's father, Earl Little, was murdered by white supremacists, his body was found tied to the trolly car tracks and run over in Lansing, MI.
- His teachings were foundational to the development of the Black Power movement and ultimately the Black Panther Party, and he is revered as one of the most adept thinkers and public speakers in U.S. history.
- Malcolm X knew the importance of racial solidarity amongst oppressed groups, writing about solidarity extensively and embodying it until his death.
- Malcolm X was assassinated in 1965 after being surveilled by the FBI. Before his assassination, he said "they will kill me soon" and had no doubt that it would be either the Nation of Islam or the FBI or both who would take his life.



"We declare our right on this earth...to be a human being, to be respected as a human being, to be given the rights of a human being in this society, on this earth, on this day, which we intend to bring into existence by any means necessary."

- Malcolm X

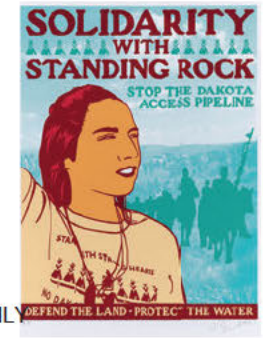
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Cultural Energizer - What Happens When Activism & Solidarity Combine?

Activism - informed action or involvement as a means of achieving a political goal. Activism can manifest in the form of protests, demonstrations and direct actions, art and cultural production, lobbying and advocacy work, fundraising, writing, educational discussions, etc.



Solidarity - unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.



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C2: Critical Concepts
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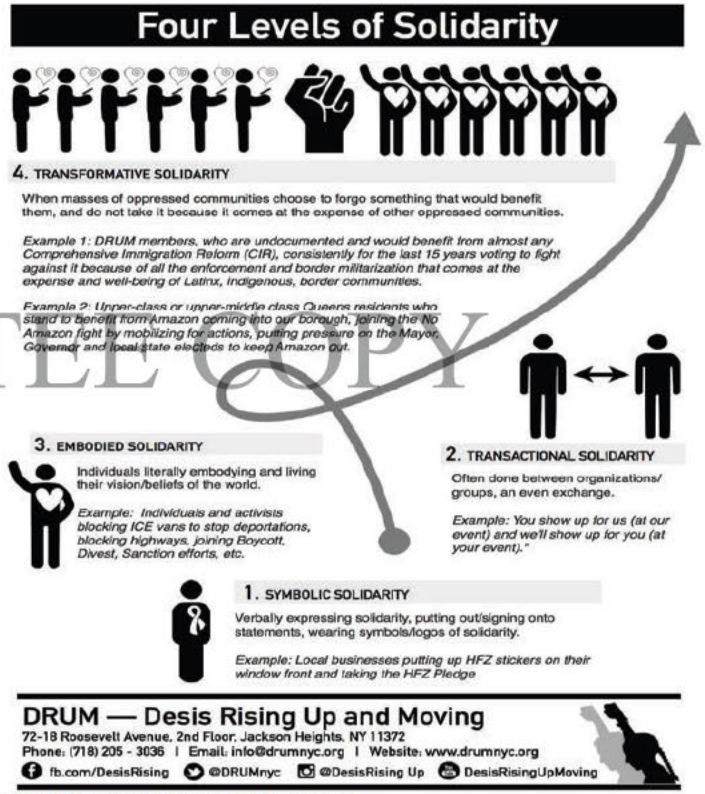
Critical Concepts - Four Levels of Solidarity

1. **Symbolic Solidarity** - verbally expressing solidarity, out/signing into statements, wearing symbols/logos of solidarity.

2. **Transactional Solidarity** - Often done between organizations, groups, an even exchange.

3. **Embodied Solidarity** - Individuals literally embodying and living their visions/beliefs of the world.

4. **Transformative Solidarity** - When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed communities.



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C3: Community Collaborations and/or Critical Cultural Production

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Which level of Solidarity is This?

Sit-in at Desanti's Office in Support of LGBTQ Rights



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Which Level of Solidarity is This?

Feeding the homeless only after a sermon or they do some menial tasks.

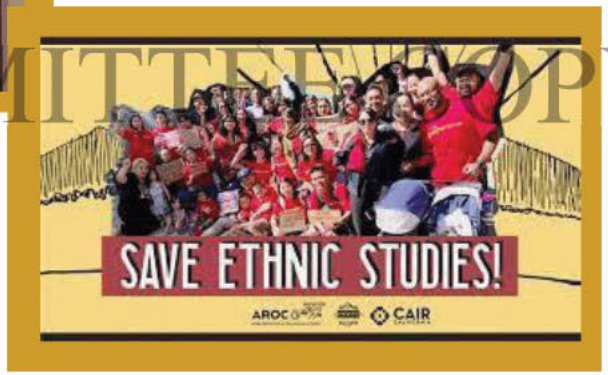


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Which Level of S_li_ri_ is This?



Fighting for Arab American and Palestinian voices in Ethnic Studies.



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Organizing boycotts, marches and protection of undocumented immigrants.

Which level of Solidarity is this?





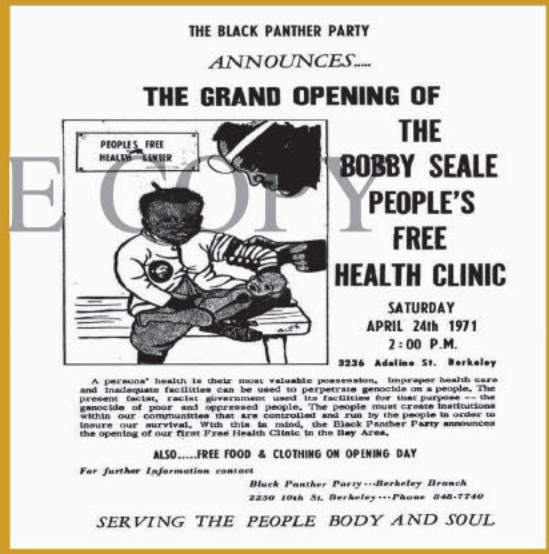


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Is this Solidarity?

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THE BLACK PANTHER PARTY

ANNOUNCES.....

THE GRAND OPENING OF THE BOBBY SEALE PEOPLE'S FREE HEALTH CLINIC

SATURDAY
APRIL 24th 1971
2:00 P.M.
3236 Adeline St. Berkeley

A persons' health is their most valuable possession. Improper health care and inadequate facilities can be used to perpetrate genocide on a people. The present facist, racist government used its facilities for that purpose -- the genocide of poor and oppressed people. The people must create institutions within our communities that are controlled and run by the people in order to insure our survival. With this in mind, the Black Panther Party announces the opening of our first Free Health Clinic in the Bay Area.

ALSO.....FREE FOOD & CLOTHING ON OPENING DAY

For further information contact

Black Panther Party---Berkeley Branch
2330 10th St. Berkeley---Phone 848-7740

SERVING THE PEOPLE BODY AND SOUL

Solidarity

+

Action

=

Transformational Solidarity

1. Read the Young Lords list of demands. Compare and contrast them to the Black Panthers demands.
   - Black Panthers Demands
   - Young Lords Demands
2. Read the list of demands from a current struggle
   - Moveme t for Black Lives Demands
3. What issue, movement or groups of people should we be in solidarity with at this time?
4. How can we move from a place of symbolic solidarity to embodied and transformative ones?

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C4: Conclusive Dialogue - Implications

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Conclusive Dialogue & Implications

"Solidarity is based on the principle that we are willing to put ourselves at risk to protect each other."

- Starhawk

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Closing Thoughts Cycle

The Zoot Suit Riots and Black Community Solidarity with Chicanx

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Prepared by
Liberated Ethnic Studies Model Curriculum Consortium

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Lesson Purpose

The purpose of this lesson is to analyze the *Zoot Suit Riots* (as well as the events of "The Sleepy Lagoon Case" leading up to it), a 10-day attack (April 3 to April 10, 1943) by U.S. Navy Sailors targeting *Zoot Suiters*, *Hepcats* (Black/African American Zoot Suiters), and *Pachucas/os* (which eventually evolved into an attack on all Mexican people) in Los Angeles, California. Additionally, this lesson will discuss the implications of the "Zoot Suit Riots" and how they continue to impact Black and other racialized communities. Furthermore, this lesson will demonstrate the levels of solidarity practiced by the African American/Black community with and for Pachucas/os and the Mexican-origin community during the *Zoot Suit Riots*. Moreover, this lesson affords students to utilize the solidarity practiced by the African American/Black community with Pachucas/os during the *Zoot Suit Riots* as a model from which to reimagine and recreate new possibilities of solidarity in the present and future amongst all racialized communities.

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Lesson Enduring Understandings Alignment

STORIES - *The corrective narratives of my people*	**SOLIDARITY** - *The transformative solidarity between my people and other communities of color in reimagining a better world.*
• We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.	• We critique systems of oppression and actively do something about it, together.
• We understand and place a high value on the stories of resilience, survival and resistance of our people.	• We understand that cross-ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world.
	• We understand and can articulate historical and contemporary projects among BIPOC that promote solidarity between our groups.
	• We understand that only through solidarity, is deep and real liberation possible.

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Lesson Guiding Questions

- What and who were *Zoot Suiters*, *Hepcats*, and *Pachucas/os*? What threat did they pose to white society during the WWII era?
- Why did the U.S. Navy and the general white citizenry of Los Angeles attack *Zoot Suiters*, *Hepcats*, and *Pachucas/os* (and all Mexicans) for 10 straight days in Downtown Los Angeles, South Central Los Angeles, and the barrios of East Los Angeles?
- Why did the Los Angeles Police Department allow for these attacks?
- How did Zoot Suiters, Hepcats, and Pachucas/os resist the attacks on them from the U.S. Navy and the general white citizenry of Los Angeles?
- What levels of solidarity did the Black community demonstrate for Pachucas/os?

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Learning & Language Objectives

Learning Objectives	Language Objectives
1. Students will analyze primary and secondary sources and describe the social, political, and economic impact that it had on Zoot Suiters/Pachucas-os during the WWII era.	1. Students will analyze primary and secondary sources and describe - ***in complete sentences*** - the social, political, and economic impact that it had on Zoot Suiters/Pachucas-os during the WWII era
2. Students will analyze primary and secondary sources and describe the social, political, and economic impact that Zoot Suiters/Pachucas-os had on the U.S. during the WWII era.	2. Students will analyze primary and secondary sources and describe - ***in complete sentences*** - the social, political, and economic impact that Zoot Suiters/Pachucas-os had on the U.S. during the WWII era.
3. Students will analyze primary and secondary sources to illustrate and determine the levels of solidarity between Black and Brown communities during the "Zoot Suit Riots."	3. Students will analyze primary and secondary sources to illustrate and determine - ***through group discussion*** - the levels of solidarity between Black and Brown communities during the "Zoot Suit Riots."
4. Students will analyze the solidarity between Black and Brown communities during the "Zoot Suit Riots" to evaluate its implications for re-imagining and re-creating Black and Brown solidarity for now and in the future.	4. Students will analyze the solidarity between Black and Brown communities during the "Zoot Suit Riots" to evaluate its implications - ***in complete sentences and through group discussion*** - for re-imagining and re-creating Black and Brown solidarity for now and in the future.

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Essential Skills

- Critical Reading, Writing, and Speaking
- Individual and Group/Collaborative work
- Primary and Secondar , Source Analysis
- Analysis and Interpretation of *Levels of Solidarity*
- Reimaging and Recreating a More Democratic and Racially Just Present and Future with and for Racialized Groups

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Community Cultural Wealth (Yosso, 2005)

Aspirational - the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.

Linguistic - includes the intellectual and social skills attained through communication experiences in more than one language and/or style.

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Familial - refers to those cultural knowledges nurtured among *familia* (kin) that carry a sense of community history, memory, and cultural intuition.

Resistant - refers to those knowledges and skills fostered through oppositional behavior that challenges inequality.

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Ethnic Studies Principles Alignment

Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.

Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.

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Challenge imperialist/colonial hegemonic policies and practices on ideological, institutional, interpersonal, and internalized levels.

Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

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The ABCD Entry Way to Ethnic Studies

BUSD - 003436

Audience

Heterogenous and BIPOC

BIPOC Community(ies)

Chicanx/Latinx & African American/Black

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STORIES & SOLIDARITY:
The Zoot Suit Riots and Black Community Solidarity with Chicanx

Culture: Aspirational, Linguistic, Familial, and Resistant

Content: Stories & Solidarity

Concepts: Celebrate, Critique, Challenge, Connect and Conceptualize

Developmental Stage

9-12

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Lesson Plan Summary

C1: Cultural Ritual and/or Energizer

- Land Acknowledgement
- Ancestor Acknowledgement - Enrique "Henry" Leyvas (1923-1971)
- Cultural Energizer - "Chicas Patas Boogie" by Lalo Guerrero

C2: Critical Concepts

- Lesson Vocabulary
- Introduction - "How Anti-Mexican Racism Caused the Zoot Suit Riots" | History (Video)
- Whole Class Read & Metacognitive Markers - "Pachucos: Not Just Mexican American Males or Juvenile Delinquents" (Licón, 2017)
- *The Power of the Zoot: Youth Culture and Resistance During World War II* (Alvarez, 2008) - Excerpt Analysis
- Four Levels of Solidarity
- Video | Zoot Suit Riots | The American Experience

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Lesson Plan Summary (continued)

C3: Community Collaboration and/or Critical Cultural Production

- **Analysis of Zoot Suit Riots Primary & Secondary Sources (Group Work)**
- **Whole Class Read & Metacognitive Markers - "The Untold Story of the Zoot Suit Riots - How Black L.A. Defended Mexican Americans" (Arellano, 2023).**

C4: Conclusive Dialogue/Critical Curricular Exchange

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- **Tlahtokan - Talking Circle**
- **Conclusive Dialogue - Implications**

CULTURAL RITUAL: LAND ACKNOWLEDGEMENT

BUSD - 003439



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A land acknowledgement is a commitment to acknowledge and learn about the **Native people within your surroundings.**

Today as we gather together, we acknowledge the traditional **Native lands on which we stand, sit, work and live.**

Collectively we honor the **Native people, the animals, and the plant life of today and the past which will benefit us in the future.**

We commit to honoring Native rights and cultural equity through **education** wherever our journey among these lands take us.

Cultural Ritual: Ancestor Acknowledgement

1

Enrique "Henry" Leyvas had a long a troubled history with the Los Angeles Police Department (LAPD)

2

As a youth Leyvas was constantly targeted, harassed, and beaten by the LAPD.



Enrique "Henry" Leyvas

April 24, 1923 - Tucson, AZ

July 6, 1971 - Los Angeles, CA

3

Leyvas was viewed as the "ringleader" of the "38th Street Gang" in Los Angeles.

4

Leyvas and his friends were arrested for the murder of Jose Díaz who had been at a party at the Sleepy Lagoon. Leyvas and 21 other members of the "38th Street Gang" were arrested in a 1942 dragnet of over 600 Mexican American youth in Los Angeles and faced long prison sentences.

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Cultural Ritual: Ancestor Acknowledgement

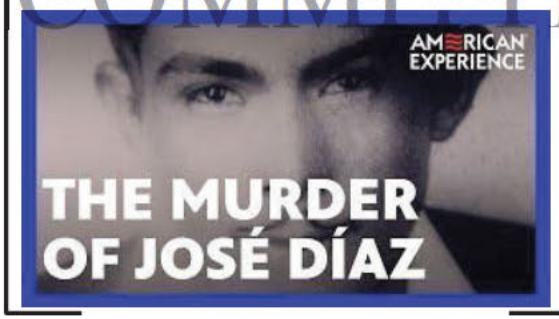
12 of the 22 members of the "38th Street Gang" (largest mass trial in the history of California) were sentenced to 5 years to life in prison and were released upon appeal in 1944 for lack of evidence after serving 2 years in prison.

5

After their prison release, Leyvas continued to be in and out of prison. He eventually established himself and his family in East Los Angeles. He opened a restaurant where Brown Berets would frequent and seek Leyvas' advice.

6





7

"The same person under different circumstances would have moved toward leadership. He was very bright, not much education; he had great emotions. But most important was… t at o a o t em, e had the greatest sense, that he was a member of a group that was being walked on, being discriminated against, and that he was going to fight against it…" - Ben Margolis, Sleepy Lagoon Defendants Attorney

Enrique "Henry" Leyvas

April 24, 1923 - Tucson, AZ

July 6, 1971 - Los Angeles, CA

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Cultural Ritual: Cultural Energizer-"Chicas Patas Boogie" - Lyrics (Lalo Guerrero)



Lalo Guerrero - The "Father" of Chicano Music

1. Read aloud and discuss as a class the lyrics to "Chicas Patas Boogie"- by Lalo Guerrero in hyperlink above. Listen intently to the lyrics and rhythms of "Lalo Guerrero-Chicas Patas Boogie-Imperial 458" in the video below.

2. What words or phrases in the song resonate with you?

3. What words and/or phrases in the lyrics of this song c[illegible] u identify as the language of the Pachuca and Pachuco, "Ca[illegible]" (the mixture of English, Spanish, and Nahuatl)?

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C2: Critical Concepts
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Lesson Vocabulary - Zoot Suit Riots/Black Community Solidarity

BUSD_003444

Zoot Suit - a suit with high waisted, wide-legged, tight cuffed, pegged trousers, and a long coat, with wide lapels and wide padded shoulders. It is most notable for its use among the "Hepcat" (African American/Black) and "Pachuca/o" (Chicana/o) subcultures. Originating from African Americans, it would later become popular with MexicanAmerican-Chicana/o, Filipino and Japanese Americans in the 1940s.

Pachuca/o: (n.) a person from the subculture of Mexican American Chicana/o (often youth) of the 1940s and 1950s, associated with wearing the Zoot Suit and having cultural practices such as the speaking of *Caló* (a mixture of Spanish, English and Nahuatl) which together symbolized an affirmation of identity and resistance to societal discrimination.

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Scapegoat(s): (n.) a person who is blamed for the wrongdoings, mistakes, faults of others.

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Lesson Vocabulary - Zoot Suit Riots/Black Community Solidarity

Bracero Program: an agreement between the U.S. and Mexican governments (1942-1964) that permitted Mexican citizens to take temporary agricultural work in the United States.

Segregation: the enforced separation of different racial groups in a country, community, institution, public space or establishment.

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Solidarity: unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group, unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.

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INTRODUCTION - "How Anti-Mexican Racism Caused the Zoot Suit Riots" | History



1. How were racial tensions between Mexican Americans and whites made worse by the Los Angeles media?
2. What agreement was made between the U.S. and Mexico which addressed the labor shortage in the U.S. due to World War II?
3. What societal ills did much of white Los Angeles place on Mexican American teenagers and adults?
4. What did much of white Los Angeles find offensive in the "Zoot Suit"?
5. Why were hundreds of Pachucos "rounded up" by police after the "Sleepy Lagoon" incident?
6. What reason did the U.S. Navy Sailors give for attacking Pachucos?
7. What did U.S. Navy Sailors specifically do when attacking Pachucos?
8. What was the "aftermath" of the "Zoot Suit Riots"?

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Whole Class Read & Metacognitive Markers - "Pachucos: Not Just Mexican American Males or Juvenile Delinquents" (Licón, 2017)

1. Whole class read of "Pachucos: Not Just Mexican American Males or Juvenile Delinquents" (Licón, 2017)

2. Insert the following metacognitive markers in the text during/after reading:
   Question mark (?) - for questions you may have about the text.
   Circle (O) - around important numerical information.
   Underline (_) - for key ideas, concepts, and/or words.
   Exclamation (!) - for identifying any "aha" moments in the text
   Asterisk (*) - next to the text where you would like to comment.

3. Be prepared to share your where and why you placed metacognitive markers.

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Pachuco and *Pachuca Photos*: 1944 | Los Angeles Public Library / Shades of L.A. Collection



African American teens in zoot suits, 1943. | Photo: Bettmann / Getty Images

The Power of the Zoot: Youth Culture and Resistance During World War II (Alvarez, 2008 - Excer_t Anal_sis

Read and discuss as a class the proceeding 5 excerpts from Alvarez's (2008) *The Power of the Zoot: Youth Culture and Resistance During World War II* (on the subsequent slides 21-25).

After reading and discussing the 5 proceeding excerpts, in groups, answer the following questions on "The Power of the Zoot - Graphic Organizer" to your assigned excerpt.

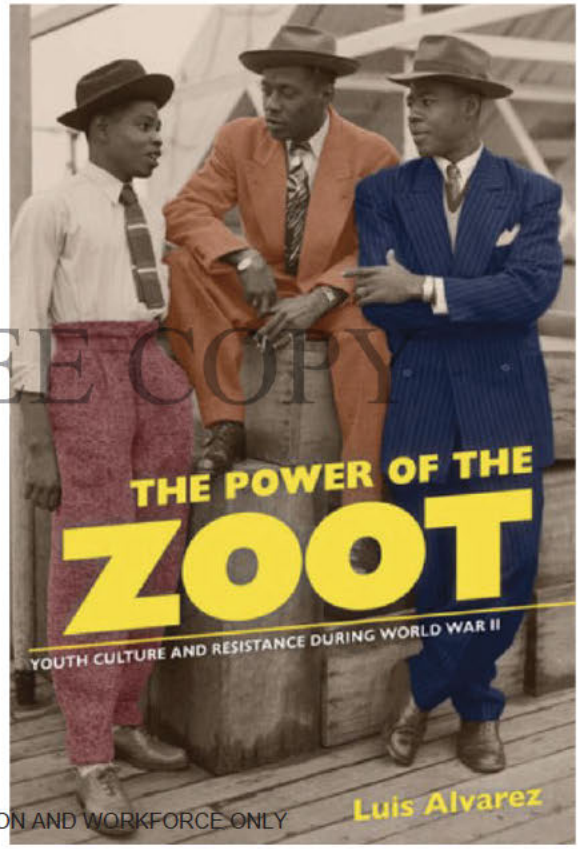
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1. How do these excerpts provide a historical, social, political and economic context for the Zoot Suit era?

2. How did this context impact the "Zoot Suit" Culture?

3. How did the "Zoot Suit" culture impact the greater historical, social, political and economic context?

Be prepared to share out your group's findings.



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The Power of the Zoot: Youth Culture and Resistance During World War II (Alvarez, 2008) - Excerpt #1

"The social practices and behavior of zoot suiters also often conflicted with gender norms regarding how young men and women should act. Because of popular doubts about their active commitment to the war effort, the masculinity of male zoot suiters, in particular, was often construed as an affront to the heroic masculinity of white sailors and soldiers. Nor was masculinity the property solely of men or femininity solely that of women. Male zoot suiters were often labeled by urban authorities, the media, and the general public as overly feminine for their constant attention to appearance, and female zoot suiters as too masculine for what was perceived as bold and very public behavior" (p. 5)



Hilda de la Loza (mother of artist Sandra de la Loza) in drape pants in the 1940s. (From Sandra de la Loza)

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The Power of the Zoot: Youth Culture and Resistance During World War II (Alvarez, 2008) - Excerpt #2

"Zoot bodies were targets of practices designed to subject them to the authority of others and home to practices that subverted such authority. Public space — including cafés and restaurants, places of entertainment, and city streets — similarly functioned as sites where zoot suiters both claimed dignity and encountered the discipline and disapproval of local officials and the general public. While zoot suiters were denied dignity when their bodies were discursively constructed by city authorities and journalists as dangerous, criminal, and threatening to the war effort, or were physically beaten by police, renegade civilians, or servicemen, they employed a 'body politics of dignity' to confront such dehumanizing rhetoric and practices" (p. 9)



achucos deta ned in LAPD rou d-up, June 3, 194 | Library of Congress/Getty Images



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The Power of the Zoot: Youth Culture and Resistance During World War II (Alvarez, 2008) - Excerpt #3

"On the one hand most young able bodied African Americans, along with their Mexican American counterparts, were expected to support the war effort at home or serve in the armed forces overseas as part of the grand plan to defeat fascism. On the other hand, many of these same individuals were excluded from the discourses of patriotism and national belonging because of their race or ethnicity. African Americans and Mexican Americans were simultaneously viewed as much needed participants in the war effort and as marginal to the national polity." (p. 2)



A man in a zoot suit is inspected after being arrested by the LAPD on June 4, 1943

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The Power of the Zoot: Youth Culture and Resistance During World War II (Alvarez, 2008) - Excerpt #4

"The paradoxical position of non-whites on the homefront not only denied them their dignity, but also pushed race relations to the forefront of the domestic political debate. As U.S. involvement in the conflict overseas intensified, so did discussions about the role of African Americans, Mexican Americans, and Asian Americans in the war effort and concerns about whether they posed threats to the stability of the homefront. Race discrimination in war industry employment and in the policing of nonwhite communities emerged as critical political issues." (p. 2)

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Filipino Zoot Suiters | Fillmore District SF, 1943

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The Power of the Zoot: Youth Culture and Resistance During World War II (Alvarez, 2008) - Excerpt #5

"The wartime political economy hindered the full inclusion of many African Americans and Mexican Americans in the war effort and, as a result, denied them equal membership in U.S. society. Race discrimination and police violence helped to limit access to nonwhite Americans and made nonwhite youth in particular an increasingly important focus of homefront politics. Discrimination and police violence revealed the limited access to wartime resources and placed limits on freedom of movement and expression" (pgs. 2-3)

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Mexican American men were stripped of their zoot suits by U.S. servicemen in the Zoot Suit Riots. Despite being attacked, many were also arrested | June, 1943

Critical Concepts - Four Levels of Solidarity

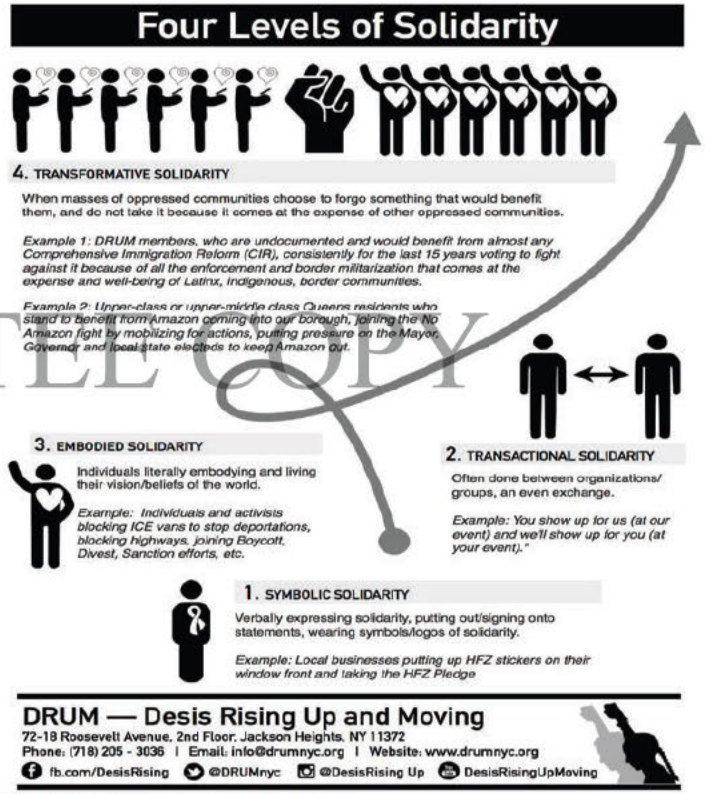
1. **Symbolic Solidarity** - verbally expressing solidarity, out/signing into statements, wearing symbols/logos of solidarity.

2. **Transactional Solidarity** - Often done between organizations, groups, an even exchange.

3. **Embodied Solidarity** - Individuals literally embodying and living their visions/beliefs of the world.

4. **Transformative Solidarity** - When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed communities.

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VIDEO |Zoot Suit Riots | The American Experience

1. Actively screen the Video | Zoot Suit Riots | The American Experience for homework or screen in class for four 13 min segments during class over the duration of this lesson.

2. While screening, individual complete the "Zoot Suit Riots" | PBS - The American Experience (2002): Viewing Guide

3. ** special focus on solidarity question - (Viewing Guide Question #18 - How did the Black community demonstrate solidarity with the Pachucos? Which of the "Four Levels of Solidarity" do you consider the Black community demonstrated with and for Pachucos / Chicanx?)

4. Be prepared to share out with the class your responses to the viewing guide.

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C3: Community Collaborations and/or Critical Cultural Production

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Analysis of Zoot Suit Era Primary & Secondary Sources - Group Work

In groups, students will be assigned a series of primary source photographs on the Zoot Suit Riots. In the assigned groups, students will complete the "Analysis of Zoot Suit Era Primary & Secondary Sources - Graphic Organizer." Students will then assign a spokesperson to share their analyses.

OBSERVE: Identify and note details	**REFLECT: Generate and test hypothesis about the primary source**	**Question: Ask questions that lead to more observations and reflections**
• Describe what you see. • What do you notice first? • What peop e, o ec s, an or text are shown? How are they arranged? • What is the physical setting? • What other details can you see?	• Wh do you think this photograph was taken? • What is occurring in the photograph? • Who do you think the photograph was intended for? • What can you learn from examining the photograph?	What do you wonder about... • who? • what? • when? • where? • why? • how?

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Analysis of Zoot Suit Era of Primary Sources - Photograph #1

BUSD - 003458



Original caption:
"Defendants and witnesses of the Sleepy Lagoon gang murder of José Díaz in an unusual mass oath-taking. Armed deputies guarded the inquest room."
Herald-Examiner Collection, Courtesy of the Los Angeles Public Library.

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Analysis of Zoot Suit Era Primary Sources - Photograph #2

Young Pachucas from "38th Street Gang" under arrest and investigation in connection with the Sleepy Lagoon case stand in a lineup during the August 1942 LAPD dragnet | Photo courtesy of *The Herald Examiner* Collection | Los Angeles Public Library



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Analysis of Primary and Secondary Sources - Photograph #3

Girls, asserted members of what police officials described as the "black widows girls' gang," showed as they were ordered into a police car, 1942 | Photo: Jack A. Herod, courtesy of *The Los Angeles Times*.



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Analysis of Zoot Suit Era of Primary Sources - Photograph #4



Man in Torn Clothing with Two Zoot Suiters: Paul Acevedo stands in his tattered clothing, flanked by two men in zoot suits following the "Battle of Gangland" in Los Angeles, California. Since May, clashes between American servicemen and zoot suiters have been commonplace. | Los Angeles Times, June 8, 1943

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Analysis of Zoot Suit Era of Primary Sources - Photograph #5

BUSD - 003462



[Policemen and wounded African American man inside police ambulance, during Los Angeles "Zoot Suit" riot o 1943] | Library of Congress.

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Analysis of Zoot Suit Era of Primary Sources - Photograph #6



Zoot Suiters Learn Lesson in Fights With Servicemen

Gangs Stay Off Streets After Dark

Those gamin dandies, the zoot suiters, having learned a great moral lesson from servicemen, mostly sailors, who took over their instruction three days ago, are staying home nights.

With the exception of 61 youths booked in County Jail on misdemeanor charges, wearers of the garish costume that has become a hallmark of juvenile delinquency are apparently "unfrocked."

These were the conclusions reached last night by Capt. David Croushorn, commanding Sheriff's men at the Hall of Justice during night patrols, and Capt. Harry Seager, night Chief of Police.

Street Fights Rage

The officers have directed some 200 extra police and 100 deputies who for the last 72 hours maintained vigils at widely scattered points in the eastern sections of the city during a long series of more or less bloody encounters between gangs of zooters and servicemen.

Strife between the two factions arose as a result of beatings of individual sailors by juvenile street bands and, in two cases, assaults on women relatives of servicemen.

These attacks by zooters occurred over a period of several

None in Sight

LINE UP FOR BOOKING—"Zoot suiters" are stripped of clothing by servicemen, mostly sailors, in East Los Angeles roundup of youths. They appear at County Jail.

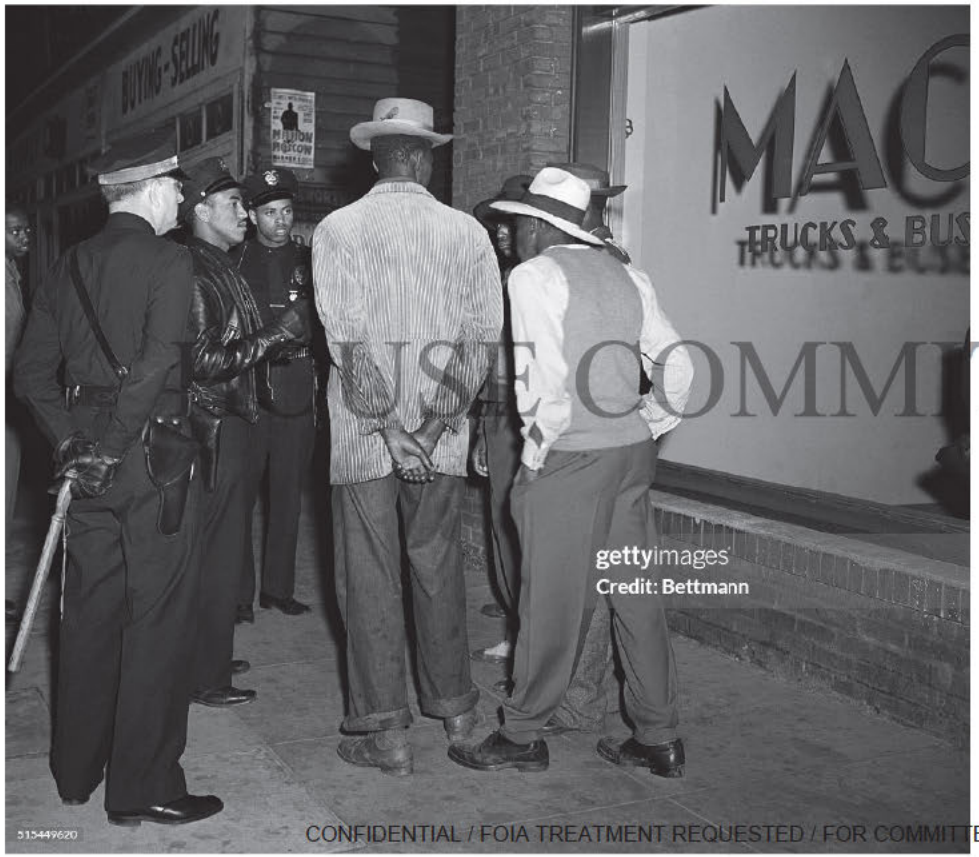
Periodical with title "Zoot Suiters Learn Lesson in Fights with Servicemen" and picture, June 7, 1943. | Photo: Jack A. Herod, courtesy of the Los Angeles Times

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Analysis of Zoot Suit Era of Primary Sources - Photograph #7

BUSD - 003464



6/11/1943-Los Angeles, CA- Los Angeles policemen examine draft credentials, as they continue the roundup of zoot-suit suspects in the aftermath of the sixth day of rioting. California State Attorney Robert W. Kenny described the disturbances as a "state-wide problem."

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Analysis of Zoot Suit Era of Primary Sources - Photograph #8



Noe Vasquez (left) and Joe Vasquez (unrelated) are shown at the Los Angeles Police Department station on June 10, 1943 after being attacked near Union Station by a gang of sailors, who had slashed their clothing. | Source: Anthony Potter Collection/Hulton Archive/Getty Images

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Analysis of Zoot Suit Era of Primary Sources - Photograph #9

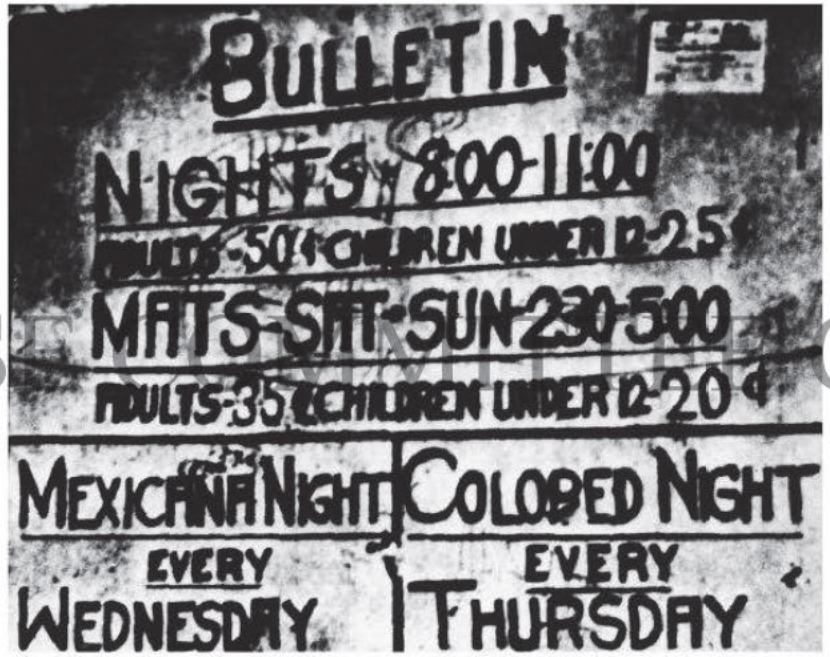


Figure 1. Wartime segregation in a Los Angeles theater, ca. 1942. Alice McGrath Papers, 1490 b2 f11 18, Department of Special Collections, Charles E. Young Research Library, University of California, Los Angeles (UCLA).

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Analysis of Zoot Suit Era of Primary Sources - Photograph #10



THE WASHINGTON DAILY NEWS, FRIDAY, JUNE 11, 1943

Hobble Skirts Hide Razors

Zoot Suiters Run for Cover but Their 'Cholitas' Carry On

By WILLIAM C. PAYETTE
United Press Staff Correspondent

LOS ANGELES, June 11—Dark-eyed "cholitas" packing razors in the tops of their black mesh stockings today took up street fighting where their male zoot-suit counterparts were being forced to drop it.

Garbed entirely in midnight black, with an above-the-knee version of the hobble skirt, they grandiously vowed to carry the battle against servicemen and police "until one side or the other is wiped out."

Three of them attacked a waitress coming out of a downtown tunnel, knocked her down and slashed her with a razor.

Her assailants fled when an unidentified man ran to her aid. The victim, Betty Morgan, 22, was bleeding profusely and was hysterical. There was no apparent reason for the attack.

STRIP-TEASE PROBLEM

The cholitas, auxiliaries of the zoot-suit gangs which for months have made walks on dimly lighted streets a risky affair, stoutly insisted they would not be diverted. Altho servicemen have been ripping the zoot clothing from the male mobsters, such treatment of the female branch presented a problem.

Previously taken in custody was a young woman who carried a pair of brass knuckles and, police said, "knew how to use them." A 20-year-old girl was taken to jail for inciting resistance to officers attempting to make an arrest.

The county grand jury began an investigation of the riots, which had led the Navy to declare the entire city out of bounds and left the Skidrow district on the Army blacklist.

Army and Navy authorities held an off-the-record session with State Atty. Gen. Robert W. Kenny, here to conduct an investigation. Another investigation by the Office of Inter-American Af-

Joining up with their moronic, zoot-suited comrades, the pachuco girls have jutted their chins out in the intramural warfare in the Los Angeles area. Left, Betty Morgan, 22-year-old waitress who was stabbed by three pachucos. Right, Mrs. Amelia Venegas, 22, under arrest when, after cursing deputies she displayed knuckles.

"Hobble Skirts Hide Razors: Zoot Suiters Run for Cover but Their 'Cholitas' Carry On," *The Washington Daily News*, Friday, June 11, 1943

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Analysis of Zoot Suit Era of Secondary Source - Media Clip #1

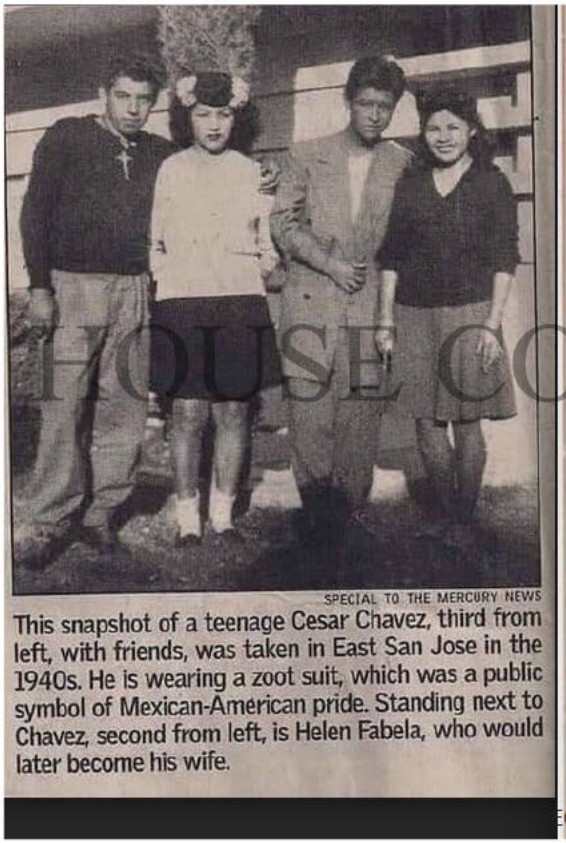


Iconic *Pachuca* Looks |
Pero Like - October 1, 2016

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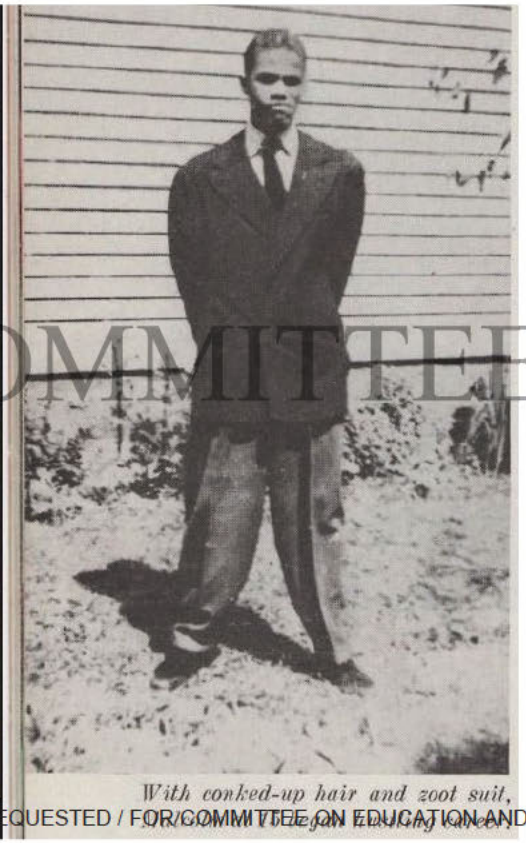
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Analysis of Zoot Suit Era of Primary Sources - Photograph #11



SPECIAL TO THE MERCURY NEWS

This snapshot of a teenage Cesar Chavez, third from left, with friends, was taken in East San Jose in the 1940s. He is wearing a zoot suit, which was a public symbol of Mexican-American pride. Standing next to Chavez, second from left, is Helen Fabela, who would later become his wife.



With conked-up hair and zoot suit,

Cesar Chavez as a Pachuco and Malcolm X in a Zoot Suit (San Jose Mercury News, 1995)

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Analysis of Zoot Suit Era Primary & Secondary Sources - Group Work

In groups, students will be assigned a series of primary source photographs on the Zoot Suit Riots. In the assigned groups, students will complete the "Analysis of Zoot Suit Era Primary & Secondary Sources - Graphic Organizer." Students will then assign a spokesperson to share their analyses.

OBSERVE: Identify and note details

- Describe what you see.
- What do you notice first?
- What peop e, o ec s, an or text are shown? How are they arranged?
- What is the physical setting?
- What other details can you see?

REFLECT: Generate and test hypothesis about the primary source

- Wh do you think this photograph was taken?
- What is occurring in the photograph?
- Who do you think the photograph was intended for?
- What can you learn from examining the photograph?

Question: Ask questions that lead to more observations and reflections

What do you wonder about...

- who?
- what?
- when?
- where?
- why?
- how?

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Whole Class Read & Metacognitive Markers - "The Untold Story of the Zoot Suit Riots: How Black L.A. Defended Mexican Americans" (Arellano, 2023)

1. Whole class read of "The Untold Story of the Zoot Suit Riots: How Black L.A. Defended Mexican Americans" (Arellano, 2023)

2. Insert the following metacognitive markers in the text during/after reading:
   Question mark (?) - for questions you may have about the text.
   Circle (O) - around important numerical information.
   Underline (_) - for key ideas, concepts, and/or words.
   Exclamation (!) - for identifying any "aha" moments in the text
   Asterisk (*) - next to the text where you would like to comment.

3. Be prepared to share your where and why you placed metacognitive markers.

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A Mural Depicting Charlotta Brass, owner of the leading Black owned newspaper California Eagle, and victims of the Zoot Suit Riots

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Solidarity Social Media Meme, Reel, or Post of Black Solidarity with the Chicana/o/x Community During the Zoot Suit Riots

Create a social media meme, reel, or post that addresses the following:

1. Which of the "Four Levels of Solidarity" did the Black community demonstrate for the Chicana/o/x community during the "Zoot Suit Riots."

2. Insert a primary source photog ph in the social media meme, reel or post you are creating from the selection of photographs within this lesson to illustrate Black solidarity for the Chicana/o/x community during the "Zoot Suit Riots."

3. Choose an excerpt from Arellano's (2023) article to insert in your social media meme, reel, or post that speaks to Black solidarity for the Chicana/o/x during the "Zoot Suit Riots."

4. Be prepared to share your social media meme, reel, or post.

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Gangs of American sailors and Marines armed with sticks during the Zoot Suit riots march around Watts on the night of June 9, 1943. (Anthony Potter Collection / Getty Images)

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C4: Conclusive Dialogue - Implications

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Tlahtokan - Talking Circle

Students will position themselves in different corners of the room for each statement: strongly agree, agree, disagree, strongly disagree. When in groups, ask students to discuss each position and be prepared to share out with larger group.

- My clothes, style, and vibe help define who I am.
- Our legal system may have flaws, but overall it works and should be trusted.
- Journalists have a responsibility to tell the truth. News that is free of bias, political pressure, and commercial influence is essential to our democracy.
- Adults don't understand teenagers and often unfairly judge them.
- It's important for immigrants in this country to assimilate, to blend in with the dominant culture.
- Gang violence is a problem in our city.

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Conclusive Dialogue: Implications

Individually write 1-2 paragraphs for each of the following questions. Please be prepared to share out with larger group for discussion.

1. What lessons were learned about Black and Brown solidarity during the Zoot Suit Riots?

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2. What are barriers to Black and Brown solidarity today?

3. What political, social, and economic interests to Black and Brown communities share wherein solidarity can be developed?

Chicanx Movement Solidarity with the American Indian Movement (AIM)

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Lesson Purpose

The purpose of this lesson is to analyze Chicanx Movement solidarity with the American Indian Movement (AIM), specifically during the 71-day AIM occupation of Wounded Knee in 1973 and the AIM Occupation of Alcatraz (November 20, 1969-June 11, 1971). Through an analysis of primary and secondary historical sources, students will determine the levels of solidarity that the Chicano Movement pr ti with the American Indian Movement qually important, ia a th s les ill be on the women of the American Indian Movement, a too often ignored and/or erased part of this historical narrative. Moreover, this lesson affords students to utilize the solidarity practiced by the Chicanx community with the American Indian Movement as a model from which to reimagine and recreate new possibilities of solidarity in the present and future amongst all racialized communities.

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Lesson Enduring Understandings Alignment

STORIES - *The corrective narratives of my people*	**SOLIDARITY** - *The transformative solidarity between my people and other communities of color in reimagining a better world.*
• We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.	• We critique systems of oppression and actively do something about it, together.
• We understand and place a high value on the stories of resilience, survival and resistance of our people.	• We understand that cross-ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world.
	• We understand and can articulate historical and contemporary projects among BIPOC that promote solidarity between our groups.
	• We understand that only through solidarity, is deep and real liberation possible.

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Lesson Guiding Questions

- What was the social, economic, and historical context during the American Indian Movement (AIM) during the 1960s and 1970s?
- Why did the FBI surveille, infiltrate and attack and shoot American Indian Movement (AIM) members and Chicano Movement members at the occupation at Wounded Knee (1973)?
- What levels of solidarity did the Chicano Movement demonstrate for the American Indian Movement (AIM)?
- What are the implications for Chicano Movement solidarity with the American Indian Movement (AIM)?

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Learning & Language Objectives

Learning Objectives	Language Objectives
1. Students will analyze primary and secondary sources and describe the social, political and historical context of the American Indian Movement (AIM) during the 1960s and 1970s.	1. Students will analyze primary and secondary sources and describe - ***in complete sentences*** - the social, political, and historical context of the American Indian Movement of the 1960s and 1970s.
2. Students will analyze primary and secondary sources and describe Chicanx solidarity with the American Indian Movement (AIM).	2. Students will analyze primary and secondary sources and describe - ***in complete sentences*** - Chicanx solidarity with the American Indian Movement (AIM).
3. Students will analyze primary and secondary sources to determine what levels of solidarity Chicanos practiced with the American Indian Movement (AIM) during the Wounded Knee occupation.	3. Students will analyze primary and secondary sources to illustrate and determine - ***through group discussion*** - what levels of solidarity Chicanos practiced with the American Indian Movement (AIM) during the Wounded Knee occupation.
4. Students will analyze the solidarity between the Chicano Movement and the American Indian Movement (AIM) to evaluate its implications for re-imagining and re-creating Chicanx and American Indian solidarity for now and in the future.	4. Students will analyze the solidarity between the Chicano Movement and the American Indian Movement (AIM) to evaluate its implications - ***in complete sentences and through group discussion*** - for re-imagining and re-creating Chicanx and American Indian solidarity for now and in the future.

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Essential Skills

- Critical Reading, Writing, and Speaking
- Individual and Group/Collaborative work
- Primary and Secondar , Source Analysis
- Analysis and Interpretation of *Levels of Solidarity*
- Reimaging and Recreating a More Democratic and Racially Just Present and Future with and for Racialized Groups

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Community Cultural Wealth (Yosso, 2005)

Aspirational - the ability to maintain hopes and dreams for the future, even in the face of oppression

Familial - those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition.

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Navigational - skills of maneuvering through social institutions. Specifically, this refers the ability to maneuver through institutions not created with [Indigenous] and Communities of Color in mind.

Resistant - knowledges and skills fostered through oppositional behavior that challenges inequality.

Concepts - Guiding Values, Principles, and Outcomes of Ethnic Studies Teaching

Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.

Critique - empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression;

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Challenge - imperialist/colonial he_e[illegible] p[illegible] ce_or[illegible]ological, institutional, interpersonal, and internalized levels;

Connect - ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure and truer democracy;

Conceptualize - imagine, and build new possibilities for post imperial-life that promote collective narratives of transformation and resistance, critical hope, and radical healing

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The ABCD Entry Way to Ethnic Studies

BUSD - 003484

Audience

Heterogenous and BIPOC

BIPOC Community(ies)

American Indian/Native American and Chicanx/Latinx

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STORIES & SOLIDARITY: American Indian Movement (AIM) and Chicano Movement Solidarity

Culture: Aspirational, Familial, Navigational and Resistant

Content: Stories & Solidarity

Concepts: Celebrate, Critique, Challenge, Connect and Conceptualize

Developmental Stage

9-12

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Lesson Plan Summary

C1: Cultural Ritual and/or Energizer

- Land Acknowledgement
- Ancestor Acknowledgement - Anna Mae Aquash
- Cultural Energizer - "Make it Bun Dem" music video by Skrillex & Damian Marley.

C2: Critical Concepts

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- Lesson Glos ary
- Reading: Introduction to the Red Power Movement
- Whole Class Read & Metacognitive Markers - "Sisters in the Struggle: The Journey From Wounded Knee" (Hill, 2021)
- Video | AIM Occupation at Wounded Knee
- Revist - Four Levels of Solidarity

Lesson Plan Summary (continued)

C3: Community Collaboration and/or Critical Cultural Production

- Preamble to Trail of Broken Treaties (Whole Class Read)
- Trail of Broken Treaties 20-Point Position Paper
- Chicano Movement Solidarity with the American Indian Movement
- Chicano Movement Solidarity with the American Indian Movement - Primary and Secondary Source Historical Anal sis - Excer ts from *The Crusade or Justice: Chicano Militanc and the Governme s War on Dissent* (Vigil, 1999).
- Article and Video | Chicano Movement Solidarity with the American Indian Movement - Roque Madrid.

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C4: Conclusive Dialogue/Critical Curricular Exchange

- American Indian Movement & Native American Women Activists - Wilma Mankiller
- Conclusive Dialogue P1 & Conclusive Dialogue P2 - Implications

C1: Cultural Ritual and/or Energizer

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LAND ACKNOWLEDGEMENT

BUSD - 003488



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A land acknowledgement is a commitment to acknowledge and learn about the **Native people within your surroundings.**

Today as we gather together, we acknowledge the traditional **Native lands on which we stand, sit, work and live.**

Collectively we honor the **Native people, the animals, and the plant life of today and the past which will benefit us in the future.**

We commit to honoring Native rights and cultural equity through **education** wherever our journey among these lands take us.

Anna Mae Aquash (March 27, 1945-December, 1975)

BUSD - 003489

- A Native American activist from the Micmac tribe in Nova Scotia, Canada.
- She was a member of the American Indian Movement (AIM) in the early l97Os as both a public speaker and a participant in a number of demonstrations, including a protest against the Mayflower II celebration in Boston (1970), the Trail of Broken Treaties (1972), and the armed occupation of Wounded Knee (1973).
- The FBI had arrested and interrogated Aquash a number of times throughout 1975 about Leonard Peltier and his alleged murder of 2 FBI agents, including one in which she was allegedly told she would not live out the year it she did not give up the information they wanted.
- Annie Mae was murdered in December 1975.
- Buffy Sainte Marie memorialized the activist in a song. The title of the song is The Uranium War.

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"As indigenous people we look at our relationship to the United States government and we look at our relationship to the land, our obligations to the land. Our obligations to our people are stronger than our obligations to the United States government. The United States government is barely 200 years old, the land and our people go back 100 thousand years. The federal government chose to prosecute us because we chose not to betray the People"

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Cultural Energizer - "Make It Bun Dem" by Skrillex & Damian Marley

How does this video connect to the topics of displacement and settler colonialism?

How is Indigenous knowledge and resistance displayed as a counter narrative to displacement and settler colonialism?

What connections can be made with Native displacement and gentrification, particularly of Communities of Color?

Where can we develop solidarity with Native People and other Communities of Color who are disparately impacted by forced removal and gentrification?



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C2: Critical Concepts
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Lesson Glossary - Chicanx Movement Solidarity with the American Indian Movement (AIM)

Sovereignty: The authority of a group or nation to govern itself or another state. Native American Nations sought to regain sovereignty from the United States government.

Assimilation: The process by which a person or persons acquire the social and psychological characteristics of a group. The U.S. government sought to assimilate Native Americans.

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Termination and Relocation: The Termination and Relocation policy of the United States government intended to complete the assimilation process for tribes that were deemed capable of supporting themselves by not recognizing their sovereignty and relocating them to urban centers. The policy dissolved tribal recognition and proved to be very damaging.

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Lesson Glossary - Chicano Movement Solidarity with the American Indian Movement (AIM)

BIA: The Bureau of Indian Affairs was established in 1824 to govern relations between the Federal government and Indian nations. The BIA has frequently been perceived to be corrupt, and has often supported the interests of non-native groups in exploiting Native American property and resources.

Solidarity: unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group, unity or agreement of feeling or action especially among individuals with a common interest; mutual support within a group. Fred Hampton once said "We say you don't fight racism with racism. We're gonna fight racism with solidarity." Ethnic Studies facilitates cross-ethnic approaches to appreciating the culture, history and contemporary experiences of racialized communities, while simultaneously asking white students to learn about their own histories of resisting white supremacy or racism. Ethnic Studies also encourages students to make links across racial and ethnic lines. Engaging in transformative projects to reimagine a better world requires unity and organizing between BIPOC and white allies and amongst members of BIPOC communities.

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Introduction to the Red Power Movement

1. Individually read "Introduction to the the Red Power Movement"
2. What questions do you have about the text?
3. What are some "aha!" moments you have about the text?
4. What resonated with you that you would like to comment on from the text?

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Whole Class Read & Metacognitive Markers - "Sisters in the Struggle: The Journey From Wounded Knee" (Hill, 2021)

1. Whole class read of "Sisters in the Struggle: The Journey From Wounded Knee" (Hill, 2021)

2. Insert the following metacognitive markers in the text during/after reading:
   Question mark (?) - for questions you may have about the text.
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3. Be prepared to share where and why you placed metacognitive markers within the text.

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Illustration of Stephanie Autumn and Madonna Thunder Hawk by Jawahir Al-Naimi and Muaz Kory/Al Jazeera (2021)

AIM Occupation at Wounded Knee - Video

- On Feb. 27, 1973, some 200 members of the Oglala Lakota tribe, led by members of American Indian Movement (AIM), occupied the Pine Ridge Reservation village — which was also the site of the 1890 massacre in which federal troops killed as many as 300 Lakota men, women and children.
- The 71-day occupation caught the attention of the entire nation, bringing attention to Indigenous peoples' rights for the first time in U.S. History.
- Over 300 AIM members were arrested under federal law for their actions. Many served long prison terms.



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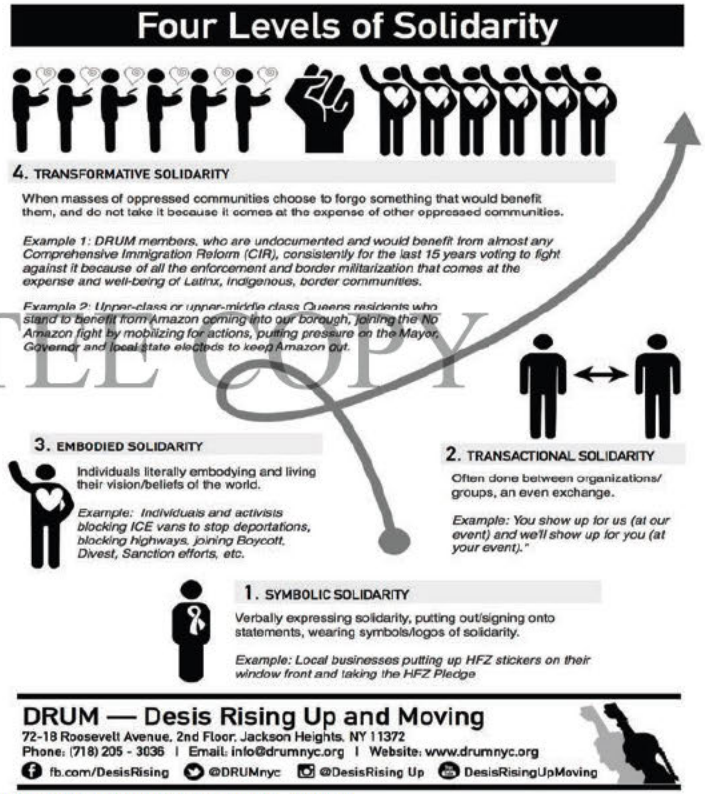
Revisit: Critical Concepts - Four Levels of Solidarity

1. **Symbolic Solidarity** - verbally expressing solidarity, out/signing into statements, wearing symbols/logos of solidarity.

2. **Transactional Solidarity** - Often done between organizations, groups, an even exchange.

3. **Embodied Solidarity** - Individuals literally embodying and living their visions/beliefs of the world.

4. **Transformative Solidarity** - When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed communities.



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C3: Community Collaboration and/or Critical Cultural Production

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Preamble to Trail of Broken Treaties

We need not give another recitation of past complaints nor engage in redundant dialogue of discontent. Our conditions and their cause for being should perhaps be best known by those who have written the record of America's action against Indian people. In 1832, Black Hawk correctly observed: ***You know the cause of our making war. It is known to all white men. They ought to be ashamed of it.***

The government of the United States knows the reasons for our going to its capital [illegible], they don't know how to greet us. We go because [illegible] only to express shame, and suffer none from the expression - while remaining wholly unwilling to change to allow life for Indian people.

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We seek a new American majority - a majority that is not content merely to confirm itself by superiority in numbers, but which by conscience is committed toward prevailing upon the public will in ceasing wrongs and in doing right. For our part, in words and deeds of the coming days, we propose to produce a rational, reasoned manifesto for construction of an Indian future in America. If America has maintained faith with its original spirit, or may recognize it now, we should not be denied.

Press Statement issued: October 31, 1972

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American Indian Movement - Trail of Broken Treaties 20-Point Position Paper P1

1. Restoration of Constitutional Authority Making
2. Establishment of Treaty Commission to Make New Treaties
3. An Address to the American People and Joint Sessions of Congress
4. Commission to Review Treaty Commitments & Violations
5. Resubmission of Unratified Treaties to the Senate
6. All Indians t e Gov rn y Treaty Rel a.ic ns
7. Mandatory Relief Against Treaty Rights Violations
8. Judicial Recognition of Indian Right to Interpret Treaties
9. Creation of Congressional Joint Committee on Reconstruction of Indian Relations
10. Land Reform and Restoration of a 110-Million Acre Native Land Base.

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American Indian Movement - Trail of Broken Treaties 20-Point Position Paper P2

11. Revision of 25 U.S.C. 23; Restoration of Rights Terminated by Enrollment and Revocation of Prohibitions Against "Dual Benefits"
12. Repeal of State Law Enacted Under Public Law 280 (1953)
13. Resume Federal Protective Jurisdiction for Offenses Against Indians
14. Abolition of the Bureau of Indian Affairs by 1976
15. Creation of an "Office of Federal Indian Relations and Community Reconstruction"
16. Priorities and Purpose of the Proposed New Office
17. Indian Commerce and Tax Immunities
18. Protection of Indians Religious Freedom and Cultural Integrity
19. National Referendums, Local Options, and Forms of Indian Organization
20. Health, Housing, Employment, Economic Development and Education

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Chicano Movement Solidarity with the American Indian Movement

- The Crusade for Justice (Denver, Colorado) was the main Chicano Movement organization working in solidarity with the American Indian Movement.
- The Crusade for Justice provided aid to the American Indian Movement at Wounded Knee.
- The Crusade for Justice and the American Indian Movement were surveilled and infiltrated by the FBI's Cointelpro program.
- In March 17, 1973, the building of the Crusade for Justice was bombed and severely damaged, and one of its members, Junior Martinez, 20, was shot and killed by Denver Police.



John Trudell of the American Indian Movement speaking at the Crusade for Justice (1973)



Crusade for Justice and American Indian Movement members in Denver, CO (1974)



Angela Davis, Corky Gonzales, and Dennis Banks in Denver, CO (1974)

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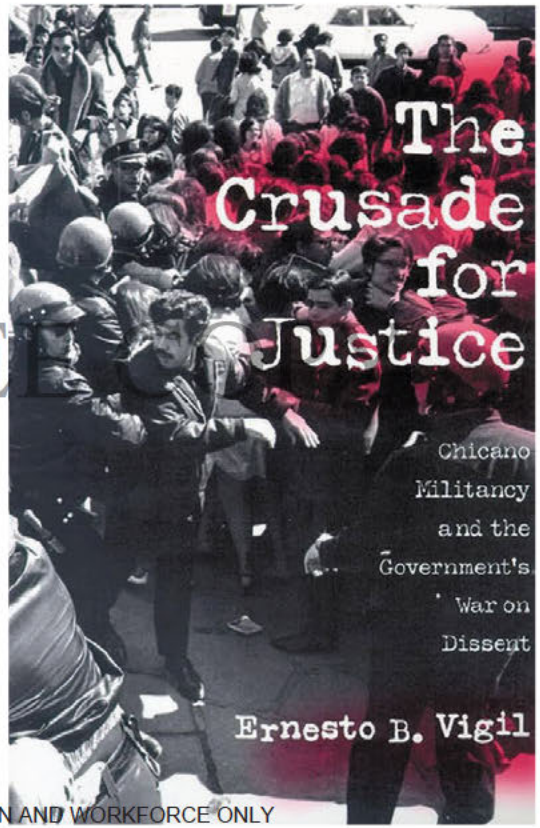
Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis

Excerpts from *The Crusade for Justice: Chicano Militancy and the Government's War on Dissent* (1999) by Ernesto B. Vigil

1. In groups, read each of the 6 primary and secondary historical source excerpts from Vigil's (1999) text.

2. What level of solidarity does each of Vigil's (1999) excerpts on Chicano Movement solidarity with the American Indian Movement allude to?

3. What resonated/stood out with you most in these excerpts about Chicano Movement solidarity with the American Indian Movement?



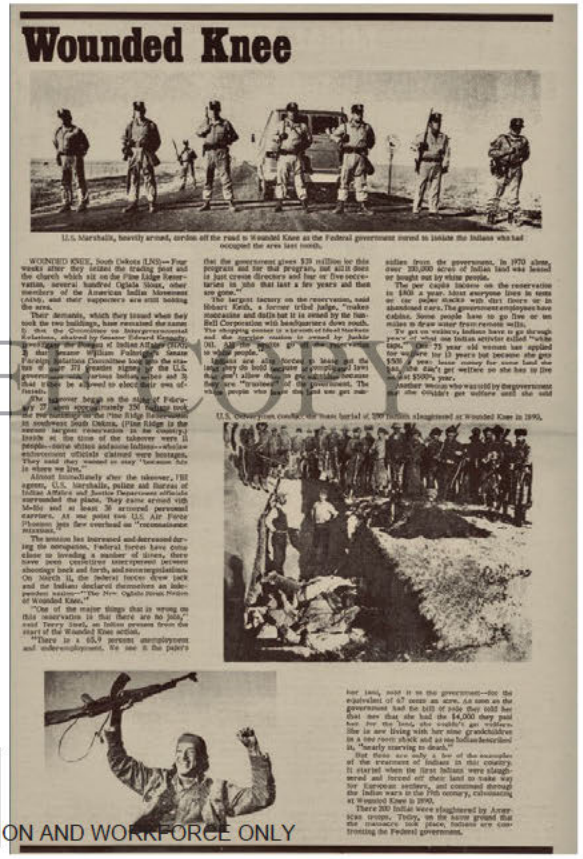
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Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis

Excerpt #1

"At Wounded Knee… I saw Chicano brothers from the state of Washington, from Nebraska, from California, and from other states but, more especially from Colorado, We received the major supply, the major support from the Chicano… It was at Wounded Knee this time last year, when Junior Martinez su[t]ere[d] [t]he assassination, we a so had assassinations inside Wounded Knee of our warriors Buddy Lamont and Frank Clearwater." - Russell Means, March 17, 1974, First Annual Commemoration of the death of Luis "Junior" Martinez (Vigil, 1999, p. 201)



Wounded Knee

U.S. Marshalls, heavily armed, cordon off the road to Wounded Knee as the Federal government moved to isolate the Indians who had occupied the area last month.

WOUNDED KNEE, South Dakota (LNS)—Four weeks after they seized the trading post and the church which sit on the Pine Ridge Reservation, several hundred Oglala Sioux, other members of the American Indian Movement (AIM), and their supporters are still holding the area.

Their demands, which they issued when they took the two buildings, have remained the same: that the Committee on Intergovernmental Relations, chaired by Senator Edward Kennedy, [illegible] the Treaties of Indian Affairs (BIA) in that Senate William Fulbright's Senate Foreign Relations Committee look into the status of over 371 treaties signed by the U.S. government and various Indian nations and 3) that tribes be allowed to elect their own officials.

The takeover began on the night of February 27 when approximately 250 Indians took over the village of the Pine Ridge Reservation in southwest South Dakota. (Pine Ridge is the second largest reservation in the country.) Inside at the time of the takeover were 11 people—some whites and some Indians—whom enforcement officials claimed were hostages. They said they wanted to stay "because this is where we live."

Almost immediately after the takeover, FBI agents, U.S. marshalls, police and Bureau of Indian Affairs and Justice Department officials surrounded the place. They came armed with M-60s and at least 30 armored personnel carriers. At one point two U.S. Air Force Phantom jets flew overhead on "reconnaissance missions."

The tension has increased and decreased during the occupation. Federal forces have come closer to invading a number of times, there have been constantly interspersed between shootings back and forth, and some negotiations. On March 11, the federal forces drew back and the Indians declared themselves an independent nation—"The New Oglala Sioux Nation of Wounded Knee."

"One of the major things that is wrong on this reservation is that there are no jobs," said Terry Iron, an Indian person from the heart of the Wounded Knee action.

"There is a 65.9 percent unemployment and underemployment. We see it the point that the government gives $20 million for this program and for that program, but all it does is just create directors and four or five secretaries in jobs that last a few years and then are gone."

The largest factory on the reservation, said Hobart Keith, a former tribal judge, "makes mocassins and dolls but it is owned by the Bell Corporation with headquarters down south. The shopping center is a branch of Wall Stockers and the surplus station is owned by Jackie Oh. All the profits go to the corporations and to white people.

Indians are also forced to lease out the land they do hold because a provision of 1891 law won't allow them to get subsidies because they are "involved" in the government. The white people who lease the land use part of the subsidies from the government. In 1970 alone, over 300,000 acres of Indian land was leased or bought out by white people.

The per capita income on the reservation is $800 a year. Most everyone lives in tents or car pulpe shacks with dirt floors or in abandoned cars. The government employees have cabins. Some people have to go five or ten miles to draw water from remote wells.

To get on welfare, Indians have to go through years of what one Indian activist called "white tape." One 75 year old woman has applied for welfare for 15 years but because she gets $500 a year, [illegible] money for some land she has, she can't get welfare or she has to live on just $500's year.

Another person who was told by the government that she couldn't get welfare until she sold

U.S. Cavalry men combat the mass burial of 200 Indians slaughtered at Wounded Knee in 1890.

[illegible] for land, sent it to the government—for the equivalent of 67 cents an acre. As soon as the government had its bill of sale they told her that now that she had the $4,000 they paid her for the land, she couldn't get welfare. She is now living with her nine grandchildren in a one room shack and as one Indian described it, "nearly starving to death."

But these are only a few of the examples of the treatment of Indians in this country. It started when the first Indians were slaughtered and forced off their land to make way for European settlers, and continued through the Indian wars in the 19th century, culminating at Wounded Knee in 1890.

There 200 Indian were slaughtered by American troops. Today, on the same ground that the massacre took place, Indians are confronting the Federal government.

El Malcriado, 1973 (newspaper of the United Farm Workers)

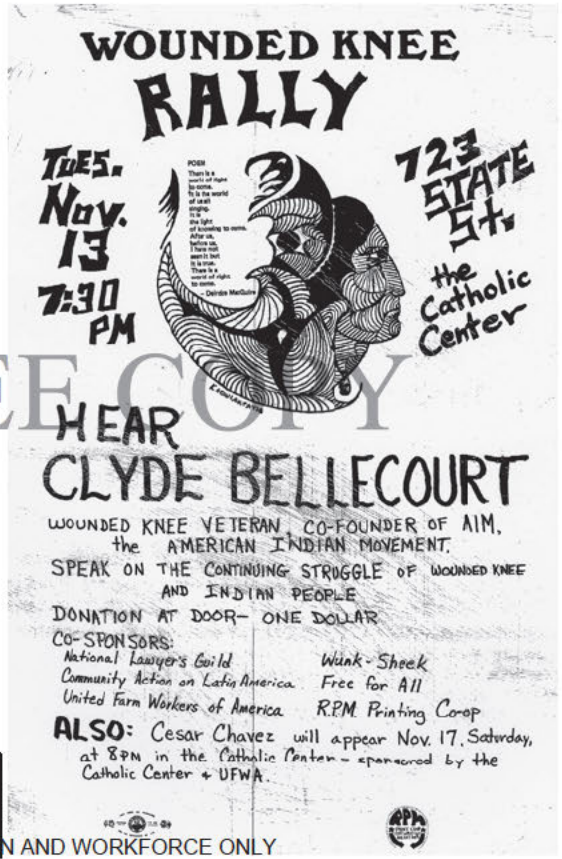
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Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis Excerpt #2

"Many native activists visited Denver and met with the Crusade members in the late 1960s and early 1970s. Among them were Suzette Bridges, Roxanne Allen, Dennis Banks, Leonard Crow Dog, Anna Mae Aquash, Leonard Peltier, Clyde and Vernon Bellecourt, Thomas Banyaca, Larry Anderson, John Trudell, and Russell Means." (Vigil, 1999, p. 202).

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Flyer for Wounded Knee Rally - Madison, WI
November 13, 1973

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Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis Excerpt #3

"Younger members of the Crusade and the local AIM chapter were friends, and the Crusade endorsed the struggle of native people and hosted their activists at political gatherings and cultural events. Many organizations identified with AIM's struggle, and the mystique of 'Aztlan' and the glorification of the mestizaje, or mixed bloodlines, of Mexico predisposed the Chicano movement to look favorably on struggles of Native people seeking self-determination." (Vigil, 1999, 202).

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Photo of Ernesto Vigil speaking at a conference held by the Crusade for Justice centered around unity between the Chicano Movement, American Indian Movement, and the Black Power Movement (March 17, 1974).

Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis

Excerpt #4

"The sight of determined natives bearing arms in defense of their sovereignty stirred Chicano activists. The April 1973 *El Gallo* dedicated one and a half pages to the protest in South Dakota under the headlines 'Hands Off Wounded Knee' and 'Support Indian Ri_hts'... Chicanos from Nebraska, Colorado, Washington, and California participated in the occupation. Shortly after the occupation began, the FBI began listening to calls made on the one phone in operation in the occupied site. People in wounded knee called the Crusade to ask for assistance and to maintain contact with developments outside the besieged hamlet." (Vigil, 1999, pp. 203-204).

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Protests support Indian rights

Hands off Wounded Knee

Chicano

solidarity

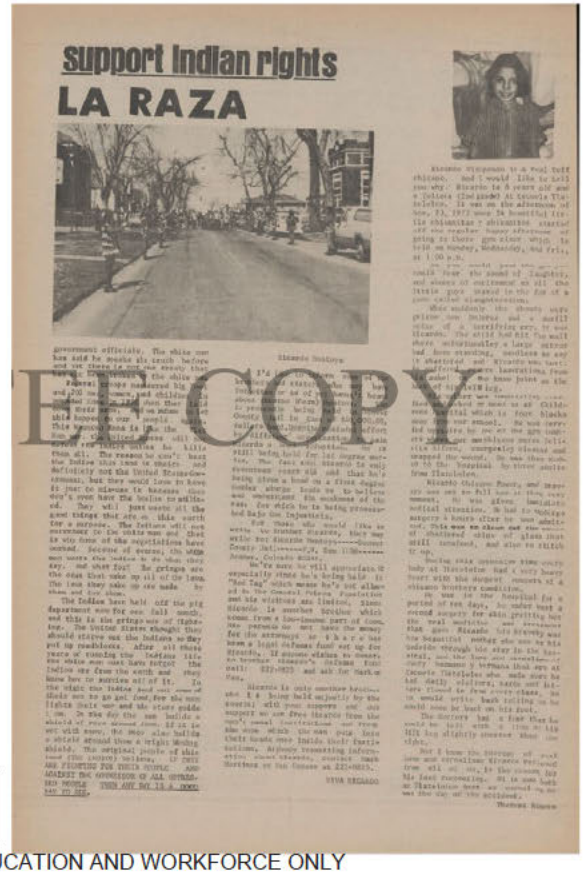
El Gallo, Vol. 5, Issue 1 - April, 1973 - "Protests Support Indian Rights - Hands Off Wounded Knee - Chicano Solidarity"s

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Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis

Excerpt #5

"Hundreds of Chicano activists gathered at the Crusade for Justice headquarters on the day of the protest. Several blocks away, at the Indian Center, the Denver AIM chapter began a march of about 200 protestors. When they arrived at the Crusade, they were joined by waiting supporters. The delegation from the Indian Center marched in the middle of the street, passing through two columns of Black Beret and Brown Beret youths who stood in formation on either sides." (Vigil, 1999, pp. 204-205).


support Indian rights
LA RAZA

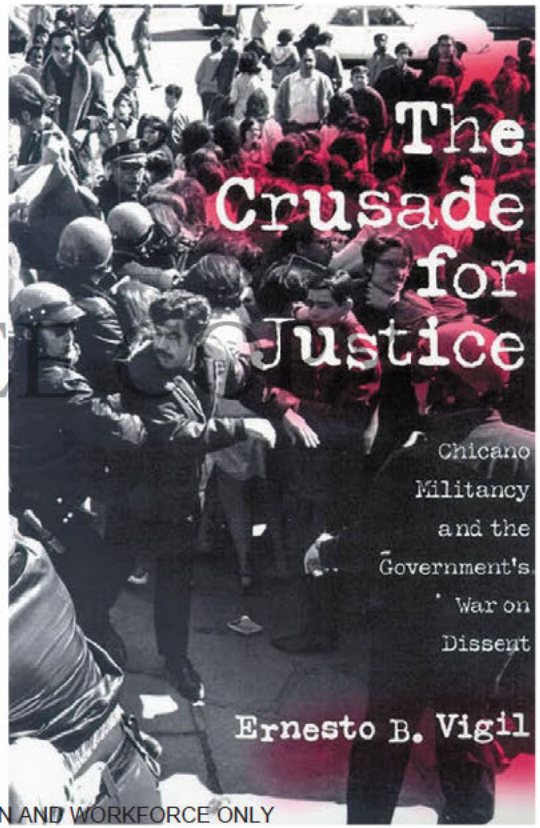
El Gallo, Vol. 5, Issue 1 - April, 1973 - "Support Indian Rights"

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Chicano Movement Solidarity with the American Indian Movement - Primary & Secondary Historical Source Analysis Excerpt #6

"At approximately 1:00pm, this date, Mexican Americans and Indians gathered at the Crusade for Justice (CFJ) building, 16th and Downing. They were predominantly a young group including children consisting of numerous members of the CFJ (Denver based Mexican American militant organization). The group marched down Colfax Avenue, approximately one mile to the Denver Federal Building, 19th and Stout, where a rally was held. At this time the group numbered 400 to 500… All speakers announced their support for the Indians at Wounded Knee and stated the the incident highlights awareness and unity of Chicanos and Indians against the common oppressor…" [Denver FBI field office Nitel to FBI Acting Director and the Minneapolis FBI field office, March 6, 1973, 7:45p.m.] (Vigil, 1999, pp. 205).



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Chicano Movement Solidarity with the American Indian Movement - Roque Madrid

1. Read "Colorado Pilot, Medic Recalls Mission to Wounded Knee"

2. How did Roque Madrid, as a Chicano Movement activist, demonstrate "solidarity" with the American Indian Movemen ?

3. What resonated with you most regarding Roque Madrid's actions? Explain.

4. What level of solidarity did Roque Madrid demonstrate with the American Indian Movement?



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C4: Conclusive Dialogue

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American Indian Movement & Native American Women Activists
Wilma Mankiller

- Born in Tahlequah, Oklahoma, move to San Francisco as part of the Indian Relocation Policy.
- She was among the activists who took over Alcatraz Island with members of the American Indian Movement.
- She supported the Pit River Tribe (CA) against the Pacific Gas and Electric in an effort to regain Indian land.
- First woman to serve as Principal Chief of the Cherokee Nation.
- Wilma transitioned on April 6, 2010.







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Conclusive Dialogue P1

Like Wilma Mankiller, many Native American and Chicanx activists have direct connections to the Bay Area. Take the time to learn about one of them and design a tribute to their solidarity work.

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You may use the example in the previous slide or be creative: design a meme, song or poem.

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Conclusive Dialogue P2 - Implications

1. What are the implications and impact for solidarity:
   a. with Chicanx/Latinx with American Indians/Native Americans?
   b. between all racialized groups?
   c. between subgroups of racialized groups who cross the same (i.e., punk, goth, urban hip-hop)
   d. for Euro Americans with racialized communities (American Indian/Native American, African American/Black, Asian American/Pacific Islander and Chicanx/Latinx)?

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Lesson:
Black and Asian Solidarity Movements

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Lesson Purpose

The purpose of this lesson is to introduce students to examples of Asian American and Black Solidarity in California and beyond. The lesson will highlight the bonds between Yuri Kochiyama and Malcolm X, describe the relationship between Jesse Jackson and APPI members of the Rainbow Coalition and, introduce students to other examples of APPI and Black transformative solidarity. Students will examine primary resource photos from solidarity struggles in the past like the I-hotel. Students will identify the levels of solidarity practiced by the African American/Black and APIDA Community through the examination of the BLM and Anti-Asian violence movements. Students will reimagine and recreate new possibilities of solidarity in the present and future amongst all racialized communities by engaging in an activity of artistic expression.

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Lesson Enduring Understandings Alignment

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STORIES - *The corrective narratives of my people*	**SOLIDARITY** - *The transformative solidarity between my people and other communities of color in reimagining a better world.*
• We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.	• We critique systems of oppression and actively do something about it, together.
• We understand and place a high value on the stories of resilience, survival and resistance of our people.	• We understand that cross-ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world.
	• We understand and can articulate historical and contemporary projects among BIPOC that promote solidarity between our groups.
	• We understand that only through solidarity, is deep and real liberation possible.

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LEARNING OBJECTIVES	LANGUAGE OBJECTIVES BUSD - 003518
1. Students will review, discuss and analyze primary and secondary sources (readings, short video clips, photos, etc) for content information related to social and political conditions that motivated collective actions of solidarity.	1. Students will demonstrate and understanding of critical concepts, content knowledge and pedagogical skills by engaging in critical dialogue and applying skills and knowledge to i*ndividual and collective writing exercises in complete sentences including carefully constructed paragraphs, reflective writing and through class discussion.*
2. Students will analyze primary and secondary sources to illustrate and determine the levels of solidarity between Black and Asian communities, past and present.	2. Students will analyze primary and secondary sources to illustrate and determine - *individual reflection and group discussion* - the levels of solidarity between Black and Asian communities.
3. Students will critically analyze, interpret and apply critical concepts from course readings, presentations and apply of critical concepts attained in this unit to present day issues facing APIDA and Black communities and evaluate their implications for re-imagining and re-creating Black and APIDA solidarity.	3. Students demonstrate a comprehensive and critical understanding of content and concepts, including the implications for re-imagining and re-creating Black and APIDA solidarity through *the construction of a collage, meme, zine or video. The collage, meme, zine or video will include a short, carefully constructed paragraph using some of the critical concepts presented in this unit.*

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ESSENTIAL SKILLS

- Critical Reflection, Reading, Dialogue, and Writing
- Individual and Group/Collaborative work
- Primary and Secondary Source Analysis
- Analysis and Interpretation of *Levels of Solidarity*
- Artistic Expression
- Reimaging and Recreating a More Democratic and Racially Just Present and Future with and for Racialized Groups

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Community Cultural Wealth (Yosso, 2005)

Aspirational - the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.

Linguistic - includes the intellectual and social skills attained through communication experiences in more than one language and/or style.

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Resistant - refers to those knowledges and skills fostered through oppositional behavior that challenges inequality.

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Guiding Values and Principles

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Critique - empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression;

Challenge - imperialist/colonial hegemonic beliefs, and practices on ideological, institutional, interpersonal, and intrapersonal levels;

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Connect - ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure and truer democracy;

Conceptualize - imagine, and build new possibilities for post imperial-life that promote collective narratives of transformation and resistance, critical hope, and radical healing

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The ABCD Entry Way to Ethnic Studies

BUSD - 003522

Audience

Heterogenous and BIPOC

BIPOC Community(ies)

Asian American/Arab American Black Studies

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Critical Concepts:

Black and API Solidarity

Culture: **Social and Resistant**

Content: **Movement Solidarity:: Black & Asian**

Concepts: **Activism, Solidarity**

Developmental Stage

9-12

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Lesson Plan Summary

C1: Cultural Ritual and/or Energizer

- **Land Acknowledgement**
- **Ancestor Acknowledgement - Yuri Kochiyama**
- **Cultural Energizer - Yuri Kochiyama** (Video)

C2: Critical Concepts

- **Review-Four Levels of Solidarity**
- **Historical Examples of Black and Asian Solidarity**
  - Yuri Kochiyama & Malcolm (Readings, Writing and Dialogue)
  - Jesse Jackson, Asian Americans and the Rainbow Coalition (Readings, Writing and Dialogue)
  - The Struggle for the I-Hotel (Phoros, Dialogue)
- **Anti-Blackness** in AAPI communities
- **Asian American and Black Solidarity in Contemporary TImes**
  - Black Lives Matter (Readings, Writing and Dialogue)
  - Anti Asian Violence (Readings, Writing and Dialogue)

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Lesson Plan Summary

C3: Community Collaboration and/or Critical Cultural Production

- **APALA Racial Justice Toolkit** (Readings, Writing and Dialogue)
- **Third World Liberation Movement**
- **What does transformative solidarity look like?**
- **Asian American Leaders of the Third World Liberation Front**

C4: Conclusive Dialogue/Critical Curricular Exchange

- **Murals: Ethnic Studies, San Francisco State**
- **Mural Development**

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LAND ACKNOWLEDGEMENT

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A land acknowledgement is a commitment to acknowledge and learn about the **Native people within your surroundings.**

Today as we gather together, we acknowledge the traditional **Native lands on which we stand, sit, work and live.**

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Collectively we honor the **Native people, the animals, and the plant life of today and the past which will benefit us in the future.**

We commit to honoring Native rights and cultural equity through **education** wherever our journey among these lands take us.

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Ancestor Acknowledgement

Yuri Kochiyama - (May 19, 1921-June 1, 2014)

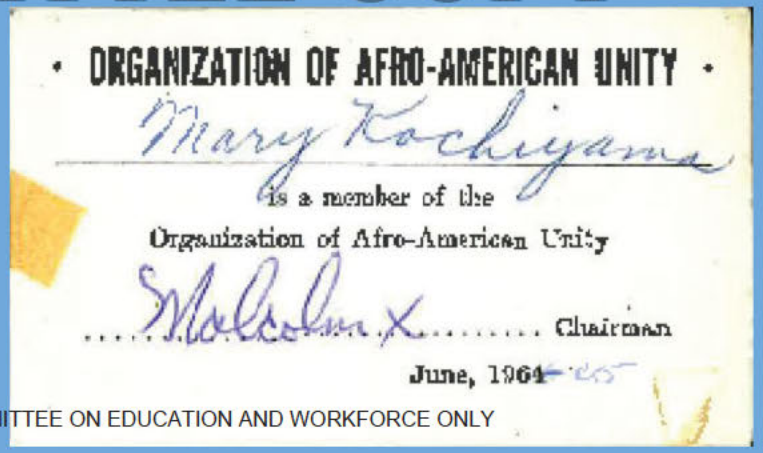
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- Born and raised in San Pedro, California.
- In 1943, Yuri and her family were sent to a concentration camp in Jerome, Arkansas.
- Kochiyama's activism started in Harlem in the early 1960s, where she participated in the Asian American, Black, and Third World movements for civil and human rights, ethnic studies, and against the war in Vietnam.
- She was a fixture in support movements involving organizations such as the Young Lords and the Harlem Community for Self Defense.





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ORGANIZATION OF AFRO-AMERICAN UNITY

Mary Kochiyama

is a member of the

Organization of Afro-American Unity

Malcolm X ..... Chairman

June, 1964

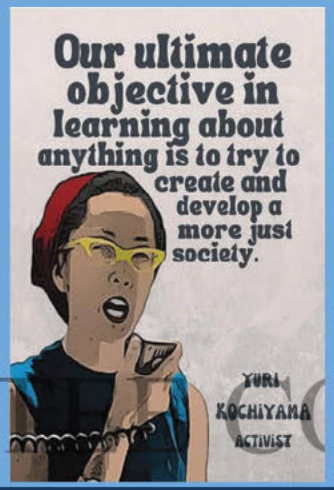
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Ancestor Acknowledgement

- Founder of Asian Americans for Action, she also sought to build an Asian American Movement linked to the struggle for Black liberation.
- In 1963, she met Malcolm X. Their friendship and political alliance changed her life and outlook. She joined his group, the Organization for Afro-American Unity, to work for racial justice and human rights.
- Yuri was present on the day Malcolm X was tragically shot and killed in 1965. In the Life magazine article "Death of Malcolm X," she can be seen crouched in the background, cradling Malcolm X's head.
- Kochiyama worked in the redress and reparations movement for Japanese-Americans along with her husband Bill.
- Her support for political prisoners was a consistent thread in her work.

Yuri Kochiyama - (May 19, 1921-June 1, 2014)

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"Consciousness is power. Consciousness is education and knowledge. Consciousness in becoming aware. Tomorrow's world is yours to build."

-Yuri Kochiyama

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Cultural Energizer
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Cultural Energizer

Yuri Kochiyama - (May 19, 1921-June 1, 2014)



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- What did you learn about Yuri Kochiyama that was not mentioned in the land acknowledgement?
- What evidence was presented that validated the idea that Yuri's life was about" building bridges"?
- How is building bridges an important part of solidarity?
- What happened to Yuri and her family during WWII?
- How did Yuri practice solidarity and movement building?

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Critical Concepts
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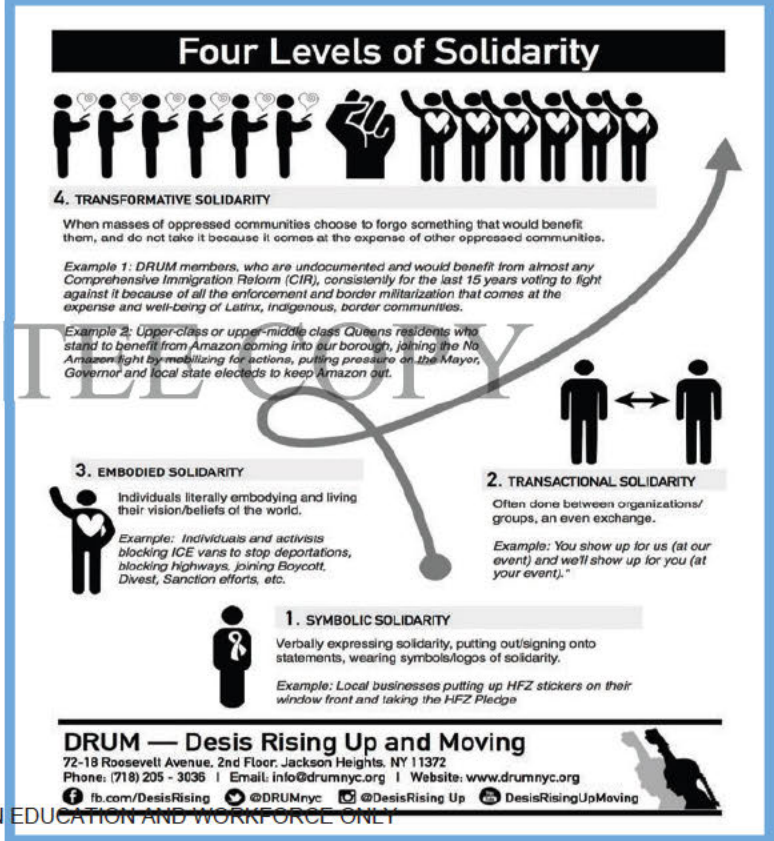
Review **Four Levels of Solidarity**

1. Symbolic Solidarity - verbally expressing solidarity, out/signing into statements, wearing symbols/logos of solidarity.

2. Transactional Solidarity - Often done between organizations/groups, an even exchange.

3. Embodied Solidarity - Individuals literally embodying and living their visions/beliefs of the world.

4. Transformative Solidarity - When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed



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What levels of solidarity do you see in this film about Japanese American Concentration Camps?



- Watch this short clip about the Japanese American Concentration Camps.
- What role did the Black Liberation Movement play in exposing the Concentration Camp?
- What is the Emer_enc_ Detention Act? h_w did the Black Liberation Movement _n_uence _apanese _mer cans _o repeal the Emergency Detention Act?
- What levels of solidarity were present in this film?
- In teams, draw a poster representation of the quote “Our liberation and education depend on our shared struggle”?. Prepare to share your poster.

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Historical Examples of Black and Asian Solidarity

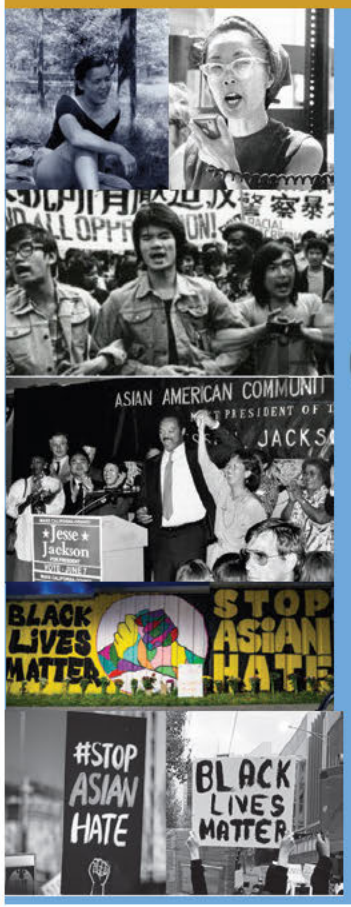
- Frederick Douglass spoke out against the Chinese Exclusion Act.
- There were several examples of Black support for the Filipino community during the Philippine-American War (1899-1993). Many Black soldiers abandoned their posts and joined the Filipino Freedom Fighters in "an unholy war of conquest."

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- Asians were were heavily involved in the Civil Rights Movement along with the Black Panthers, Malcolm X and others.
- The Third World Liberation Front: Black student activists at UC Berkeley, joined forces with the Mexican American Student Confederation (MASC), the Asian American Political Alliance (AAPA), and the Native American Student Alliance (NASA) to advocate for their own ethnic-focused programs.

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This Unit will cover these examples of Black and Asian Solidarity



- Yuri Kochiyama and Malcolm X
- Asians and Black Political Empowerment in the Jesse Jackson for President Campaign
- The Struggle for the I Hotel
- The Black Lives Matter Movement
- Black and Asian Solidarity: Anti Asian Violence

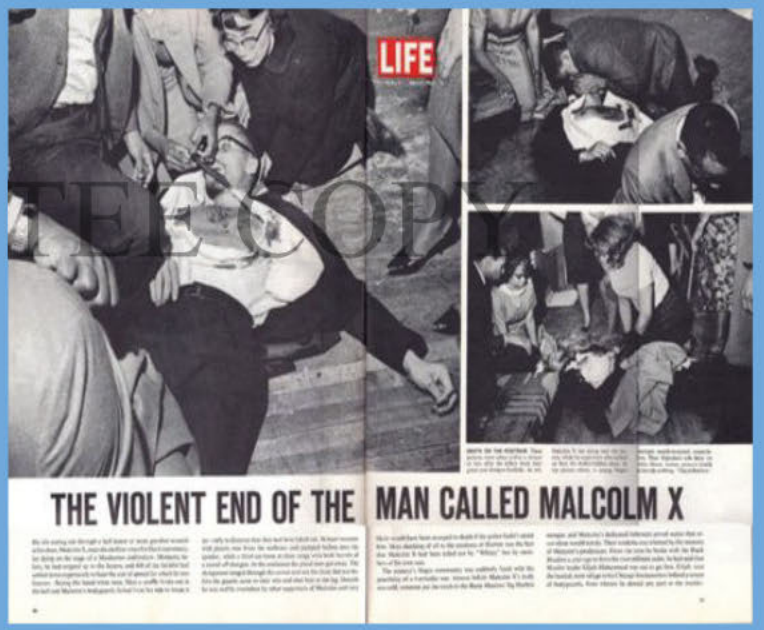
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- Individually Read "Not Just A 'Black Thing': An Asian-American's Bond With Malcolm X."
- Complete the worksheet as an individual.
- Find a partner and…
  - Share your answers.
  - Did you find any commonalities?
  - Did anything your partner share interest or surprise you?
- As a pair, find another pair and construct a group of four.
  - Were there any commonalities? Any surprises?
  - Select a triangle, square or circle to share with the whole group (class)?

Yuri Kochiyama & Malcolm X

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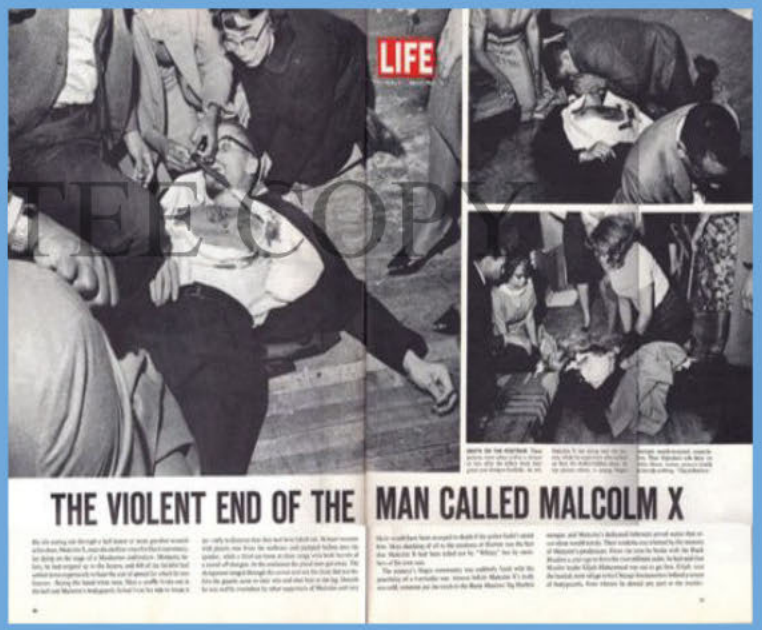
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Yuri Kochiyama & Malcolm X

Rejoin the class and discuss the following:

- How would you describe the relationship of Yuri Kochiyama and Malcolm X's?
- How did Yuri Kochiyama demonstrate solidarity with the liberation struggle of Black people in the United States?
- What level of solidarity did Yuri and Malcolm demonstrate?
- What did you learn from Yuri's story that you can apply to your life?

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Asian American Leadership in Rainbow Coalition



1. Rev. Jesse Jackson was a candidate for President in 1984 and 1988. As a Black man, Jesse faced much discrimination, but he enjoyed a lot of support from young Blacks, Asians and Latinx activists.
2. Asian Americans and Arab Americans were some of Jackson's key advisors, many of those leaders came from the Bay Area and California.
3. Jesse was able to promote many issues of interests to Asian and Arab Americans, exposing the murder of Vincent Chin, discussing the issue of Palestine.
4. Read these short articles on Vincent Chin, Interview on Palestine and/or the Activist Reflection on the Jackson Campaign written Mabel Teng, an Asian American activist.

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Asian Americans Leaders & the Rainbow Coalition





1. **Complete the assigned worksheet.** BUSD - 003538
2. **Prepare a short presentation on the article assigned to you for the entire class.**
3. **After listening carefully to each of the presentations, hold a class discussion on the following:**
   a. **How did Asian American involvement with the Jesse Jackson cam_ai_n brin_ issues of importance to the Asian American community to the forefront?**
   b. ***In the reflection by Asian American activists on the Jackson work, the activists described how the campaign work led to greater democracy and more political representation for Asian Americans*. Do you agree with this perspective? Provide evidence from the readings to substantiate your point of view.**
   c. **Is there a "rainbow coalition" today? If so, what does it look like? How is it representative of transformative solidarity.**

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The Struggle to Save the i-Hotel

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Use this graphic organizer to make predictions about the history of the I-Hotel.

I see… List 3 things that stand out to you

I wonder… What questions do you have about what is happening in the image?

I think… W at o you t in t is image is telling us about this event?

Eunice Ho, LESMCC



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Saving the I-hotel, Photo #1

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Saving the I-hotel, Photo #2

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Chronicle File / 1977

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Saving the I-hotel, Photo #3

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Saving the I-hotel, Photo #4

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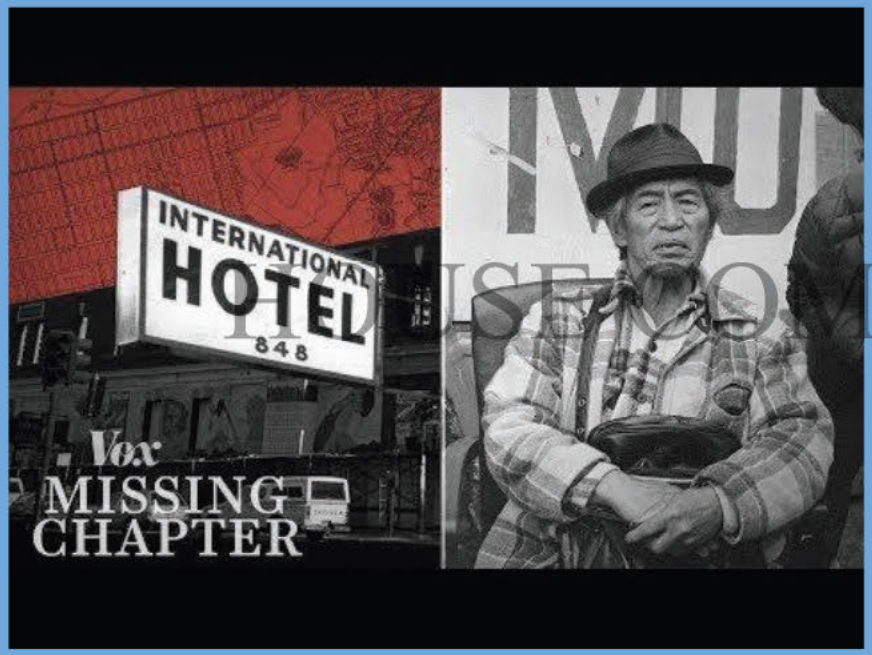
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Saving the I-hotel, Photo #5

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Choose one of the prompts below to discuss with your team after watching the video



1. Something that stood out to me…
2. Something I connect with in this video is…
3. The struggle for the I-Hotel is an example of transformational solidarity because…

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Guided Reading and Reflection Questions

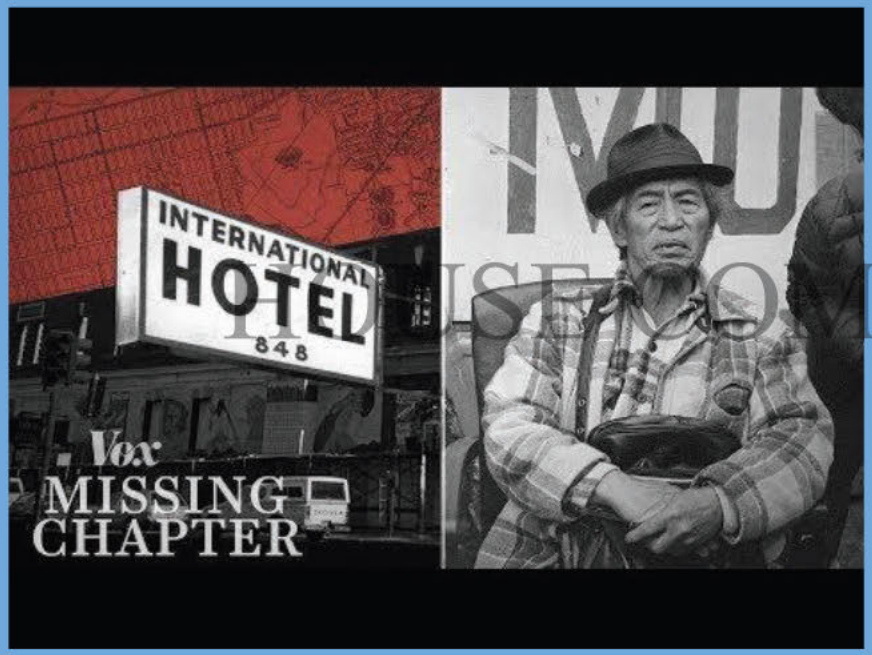


Read more about the I-Hotel Struggle using this **Guided Reading Worksheet**

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Choose one of the prompts below to discuss with your team after watching the video



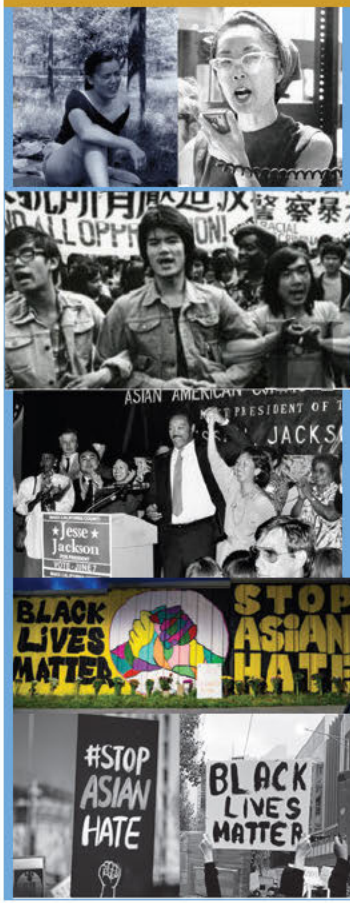
1. Something that stood out to me…
2. Something I connect with in this video is…
3. The struggle for the I-Hotel is an example of transformational solidarity because…

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After a short discussion on ***Anti-Blackness*** in AAPI communities, we will review current examples of Black and Asian Solidarity

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- What is Anti-Blackness and what does it look like in our communities (API)?
- Black Lives Matter (Film)
- Black and Asian Solidarity on Anti-Asian Violence.

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Are some minoritized groups privileged over others?

Is there such a thing as Asian Privilege?

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Read the following article and write a 30 word response to the question.

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There Is No Such Thing as Asian Privilege

When I say that there is no such thing as Asian privilege, I am not saying that people of Asian descent do not reap certain benefits. It is true that Asian Americans as an [whole] have high educational attainment, low poverty rates, low incarceration rates, and all of the other attributes that deem us a model minority But how are these benefits determined?

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Contrary to popular beliefs, education was not what enabled Asian Americans to become "successful." Rather, it was because White people eventually started treating Asians with a little more respect. But this respect is not freely given. It comes at the expense of weaponizing Asians as pawns to serve a white supremacist agenda . This blames other people of color for not achieving the same kind of "success," without acknowledging that other folx of color never received the White approval necessary to prosper in a White supremacist society.

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There Is No Such Thing as Asian Privilege

For example, Asians are used in the Students for Fair Admissions (SFFA) vs. Harvard lawsuit to claim that affirmative action discriminates against Asians when SFFA's real "mission is to slash protections for minorities in America, including Asian Americans – not to help them out." Allowing Asian Americans to be successful means that universities can tout greater diversity by including them in an umbrella "students of color" category without putting forth the effort to enroll Black and Latinx students, who are the most underrepresented.

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Most prevalent is that Asian Americans are deployed as a model minority to blame other people of color for their underachievement. "Asians faced internment, yellow peril, and racism. If they can be successful, why can't African Americans?" This is a question that empowers Whites to further perpetuate anti-Blackness. This attitude has the additional harm of pitting Asian Americans against Black folx, which can cause resentment in both racial groups. This tension prevents cross racial solidarity and is a modernized ploy of "divide and conquer," because it ultimately allows White folx to maintain the most power and control.

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How might the perception of Asian Privilege impact the solidarity of Black and Asian Communities?

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Write a an example of one method for negotiating those tensions.

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Anti-Blackness



Complete the word cloud (three words)

What does Anti-Blackness look like in the Asian Community?

Watch the clip from ***middle ground***.

Do an o the exam les on the word cloud appear?

Read the following article ***Open Letters to Asian Families*** *Write a short letter to someone challenging a form of Anti-Blackness.*

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Asian American and Black Solidarity Today: Anti Asian Hate/Black Lives Matter

BUST_003504







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According to the Washington Post, in August of 2015, Blacks constituted 6% of the population, but 40 % of the unarmed people killed by police. Black mean were by police three times the rate of whites and other marginalized people.

Just like before, Asian Americans, Pacific Islanders, Arab American, Pinoy and others rose up in support of Black Lives Matter. In the Bay Area, Asians for Black Lives (APALA) issued the following protocol from an APALA document.

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Black/Asian Solidarity: BLACK LIVES MATTER



1. What examples of Anti-Blackness in APIDA communities does Hissan Minhai call out?

2. Hissan Minhai asks APIDA communities to support or Black communities in specific ways, what are they? Which one can you do?

3. Read the article "Asian American Response to Black Live Matter Is Part of a Complicated History:

   a. Does the article support or refute the criticisms and suggestions made in the video? How so?

   b. Does the article provide new information? What is it?

   c. The article quotes the author, Jeff Chang, "We want to be on the right side of history, and that side is squarely in fighting against anti-Black racism." Your thoughts?

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Black/Asian Solidarity

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ANTI ASIAN VIOLENCE

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Let's take a closer look!

Examine these charts of statistics about incidents of anti-Asian sentiment in 2020.

TYPES OF HARASSMENT AND VANDALISM INCIDENTS

HARASSMENT CATEGORY	NUMBER OF INCIDENTS	PERCENTAGE
Physical Harassment	**112**	**16.49%**
Spitting, Coughing, and Sneezing	38	5.60%
Verbal Harassment		**79.68%**
Spoken Harassment	45	
Online/Social Media Harassment		
Racist Sign/Note		
Rumor		33%
Avoidance and Non-Verbal Harassmer	168	
Barring from Business		2.95%
Vandalism	**43**	3%
Total Harassment Incidents Identified	**679**	

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Reflection questions

1. What statistics surprised you and why? Did any statistics challenge your previous ideas about anti-Asian incidents?
2. What role do you think media/news representation plays in spreading [illegible] anti-Asian incidents?
3. What questions or wonderings do you still have?

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1. Something that stood out to me…
2. Something I connect with in this video is…
3. The struggle for the I-Hotel is an example of transformational solidarity because…

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Community Collaborations
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Read the APALA Asian American Justice Toolkit



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1. Something that stood out to me…
2. Something I connect with is…
3. _omethin_ I think that Asians must do to challenge Anti-Blackness…
4. Something I be done to A protocol I think is essential for solidifying Black and Asian Solidarity…

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Ethnic Studies & Third World Liberation Front

The Third World Liberation Front was a multiracial group of university students and student organizations at San Francisco State University and UC Berkeley who went on strike. The students were fighting for more representation in the curriculum, on staff and in the student body.

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The term "third world" was selected because it connected the struggles of students of color to broader liberation movements in Asia, Latin America, Africa and the Pacific Islands. The liberation movements were working to purge western colonization from the third world. The coalition of civil rights activist deliberately connect the struggles at home to anti-imperialists . Many opposed the war in Vietnam.



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Ethnic Studies



...provides 'safe' (and brave) academic spaces for **all** to learn the histories, cultures, and intellectual traditions of ***Native peoples and communities of color in the U.S. in the first-person*** and also practice theories of resistance and liberation to ***eliminate racism*** and other forms of oppression."

COLLEGE OF ETHNIC STUDIES, SFSU

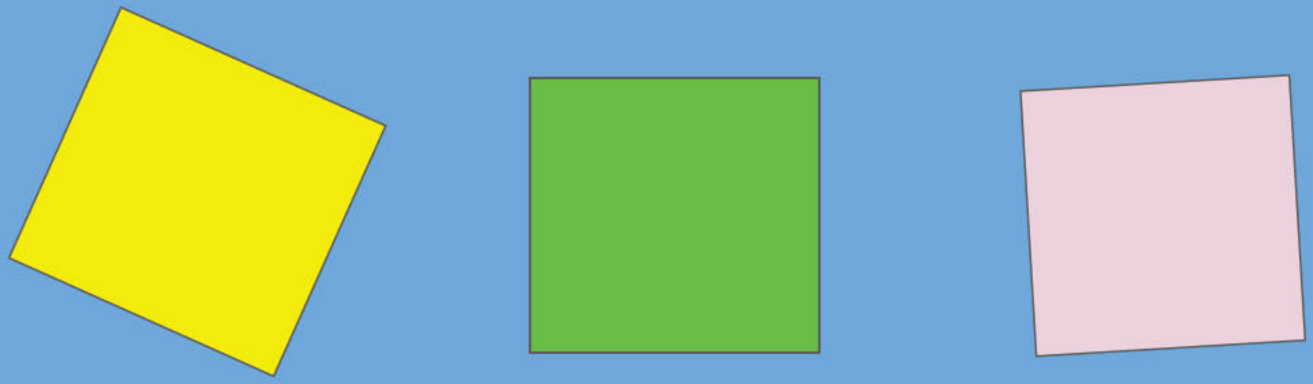
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Transformative Solidarity - When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed

What does this look, sound, and feel like?

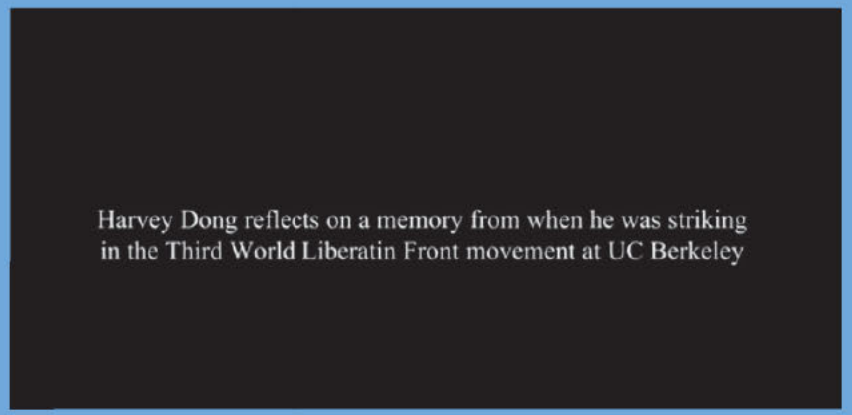
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BUSD - 003565

Asian American Leaders of the Third World Liberation Front



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DIALOGUE

- How did you feel listening to what the leaders said?
- What are some themes that emerge?
- What kind of solidarity s is represented in these short clips?

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MURALS

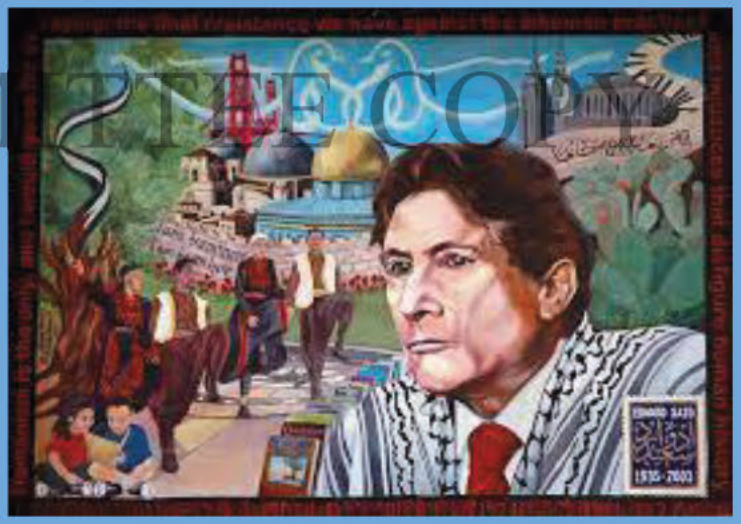


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MURALS





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Mural Art Project or Image Collage

Illustrate this big idea through your artwork:

We can glean strength from our communities and their stories to resist injustice together

Step 1: Your project should include these components:

1. Your community
2. Your ancestors or important figures you look up to
3. Injustices you see today
4. What does transformational solidarity look like to you externally? Internally?

Step 2: Write a reflection paragraph explaining the symbols you used and connect it to each of the 4 components

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Solidarity Lesson:
Farmworker Movement Solidarity:
Filipinx, Chicanx, & Arab (Yemeni)

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Lesson Purpose

The purpose of this lesson is to analyze and evaluate farmworker solidarity between Filipinx, Chicanx, and Yemeni (Arab) during the struggle for farmworker rights during the 1960s and 1970s. Through an analysis of primary and secondary historical sources, students will determine the levels of solidarity that Filipinx, Chicanx, and Yemeni (Arab) practiced during the farmworker struggle. Additionally, students will create a social media meme to articulate the importance of this solidarity amongst all 3 racialized groups. Moreover, this lesson affords students to utilize the solidarity practiced by the Filipinx, Chicanx, and Yemeni (Arab) communities as a model from which to reimagine and recreate new possibilities of solidarity in the present and future amongst all racialized communities.

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Lesson Enduring Understandings Alignment

STORIES - *The corrective narratives of my people*	**SOLIDARITY** - *The transformative solidarity between my people and other communities of color in reimagining a better world.*
• We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.	• We critique systems of oppression and actively do something about it, together.
• We understand and place a high value on the stories of resilience, survival and resistance of our people.	• We understand that cross-ethnic unity is required to make links across racial and ethnic lines engaging in transformative projects to reimagine and build a better world.
	• We understand and can articulate historical and contemporary projects among BIPOC that promote solidarity between our groups.
	• We understand that only through solidarity, is deep and real liberation possible.

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Lesson Guiding Questions

- What was the farmworker struggle for human rights in the 1960s and 1970s?
- What role did Filipinos, and historical figures like Larry Itliong, serve in the struggle for the rights of farmworkers during the 1960s and 1970s?
- What role did Mexican Americans-Chicanas/os/x, and historical figures like Dolores Huerta and César Chávez, serve in the struggle for the rights of farmworkers during the 1960s and 1970s.
- Why was Filipinx and Chicanx solidarity important during the farmworker struggle during the 1960s and 1970s?
- Why was Arab-Yemeni and Chicanx solidarity important during the farmworker struggle during the 1960s and 1970s?

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Learning & Language Objectives

Learning Objectives	Language Objectives
1. Students will analyze primary and secondary sources and describe the social, political and historical context of the farmworker labor movement during the 1960s and 1970s for Filipinx, Chicanx, and Yemeni (Arab).	1. Students will analyze primary and secondary sources and describe, ***in complete sentences***, the social, political and historical context of the farmworker labor movement during the 1960s and 1970s for Filipinx, Chicanx, and Yemeni (Arab).
2. Students will analyze and evaluate primary and secondary sources on farmworker solidarity between Filipinx, Chicanx and Yemeni (Arab) workers.	2. Students will analyze and evaluate primary and secondary sources of farmworker on farmworker solidarity, ***in complete written and spoken sentences,*** between Filipinx, Chicanx, and Yemeni (Arab) workers.
3. Students will create a social media meme based on the solidarity between Filipinx, Chicanx, and Yemeni (Arab) farmworkers and farmworker labor organizers.	3. Students will create a social media meme based on the solidarity, ***writing in complete sentences***, between Filipinx, Chicanx, and Yemeni (Arab) farmworkers and farmworker labor organizers.
4. Students will analyze the solidarity between Filipinx, Chicanx, and Yemeni (Arab) to evaluate its implications for re-imagining and re-creating for now and in the future.	4. Students will analyze the solidarity between Filipinx, Chicanx, and Yemeni (Arab) to evaluate its implications, ***in complete sentences and through group discussion***, for re-imagining and re-creating for now and in the future.

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Essential Skills

- Critical Reading, Writing, and Speaking
- Individual and Group/Collaborative work
- Primary and Secondar , Source Analysis
- Analysis and Interpretation of *Levels of Solidarity*
- Reimaging and Recreating a More Democratic and Racially Just Present and Future with and for Racialized Groups

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Community Cultural Wealth (Yosso, 2005)

Aspirational - the ability to maintain hopes and dreams for the future, even in the face of oppression.

Linguistic - includes the intellection and social skills attained through communication experiences in more than one language and/or style.

Familial - those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition.

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Navigational - skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with [Indigenous] and Communities of Color in mind.

Resistant - knowledges and skills fostered through oppositional behavior that challenges inequality.

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Concepts - Guiding Values, Principles, and Outcomes of Ethnic Studies Teaching

Critique - empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression;

Challenge - imperialist/colonial hegemonic beliefs, and practices on ideological, institutional, interpersonal, and internalized levels;

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Connect - ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure and truer democracy;

Conceptualize - imagine, and build new possibilities for post imperial-life that promote collective narratives of transformation and resistance, critical hope, and radical healing

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The ABCD Entry Way to Ethnic Studies

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Audience

Heterogenous and BIPOC

BIPOC Community(ies)

Asian American/Pacific Islander (Filipinx & Arab-Yemeni) & Chicanx/Latinx

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Farmworker Solidarity: Filipinx, Chicanx, & Arab (Yemeni)

Culture: Aspirational, Linguistic Navigational, and Resistant

Content: Farmworker Solidarity: Filipinx, Chicanx, & Arab (Yemeni)

Concepts: Critique, Challenge, Connect, and Conceptualize

Developmental Stage

9-12

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Lesson Plan Summary

C1: Cultural Ritual and/or Energizer

- Land Acknowledgement
- Ancestor Acknowledgement - Larry Dulay Itliong (October 25, 1913 - February 8, 1977)
- Cultural Energizer - The Delano Grape Strike | See Us Unite

C2: Critical Concepts

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- Key Names and Terms
- Who Is Dolores Huerta?
- Analysis of Primary/Secondary Text Sources on Filipina/o/x-Chicana/o/x Solidarity - Metacognitive Markers
- Critical Concepts - The Four Levels of Solidarity

Lesson Plan Summar_ _continued_

C3: Community Collaboration and/or Critical Cultural Production

- Analysis of Primary/Secondary Text Sources on Filipina/o/x-Chicana/o/x Solidarity - Metacognitive Markers (Slide 18)
- Analysis of Filipina/o/x - Chicana/o/x Solidarity & Yemeni (Arab) - Chicana/o/x Solidarity: Primary/Secondary Source Photographs and Film - Group Work (Slides 19-26)
- Analysis of Secondary - Source Text & Podcast (Yemeni/Arab - Chicana/o/x Solidarity) (Slide 27)
- Creation of Social Media Meme - Solidarity

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C4: Conclusive Dialogue/Critical Curricular Exchange

- Conclusive Dialogue - Implications: Filipinx-Chicanx-Yemeni (Arab) Solidarity

C1: Cultural Ritual and/or Energizer

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LAND ACKNOWLEDGEMENT

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A land acknowledgement is a commitment to acknowledge and learn about the **Native people within your surroundings.**

Today as we gather together, we acknowledge the traditional **Native lands on which we stand, sit, work and live.**

Collectively we honor the **Native people, the animals, and the plant life of today and the past which will benefit us in the future.**

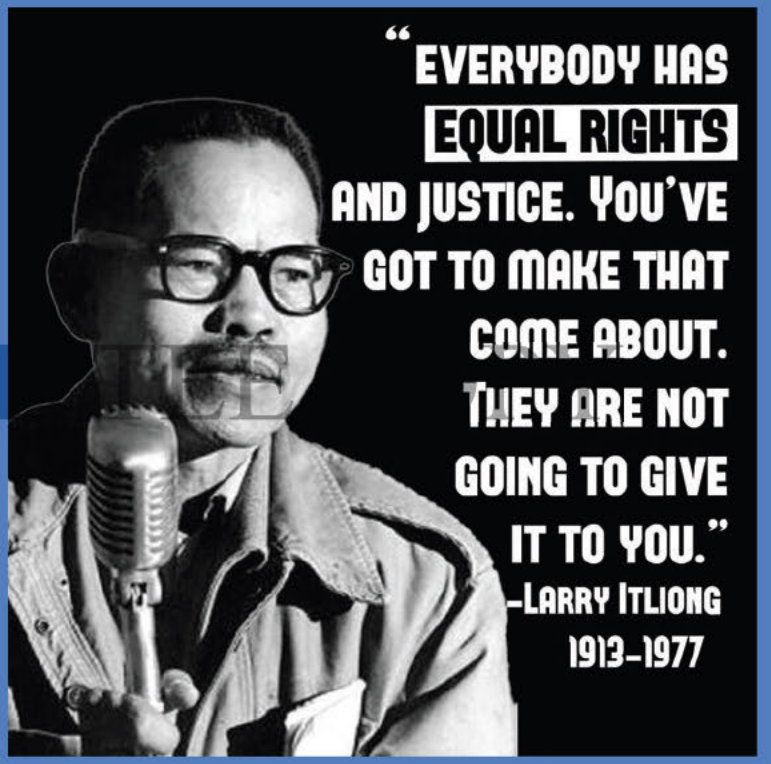
We commit to honoring Native rights and cultural equity through **education** wherever our journey among these lands take us.

Ancestor Acknowledgement

Larry Dulay Itliong (October 25, 1913-February 8, 1977)

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- Filipino American labor organizer and community leader and has been described as "one of the fathers of the West Coast labor movement"
- In 1965, he helped lead the Delano grape strike, demanding fair wages for grape growers, which continued for 5 years
- He served as assistant director of the United Farm Workers working with Dolores Huerta and Cesar Chavez
- Most history books mention Chavez and the United Farm Workers, but do not include a mention of Itliong or other Filipinos
- A successful end to the Delano Grape Strike in 1970 brought workers higher pay, medical insurance and limits on pesticide use



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Cultural Energizer

The Delano Grape Strike | See Us Unite

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- What traditionally forgotten, erased, and/or distorted parts of history are disclosed in this video clip?
- How does this video embody solidarity?

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C2: Critical Concepts
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Key Names & Terms

- Larry Itliong
- Philip Vera Cruz
- Pete Velasco
- Cesár E. Chávez
- Dolores Huerta
- Nagi Daifallah
- Manongs
- Agricultural Workers Organizing Committee (AWOC)

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Street art in Unidad Park, Filipinotown, Los Angeles, depicting Philip Vera Cruz, Cesar Chavez and Larry Dulay Itliong.
Photo: Kenny Chang

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Key Names & Terms

- National Farm Workers Association (NFWA)
- 1965 Delano Grape Strike
- United Farm Workers Organizing Committee (UFWOC)
- Strike/"Huelga"/"Welga"
- Solidarity
- Boycott
- Militant

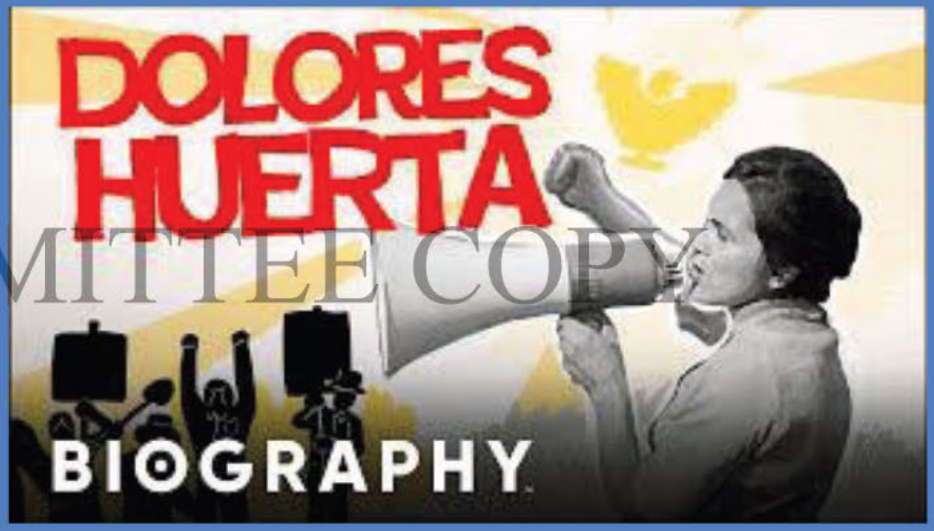
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Street art in Unidad Park, Filipinotown, Los Angeles, depicting Philip Vera Cruz, Cesar Chavez and Larry Dulay Itliong.
Photo: Kenny Chang

Who is Dolores Huerta?

- Co-founder of the United Farm Workers Association (along with César Chávez) in 1962, Dolores Huerta is one of the most influential labor activists of the 20th and 21st century and a leader of the Chicano civil rights movement.
- The challenges she faced as a woman did not go unnoticed and in one of her letters to César she joked…"Being a now (ahem) experienced lobbyist, I am able to speak on a man-to-man basis with other lobbyists."
- As a fierce negotiator, inspiring organizer, and leader of nationwide boycotts, Huerta was the main force in the United Farm Workers successes in obtaining rights and contracts for campesinos.
- At a 1988 San Francisco, California protest criticizing then presidential candidate George W. Bush for denouncing the UFW grape boycott of that time, Huerta was beaten by the San Francisco Police Department with a baton, rupturing her spleen which nearly killed her
- In 2012, the U.S. President Obama awarded Huerta the Presidential Medal of Freedom.



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Analysis of Primary/Secondary Text Sources on Filipina/o/x-Chicana/o/x Solidarity - Metacognitive Markers

- Teacher will assign students one of two of the following reads:
  - "Grapes of Wrath: The Forgotten Filipinos Who Led a Farmworker Revolution."
  - "Commemorating the Legacy of Cross-Racial Solidarity Between Filipino and Mexican American Farmworkers"

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1. Insert the following metacognitive markers in the text during/after reading:
   Question mark (?) - for questions you may have about the text.
   Circle (O) - around important numerical information.
   Underline (_) - for key ideas, concepts, and/or words
   Exclamation (!) - for identifying any "aha" moments in the text
   Asterisk (*) - next to the text where you would like to comment.

2. Be prepared to share your where and why you placed metacognitive markers.

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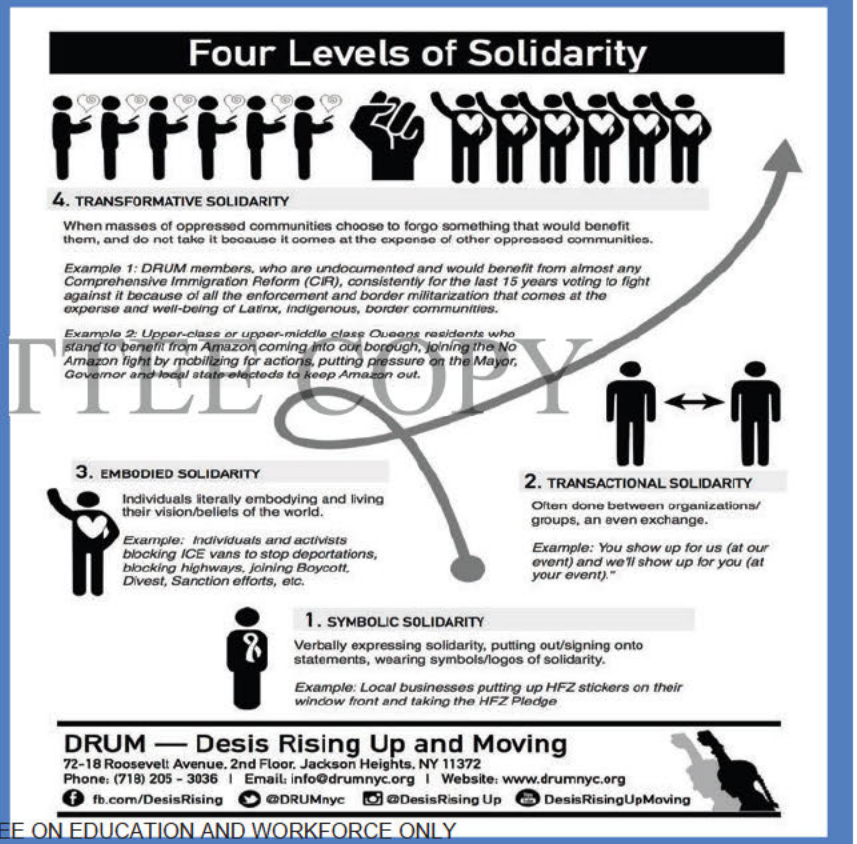
Critical Concepts Revist - Four Levels of Solidarity

1. **Symbolic Solidarity** - verbally expressing solidarity, out/signing into statements, wearing symbols/logos of solidarity.

2. **Transactional Solidarity** - Often done between organizations/groups, an even exchange.

3. **Embodied Solidarity** - Individuals literally embodying and living their visions/beliefs of the world.

4. **Transformative Solidarity** - When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed communities.



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C3: Community Collaboration

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Analysis of Filipinx - Chicanx Solidarity & Arab (Yemeni) Solidarity: Primary/Secondary Source Photographs and Film - Group Work

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In groups, students will be assigned a series of primary source photographs on the Zoot Suit Riots. In the assigned groups, students will complete the "Filipinx, Chicanx & Arab (Yemeni) Solidarity: Primary and Secondary Sources - Graphic Organizer." Students will then assign a spokesperson to share their analyses.

OBSERVE: Identify and note details	**REFLECT: Generate and test hypothesis about the primary source**	**QUESTION: Ask questions that lead to more observations and reflections**
• Describe what you see. • What do you notice first? • What people, objects, and/or text are shown? How are they arranged? • What is the physical setting? • What other details can you see?	• Why do you think this photograph was taken? • What is occurring in the photograph? • Who do you think the photograph was intended for? • What can you learn from examining the photograph?	What do you wonder about… • who? • what? • when? • where? • why? • how?

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Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Film #1



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Source: Asian Americans (2020, PBS) | "They Liked to Pit the Mexicans Against the Filipinos"

The Filipino Farm Workers voted to strike, but they had to convince Cesar Chavez, the leader of the Mexican workers, to join them. The task was left to Larry Itliong. Together Filipino and Mexicans mounted a historic and victorious grape strike that electrified the world

Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Photograph #1



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Farmworker Union Merger: In August 1966, Bill Kircher, National Director of Organizing for the AFL-CIO, negotiated a merger between AWOC and the NFWA that was named the United Farm Workers Organizing Committee AFL-CIO (UFWOC). Cesar Chavez was named head, with Larry Itliong serving as assistant director. Chavez and Itliong display the AFL-CIO charter which authorized their new union.

Photo: Walter P. Reuther Library

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Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Photograph #2



Source: "Cesar Chavez 25-day Fast During Delano Grape Strike" - Photo from Farmworker Movement Online Gallery, March 12, 1968.

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Caption: During the Delano Grape Strike, all were united and fighting for the farmworkers: In the photo - Senator Robert F. Kennedy, Cesar Chavez, (front row); Larry Itliong, Andy Imutan (second row) and Philip Vera Cruz (partly hidden, back row).

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Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Photograph #3



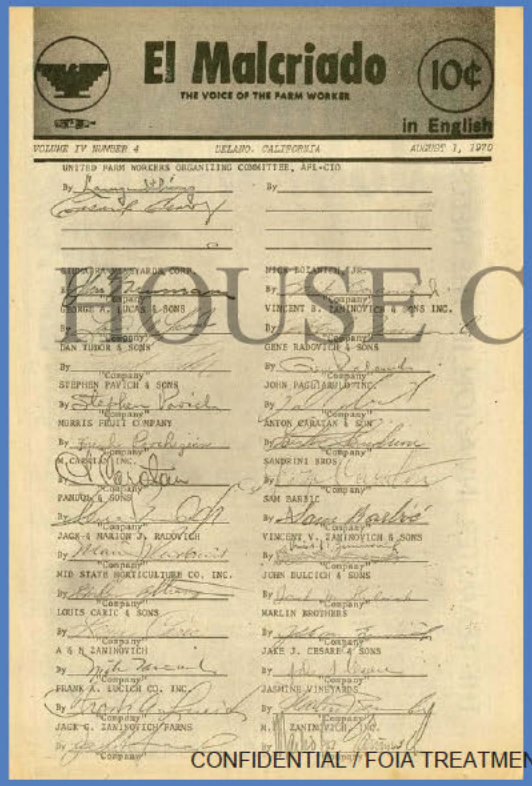
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Source: 1967, Members of the United Auto Workers (UAW), including Roy Reuther, join the United Farm Workers Organizing Committee (UFWOC) to march during the Grape Boycott against S&W Foods in Long Beach, California.

Photo: Walter P. Reuther Library

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Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Photograph #4



El Malcriado

THE VOICE OF THE FARM WORKER

10¢

in English

VOLUME IV NUMBER 4 DELANO, CALIFORNIA AUGUST 1, 1970

UNITED FARM WORKERS ORGANIZING COMMITTEE, AFL-CIO

The signatures in the Collective Bargaining Agreement signed on July 29, 1970.

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Source: El Malcriado- August 1, 1970.

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Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Photograph #5



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July 29, 1970 - Representing the UFWOC, Cesar Chavez and Larry Itlion, , wearin, the hat, , sign the Coll e Bargaining Agreement with the growers . (Photo from the Walter Reuther Library through the Filipino American National Historical Society)

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Analysis of Primary/Secondary Source Photographs/Film (Filipinx-Chicanx Solidarity) - Film #2

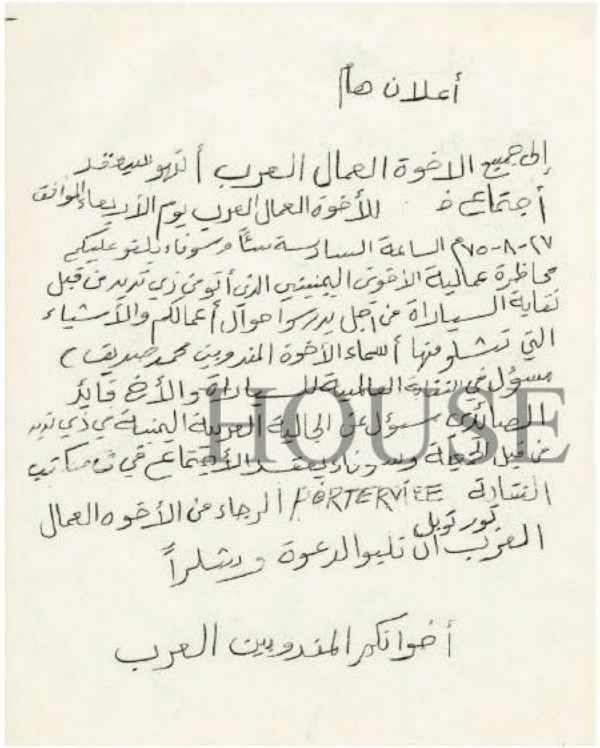


Delano Manongs: Forgotten Heroes of the UFW (2014) Clip

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Analysis of Primary Source Photograph | Arab (Yemeni)-Chicanx Solidarity) - Photograph #6



أعلان هام

إلى جميع الأخوة العمال العرب أ
أجتماع ف الأخوة العمال العرب يوم الأربعاء الموافق
٢٧-٨-٧٥م الساعة السادسة مساءً وسوف يلقي عليكم
محاظرة عالية الأخوين اليمنيين اللذين أتوا من ذي تريد من قبل
نقابة السيارات من أجل يدرسوا حوال أعمالكم والأشياء
التي تشكو منها أسماء الأخوة المندوبين محمد صديق
مسؤول في النقابة العالمية للسيارات والأرض قايد
الصالح مسؤول عن الجالية العربية اليمنية في ذي تريد
عن قبل الحفلة وسوف يعقد الأجتماع في مكاتب
النقابة FORTERVIEE الرجاء من الأخوة العمال
العرب تور ويل أن تلبوا الدعوة وشكراً

أخوانكم المندوبين العرب

United Farm Workers flyers printed in Arabic, distributed by Nagi Daifallah. Photo courtesy of the Arab American Institute.

Source: Arab American Institute (1973) - Flyers printed in Arabic which were distributed to Arab farmworkers during the United Farm Workers Union 1973 Grape and Lettuce Boycott.

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Analysis of Primary - Source Text & Podcast: Arab (Yemeni) - Chicanx Solidarity

- Read "UFW Martyr - Nagi Daifallah 1949-1973 and Cesar Chavez Statement" by the UFW.

- Listen to the podcast: "Viva Brother Nagi from Kerning Cultures" from 09/22/2022 *Making Contact: Radio Stories and Voices to Take Action*.

- Class discussion:
  - Which of the four levels of solidarity did Nagi Daifallah exhibit in his work/life with the UFW? Explain.
  - What resonated with you most about the life of Nagi Daifallah? Explain.

BUSD - 003601

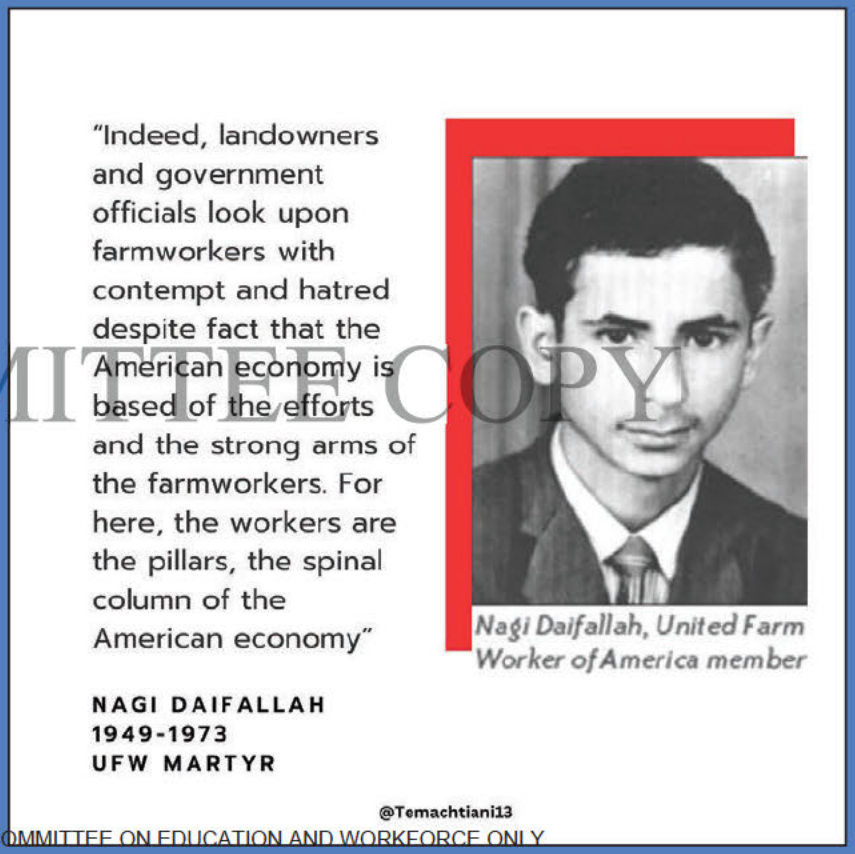


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Creation of Social Media Meme - Solidarity

- Choose from one of the historical figures that we covered in this lesson (Filipinx, Chicanx & Arab [Yememi]) that exhibited solidarity to create a meme.
- Choose a quote from the information / materials provided in this lesson to include in the meme to demonstrate solidarity.
- When sharing your meme with the class, be prepared to explain how your meme demonstrates solidarity.
- Example ---------- >>>



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C4: Conclusive Dialogue

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Conclusive Dialogue: Implications - Filipinx, Chicanx, & Arab (Yemeni) Solidarity

Individually write 1-2 paragraphs for each of the following questions. Please be prepared to share out with larger group for discussion.

1. What are the implications for Filipina/o/x-Chicana/o/x solidarity during the farmworker movement?
2. What are the implications for Yemeni/Arab-Chicana/o/s solidarity during the farmworker movement?
3. What are implications for the current need for solidarity regarding issues directly impacting the four racialized communities?
4. How can we "reimagine" for a more democratic and equitable society through solidarity?

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Curriculum Update

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We are asking that more teachers commit to teaching the Lesson Set vetted by the district.

Who here can commit to doing the first 3 lessons in the set?

Possibly in the month of Feb?

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Hamas Attacks on Israel 10/7/23

SKILLS: Comparing and Contrasting PoV

CAS Government & Economics

me: _____

Instructions: You are responsible for comparing and contrasting at least two of the sources listed below (you must choose one of the A readings and compare it to one of the B readings). We'll listen to *The Daily* podcast together, then you'll partner up to focus on particular additional texts. As you read, annotate for: **key ideas and details (!), questions or sections that make you curious about something (?)**, and parts that **connect to something else you've studied or knew about before reading (...) Also,** see the last page for the QUESTIONS you will answer after you've read multiple sources. You will be assessed for your summary responses and answers to the reflection questions.

Background on what happened on Saturday: The Daily: War in Israel; The Daily is a publication of *The New York Times*. As we listen to the first 11 mins. of this podcast, take notes on these questions:

1. What happened in Israel on Saturday, 10/7/23? Why is it significant?	
2. What words, whether from t interviewees or the interviewers, stand out to yo How does the background music influence the listener' experience taking in the sto	
3. What context is given for wh these attacks happened?	

Reading 1/A: Israeli Prime Minister Benjamin Netanyahu's statements, reported by *The Times of Israel* on 10/9/23, about Israel's response to Hamas' attacks that began on Saturday, 10/7/23

> Prime Minister Benjamin Netanyahu on Monday called for the opposition to join an emergency unity government, outlined Israel's battle plan against Hamas terror, likened the group to the Islamic State group, or ISIS, and warned of more "difficult days ahead" for the battered and bleeding nation.

“We are on the third day of the operation,” he said during a televised address to the nation, his first public appearance since Saturday night. “We are in an operation for our home, a war to ensure our existence, a war that we will win.”

“This war was imposed upon us by a despicable enemy — by savages who celebrate the murder of women, children, and the elderly,” he said. “The atrocities carried out by Hamas have not been seen since the atrocities of ISIS. Children bound and executed with the rest of their families, young girls and boys shot in the back, executed, and other atrocities that I will not describe here.”

“We have always known what Hamas is. Now the whole world knows. Hamas is ISIS,” Netanyahu said. “We will defeat [Hamas] precisely as the enlightened world defeated ISIS.”

He said he had ordered five actions at the start of the war.

First, to defeat terrorists still in Israel and prevent others from ending, in an operation that was still ongoing.

For the next step, he ordered a move to a massive, unprecedented offensive operation that was underway. Hundreds of thousands of reserves have been called up to service.

Third, he aimed to keep other fronts quiet — in the north, facing the Hezbollah terror group, in the West Bank, and inside Israel. The West Bank and northern border have seen some violence since the Hamas onslaught. Netanyahu praised the security forces for their work in all those areas.

Next, he vowed to continue recruiting international support for the operation and “preserve Israel’s freedom of action.”

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Lastly, and most importantly, he said, was solidifying Israel’s national unity.

“The divisions amongst us are ended. We are all united. And when we are united, we win,” he said.

Now, “the leadership must unify,” he said, calling on the leaders of the opposition to immediately establish “an emergency national unity government with no pre-conditions,” as happened under Menachem Begin in the Six-Day War.

He said Israel has only just begun to hit Hamas and that the pictures of destruction in Gaza “are only the start. We have wiped out hundreds of terrorists and we won’t stop there.”

Israeli security forces at the scene where a rocket fired from the Gaza Strip hit a shelter in the southern city of Sderot, October 9, 2023. (Yossi Zamir/Flash90)
Wherever Hamas operates, “we will turn into a city of ruins.”

He said he was in “constant contact” with US President Joe Biden and thanked the US for its support for Israel’s security “in word and deed.” The US aircraft carrier on its way to the area sent a message that “our common enemies well understand,” he said. He also thanked many other world leaders for unprecedented support.

Wrapping up his statement, Netanyahu denied that there was any advance warning of Hamas’s massive attack from Egyptian intelligence, as reported earlier. He urged Israelis to be wary of fake news and not to “fall into these propaganda traps.”

"I know we all want results here and now. It will take time," he said, but when the war is over, "all of Israel's enemies will know that it was a terrible mistake to attack Israel."

What Israel will have done to them, he said, will resonate with them "for generations."

"We have lost entire families, sons and daughters, youngsters and elderly people, soldiers, police officers and security officers, Jews and non-Jews," he said. "We all share the same destiny… Together we will prevail and together we will win. Only together."

"Difficult days are still ahead of us," he concluded. "But we are determined to win this war, to bring life, blessing and light to our people and our state."

A senior Israeli government source told reporters earlier on Monday that Netanyahu's defined goal for the war at this stage was to deprive Hamas of the ability and the motivation to harm Israel.

7. What is the dominant Point of View (PoV) in this article? How do you know? Support your answer with direct references to the text.	

Reading 2/A: President Joe Biden's statement "Condemning Terrorist Attacks on Israel." NOTE: The United States Is a major supporter of Israel in terms of financial aid, and, according to Congressional Research Service, "Israel is the largest cumulative recipient of U.S. foreign assistance since World War II".

HOUSE COMMITTEE COPY

OCTOBER 07, 2023

Statement from President Joe Biden Condemning Terrorist Attacks in Israel

BRIEFING ROOM › STATEMENTS AND RELEASES

This morning, I spoke with Prime Minister Netanyahu about the horrific and ongoing attacks in Israel. The United States unequivocally condemns this appalling assault against Israel by Hamas terrorists from Gaza, and I made clear to Prime Minister Netanyahu that we stand ready to offer all appropriate means of support to the Government and people of Israel. Terrorism is never justified. Israel has a right to defend itself and its people. The United States warns against any other party hostile to Israel seeking advantage in this situation. My Administration's support for Israel's security is rock solid and unwavering.

Jill and I are keeping in our prayers all of the families who have been hurt by this violence. We are heartbroken by the lives that have been tragically cut short and hope for a swift recovery for all those who have been wounded.

My team and I are tracking this situation closely, and I will remain in close touch with Prime Minister Netanyahu.

###

BUSD - 003681

2. What's the dominant PoV in Biden's statement? Support your answer with direct references to the text:

Reading 3/B: This opinion piece was written by Joseph Massad and published in *The Electronic Intifada.* Bio on Massad: *Joseph Massad is professor of modern Arab politics and intellectual history at Columbia University, New York. He is the author of many books and academic and journalistic articles. His books include Colonial Effects: The Making of National Identity in Jordan; Desiring Arabs; The Persistence of the Palestinian Question: Essays on Zionism and the Palestinians, and most recently Islam in Liberalism. His books and articles have been translated into a dozen languages* (Middle East Eye). *The Electronic Intifada* (from "About EI"): The Electronic Intifada is an independent online news publication and educational resource focusing on Palestine, its people, politics, culture and place in the world.

Just another battle or the Palestinian war of liberation? Joseph Massad The Electronic Intifada 8 October 2023

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What can motorized paragliders do in the face of one of the most formidable militaries in the world?

Apparently much in the hands of an innovative Palestinian resistance, which early on Saturday morning launched a surprise attack on Israel by air, land and sea. Indeed as stunning videos show, these paragliders have become the air force of the Palestinian resistance.

Operation Al-Aqsa Flood, the major offensive led by Hamas on 7 October, was not expected by anyone.

It came in retaliation for the ongoing Israeli pogroms in the West Bank town of Huwwara and Jerusalem, especially by settlers storming al-Aqsa mosque during the Jewish High Holy Days over the last month, not to mention the ongoing siege against Gaza itself for more than a decade and a half.

The consensus of many Arab media commentators is that the resistance has effectively obliterated the myth of Israeli military might and the undeserved reputation of its intelligence apparatus, whose failures – judging from the shocking success of the Palestinian offensive – are staggering.

No less astonishing was the Palestinian resistance's takeover of several Israeli settler-colonies near the Gaza boundary and even as far away as 22 kms, as in the case of Ofakim.

Perhaps the major achievement of the resistance in the temporary takeover of these settler-colonies is the death blow to any confidence that Israeli colonists had in their military and its ability to protect them.

Reports promptly emerged that thousands of Israelis were fleeing through the desert on foot to escape the rockets and gunfire, with many still hiding inside settlements more than 24 hours into the resistance offensive.

Those who had not already fled were being evacuated by the army from more than two dozen colonies near Gaza.

In the interest of safeguarding their lives and their children's future, the colonists' flight from these settlements may prove to be a permanent exodus. They may have finally realized that living on land stolen from another people will never make them safe.

The level of military engagement between the Palestinian fighters and the Israeli colonial forces is wide-ranging. It has included more than two dozen battle sites, with Hamas declaring 50 Israeli military targets for its operation.

Jubilation and awe

The sight of the Palestinian resistance fighters storming Israeli checkpoints separating Gaza from Israel was astounding, not only to the Israelis but especially to the Palestinian and Arab peoples who came out across the region to march in support of the Palestinians in their battle against their cruel colonizers.

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Indeed, Jordanian security blocked Jordanians who marched to the Israeli border from advancing.

No less awesome were the scenes witnessed by millions of jubilant Arabs who spent the day watching the news, of Palestinian fighters from Gaza breaking through Israel's prison fence or gliding over it by air.

The resistance's remarkable takeover of Israeli military bases and checkpoints, where even the resistance fighters marveled at the rows of abandoned Israeli tanks and armored vehicles, upon which they placed their banners, has both shaken Israeli society and struck Palestinians and Arabs as incredible.

No less striking was the capture of some of Israel's colonial soldiers and officers in their underwear while sleeping. Images of humiliated Egyptian prisoners of war in their underwear during the 1967 war, not to mention those of Palestinian POWs in their underwear held by Israeli soldiers, continue to resonate in the Arab collective memory.

Among the high-ranking POWs Hamas claims to have captured is General Nimrod Aloni.

The success of these incursions on the ground, coupled with the missile attacks against Israel, has led to the severe curtailment of commercial air traffic to Israel and the shuttering of all its schools and much of its economy.

Horrifying human toll

After Israeli bombs destroyed the Palestine Tower, a high-rise with dozens of residential apartments in Gaza, resistance groups retaliated by launching large volleys of missiles at Tel Aviv.

The barbaric Israeli bombing of Gaza – including the targeting of civilian homes without any warning – had already killed more than 400 people including 78 children by Sunday night, according to the health ministry in Gaza.

More than 2,300 Palestinian have been injured in the Israeli attacks.

Meanwhile, the Palestinian operation has resulted in more than 700 people killed in Israel and more than 2,200 injured – all in all a horrifying human toll on all sides.

As expected, the international enemies of the Palestinian people rushed to declare support for Israeli apartheid and settler-colonialism and to condemn the Palestinian resistance.

This included the Palestinian people's chief enemies, namely, the United States, the United Kingdom and the European Union.

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Ukrainian President Volodymyr Zelensky, whose alliance with the West against Russia is pushing the world to the brink of nuclear war, joined his Western sponsors in condemning the Palestinian resistance as "terrorist" and asserting that "Israel's right to self-defense is unquestionable."

Meanwhile, UN Secretary-General António Guterres, not known for his love of the Palestinian people, found it in his heart to call for the return of "abducted" Israeli civilians from the Gaza Strip.

"Civilians must be respected and protected by international humanitarian law at all times," Guterres said, calling for the "immediate release of all abducted persons."

But there was no word from Guterres on the more than 5,000 Palestinian POWs and abductees – a term he never uses to describe the Palestinians Israel abducts and imprisons – in Israel's dungeons. Nor did he express any consideration of the Palestinian right to resist occupation under international law.

3. What is the dominant Point of View (PoV) in this Op-Ed? How do you know? Support your answer with direct references to the text.	

Reading 4/B: [Jewish Voice for Peace: Statement Following 10/7/23]; about JVP from their website: "Jewish Voice for Peace is the largest progressive Jewish anti-Zionist organization in the world. We're organizing a grassroots, multiracial, cross-class, intergenerational movement of U.S. Jews into solidarity with the Palestinian freedom struggle, guided by a vision of justice, equality, and dignity for all people."

The Root of Violence Is Oppression.

Right now, Palestinians, Israelis and all of us with family on the ground are terrified for loved ones. We grieve the lives of those already lost and remain committed to a future where every life is precious, and all people live in freedom and safety.

Following 16 years of Israeli military blockade, Palestinian fighters from Gaza launched an unprecedented assault, in which hundreds of Israelis were killed and wounded, and civilians kidnapped. The Israeli government declared war, launching airstrikes, killing hundreds of Palestinians and wounding thousands, bombing residential buildings and threatening to commit war crimes against besieged Palestinians in Gaza.

The Israeli government may have just declared war, but its war on Palestinians started over 75 years ago. Israeli apartheid and occupation — and United States complicity in that oppression — are the source of all this violence. Reality is shaped by when you start the clock.

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For the past year, the most racist, fundamentalist, far-right government in Israel history has ruthlessly escalated its military occupation over Palestinians in the name of Jewish supremacy with violent expulsions and home demolitions, mass killings, military raids on refugee camps, unrelenting siege and daily humiliation. In recent weeks, Israeli forces repeatedly stormed the holiest Muslim sites in Jerusalem.

For 16 years, the Israeli government has suffocated Palestinians in Gaza under a draconian air, sea and land military blockade, imprisoning and starving two million people and denying them medical aid. The Israeli government routinely massacres Palestinians in Gaza; ten-year-olds who live in Gaza have already been traumatized by seven major bombing campaigns in their short lives.

For 75 years, the Israeli government has maintained a military occupation over Palestinians, operating an apartheid regime. Palestinian children are dragged from their beds in pre-dawn raids by Israeli soldiers and held without charge in Israeli military prisons. Palestinians homes are torched by mobs of Israeli settlers, or destroyed by the Israeli army. Entire Palestinian villages are forced to flee, abandoning the homes and orchards and land that were in their family for generations.

The bloodshed of today and the past 75 years traces back directly to U.S. complicity in the oppression and horror caused by Israel's military occupation. The U.S. government consistently enables Israeli violence and bears blame for this moment. The unchecked military funding, diplomatic cover, and billions of dollars of private money flowing from the U.S. enables and

empowers Israel's apartheid regime. Those who continue calling for "ironclad" U.S. support for the Israeli military are only paving the path to more violence.

From the U.S., there are no sidelines. We will uproot complicity where we are: we demand that the U.S. government immediately take steps to withdraw military funding to Israel and to hold the Israeli government accountable for its gross violations of human rights and war crimes against Palestinians. We commit to escalating our campaigns for boycott, divestment and sanctions to end the billions pouring into the Israeli war machine from corporations and private foundations.

Inevitably, oppressed people everywhere will seek — and gain — their freedom. We all deserve liberation, safety, and equality. The only way to get there is by uprooting the sources of the violence, beginning with our own government's complicity.

4. What is the dominant Point of View (PoV) in this statement? How do you know? Support your answer with direct references to the text.	

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Reflection Questions:

1) What's the overall TONE [general attitude] of these reports, statements, and opinion pieces? Compare and contrast TWO sources in your answer by identifying key examples of diction (word choice) to support your claims.	
2) Which perspective(s) make the most sense to you? Why?	

3) Why should students in Berkeley, California, care about what's happening in Israel and Palestine?	
4) What connections, questions, or new perspectives have you developed from reviewing these different sources? Write at least one down.	

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What is the journalist's responsibility?

Current Events

Name: _____

Instructions: As you watch and listen, note key lines and respond to the questions below.

Video 1: Mohammed El-Kurd on Democracy Now!

Background on El-Kurd: *MOHAMMED EL-KURD is an internationally touring and award-winning poet, writer, journalist, and organizer from Jerusalem, occupied Palestine. In 2021, He was named as one of the 100 most influential people in the world by TIME Magazine. He is best known for his role as a co-founder of the #SaveSheikhJarrah movement. His work has been featured in numerous international outlets and he has appeared repeatedly as a commentator on major TV networks. Currently, El-Kurd serves as the first-ever Palestine Correspondent for The Nation.*

1) What are some of the key points that El-Kurd makes during this interview?	ite down major points (bullet points are fine):
information can you connect to what you already know?	
3) What is a key line that stands out to you? Do you agree with it? Disagree with it? Explain.	ote at least one line, explain why you chose it.

Video 2: "CNN Reporter Called Out For "Bias" Coverage At Rafah Border"

Background: "Where are our voices?" asked a woman at the Rafah border crossing, protesting against the Israeli aggression targeting civilians and their infrastructure in Palestinian territory. The protestors questioned CNN correspondent Clarissa Ward for what they deem is a bias media coverage of the Israel-Palestine conflict.

4) What is the woman in the video demanding of the CNN reporter?	Bullet points fine for this response:
5) What is a key line or two that stand(s) out to you? Do you agree with it? Disagree with it? Explain.	Quote at least one line; explain why you chose it:
6) What do both these interviews highlight about the role of journalists? What do you believe is the major responsibility of a journalist? Explain.	

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Work Doc for Teaching Palestine at Emerson Working Group

2025 Goals
• Families who need support and do they feel safe in our community • Creating plug and play lessons • Accountability Partners • Connecting Lessons to things we are already teaching • Add back matter, author's notes into the slides • Outside ways to support Palestine-information sharing

What are the resources? (with links)	Who linked this in case I have question
Know Your Rights-Feb 27th 5-7pm	Molly
Emerson Slideshow with Palestine Children's Books and Focus Questions	Molly, Katie, Morgan
Historical Foundation Video of Dr. Ussama Makdisi	Joemy
Jewish Voice for Peace	Molly
Bassan's First Hand account and reporting from inside Palestine.	Molly
Teach Palestine	Joemy
Camps Breakerz break dancing crew in Gaza Follow their Instagram account (@campsbreakerz), best place for current videos	Joemy
Siti's Bird Youtube read aloud and lesson **Siti's Bird** Molly's redone Slide Deck (same lesson)	Joemy Molly
Rethinking School (publishes end of Feb, so probably will send out early March) Lesson, articles, and lessons Pre-order Teaching Palestine lessons and resources	Joemy
Zines examples Example 1 (Teach Palestine) Example 2 (A Poppy This Spring) Folding video	Joemy

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Elementary Children's Reading Aloud List

Homeland-My Father Dreams of Palestine by Hannah Moushabeck
These Olive Trees by Aya Ghanameh
Map of Falasteen by Maysa Odeh
Sitti's Secrets by Naomi Shihab Nye
Sitti's Bird, A Gaza Story by Malak Mattar
We are Palestinian by Reem Kassis

Re: Hi and Meeting Request

From: Joemy Ito-Gates [redacted] Tue, Oct 10, 2023 at 8:31 AM PDT (GMT-07:00)
To: Chris Albeck [redacted]

Hi Chris,

I've reached out to LESMCC about the talking points to see if they have a document, but in the meantime here are the folks I know of so far who will be co-authoring curriculum with us and/or supporting the coordination with us:

- Dr. Theresa Montano and Dr. Tricia Gallagher whom you both met (assisting with coordination)
- Dr. Sean Arce will be supporting with the launch day and working with the high school team (will co-author if the 9th grade team wants to rework a unit)
- Christina Alaniz (linkedin profile) co-author the 4th and maybe 5th grade units
- Ratha Kelly, San Diego Unified Ethnic Studies TSA will help to co-author the 4th and maybe 5th grade units
- Brian Batugo, San Diego Unified Ethnic Studies Resource Teacher will help to co-author the 8th grade unit

There will be a couple of other people as well, but they are still finalizing other co-authoring folks from their Consortium who will be directly collaborating with us.

This is a Q&A on their website, but I'll send along whatever they might share with me later today.

Some other points to share:

- There is no evidence of LESMCC or their members being antisemitic
- There is no evidence of any curriculum that LESMCC has produced or help to produce being antisemitic
- LESMCC works with districts to write tailored curriculum for their specific community contexts

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On a personal note, because I am in the ethnic studies community I know many of the LESMCC members personally and they are truly inspiring, anti-racist scholars and activists who work directly in their communities to end all forms of oppression. It is my honor to be collaborating with LESMCC this year.

More soon,
Joemy

On Tue, Oct 10, 2023 at 8:05 AM Chris Albeck [redacted] wrote:

> Morning, Joemy.
>
> Please see below.
>
> Let me know if you have any responses that I can offer.
>
> Thank you
>
> ---------- Forwarded message ---------
> From: **Jill Hoogendyk** [redacted]
> Date: Tue, Oct 10, 2023 at 8:00 AM
> Subject: Re: Hi and Meeting Request
> To: Chris Albeck [redacted]
>
> Hi Chris -
> Thanks for the materials. From our earlier conversation, can you or Joemy please check with LES to see if they have any talking points that they have developed re the concerns raised by members of the Jewish community?
>
> Also, the outline of work contains a list of several members of the LES team. Will they all be working with us?
>
> Jill Hoogendyk

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[WILLARD] Willard Word: Guest Speaker from MECA TODAY 3-4pm

From: Andrea Prichett [redacted] Mon, Mar 18, 2024 at 7:44 AM PDT (GMT-07:00)
To: Willard Conference [redacted]

Good Morning all and sorry for the late notice!

Today after school, Zeiad Abbas Shamrouch, Executive Director of The Middle East Children's Alliance (MECA), will be speaking in the Library about his organization and how it is supporting displaced people in Gaza. MECA was started right here in Berkeley in 1988 by a Jewish American woman and former Berkeley School Board President Barbara Lubin.

Staff and students are welcome to attend to learn more and ask questions!

Please share this information with your students (I forgot to put it in the Willard Word)

Thanks,

Andrea

Re: Adding books to the King Library

From: Jody Sokolower [redacted] Thu, Feb 8, 2024 at 10:37 AM PST (GMT-08:00)
To: Christina Harb [redacted]
Cc: Tom Holmes [redacted] Joemy Ito-Gates [redacted] Stephanie Travaille [redacted] Michael Tison Yee [redacted]

Hi Tom (thanks, Christina)

I'd love to talk when I'm back in the Bay Area about books for the King library I hope to be back next week. In the meantime, the best list to work off is the Teach Palestine website Children's Books Resources Page. Some of those books are a little hard to find, but I can put you in touch with authors in those cases.

I'll be in touch. Thanks a million,
jody

On Tue, Feb 6, 2024 at 6 39 PM Chri tina Harb [redacted] wrote

> Dear Jody,
>
> I'd like to introduce you to our middle school's librarian. He is interested in supporting efforts to increase inclusion of Palestinian stories and perspectives in our school's library. I directed him to come to MECA to check out the books there so I believe he will be stopping by soon! I also shared the booklist that I think you curated through your organization.
>
> Joemy I also wonder if you can pass along your list of recommended texts affirming Palestinian identity? Both Tom and our literacy coach Steph Trevaille are interested in finding more texts that can diversify our school's collection.
>
> For background, Steph, our literacy coach, looked for books with Palestinian perspectives in our school library and only found one book. So, now that this disparity has been uncovered, Tom is admirably working on collecting books appropriate for middle grades to add to the library.
>
> Thank you both so much for your support!
>
> Chri tina Harb, M Ed (هي/ he/her/ella)
> ELD Teacher and Coordinator
> Martin Luther King Jr Middle School
> [redacted]
> Language Re ource | Protocol to reque t for interpretation
> King ELAC web ite
> *"All education is political; teaching is never a neutral act." -Paolo Freire*

photo logo

Jody Sokolower (she/her)
Middle East Children's Alliance

m: [redacted]
a: [redacted]
w: www.mecaforpeace.org

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Follow u

Fwd: [ASATA] Please share: Teach Palestine Project Intensive—January 20!

From: Jessica Arroyo Solis [redacted] Wed, Jan 10, 2024 at 11:38 AM PST (GMT-08:00)
To: Joemy Ito-Gates [redacted] Christina Harb [redacted]

Are you going to this? Is this something we can push in busd through ethnic studies?

---------- Forwarded message ---------
From: **Shiksha Modi** [redacted]
Date: Wed, Jan 10, 2024 at 11:04 AM
Subject: Fwd: [ASATA] Please share: Teach Palestine Project Intensive—January 20!
To: Jessica Arroyo Solis [redacted]

---------- Forwarded message ---------
From: [redacted]
Date: Wed, 10 Jan, 2024, 11:03 am
Subject: Fwd: [ASATA] Please share: Teach Palestine Project Intensive—January 20!
To: [redacted]

---------- Forwarded message ---------
From: **'Sabiha Basrai' via ASATA** [redacted]
Date: Wed, 10 Jan, 2024, 8:52 am
Subject: [ASATA] Please share: Teach Palestine Project Intensive—January 20!
To: ASATA Updates [redacted]

HOUSE COMMITTEE COPY

Are you an educator? Do you know other educators? Please share widely. This is a critical struggle as we see more teachers and students targeted for talking about Palestine.
-Sabiha

Join the Middle East Children's Alliance's Teach Palestine Project in Oakland, CA, on Saturday, January 20, 2024, for an in-person, day-long conference focused on incorporating Palestinian history, narratives, and culture into K-12 classrooms.

We began planning for this intensive long before the current assault on Gaza. Our original intention was to host a one-day conference on Palestinian history, narratives, and culture within an Ethnic Studies framework. Although that is still our focus, we are finding more urgency among educators to understand what is currently happening in Gaza, its historical root and connection to the larger context of Pale tinian hi tory, and how to be t teach our students about it. If we are learning anything about Palestinians, especially those in Gaza, it is that their resistance, resilience and sumood are unparalleled. Therefore, to honor Gaza and all Palestinians in historic Palestine and the diaspora, we are proud to offer this intensive, which we hope becomes one of many.

Come meet other educators interested in teaching Palestine, learn from experts in the field, and see Palestinian artists in action. Lunch is included.

Hope to see you there! Questions? [redacted]

Re: Quote for Middle School Training?

From: Brittney Rezaei [redacted] Mon, Jun 24, 2024 at 11:54 AM PDT (GMT-07:00)
To: Joemy Ito-Gates [redacted]
Cc: Chris Albeck [redacted] Areej Qadeer [redacted]

Hi Joemy,

I apologize for the long overdue reply It was a pleasure to meet with you all We do not charge for any trainings we do If you are interested is setting something up in the fall I've cc'd my colle gue, Areej Qadeer, our Civil Rights Coordinator who could facilitate Thank you for all that you do!

Best Regards,
Brittney

Brittney Rezaei
Managing Attorney

Council on American-Islamic Relations
San Francisco Bay Area Office
[redacted]
I ca.cair.com/sfba

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Follow CAIR-SFBA!

From: Joemy Ito-Gates [redacted]
Sent: Friday, November 17, 2023 7:51 PM
To: Brittney Rezaei [redacted]
Cc: Chris Albeck [redacted]
Subject: Quote for Middle School Training?

Hi
Brittney!

I
met you on zoom this past Wednesday as part of the teach-in series I was helping to co-organize (not in my capacity as a district employee for BUSD), but as a Bay Area educator-- thank you again for coming, we so appreciate it! I'm now reaching out to you in my role as the Ethnic Studies Teacher on Special Assignment for BUSD, to see if it might be possible to have you or someone from CAIR to come do an hour to hour and a half training on zoom for how middle school teachers can teach about Islamophobia in their
classrooms?

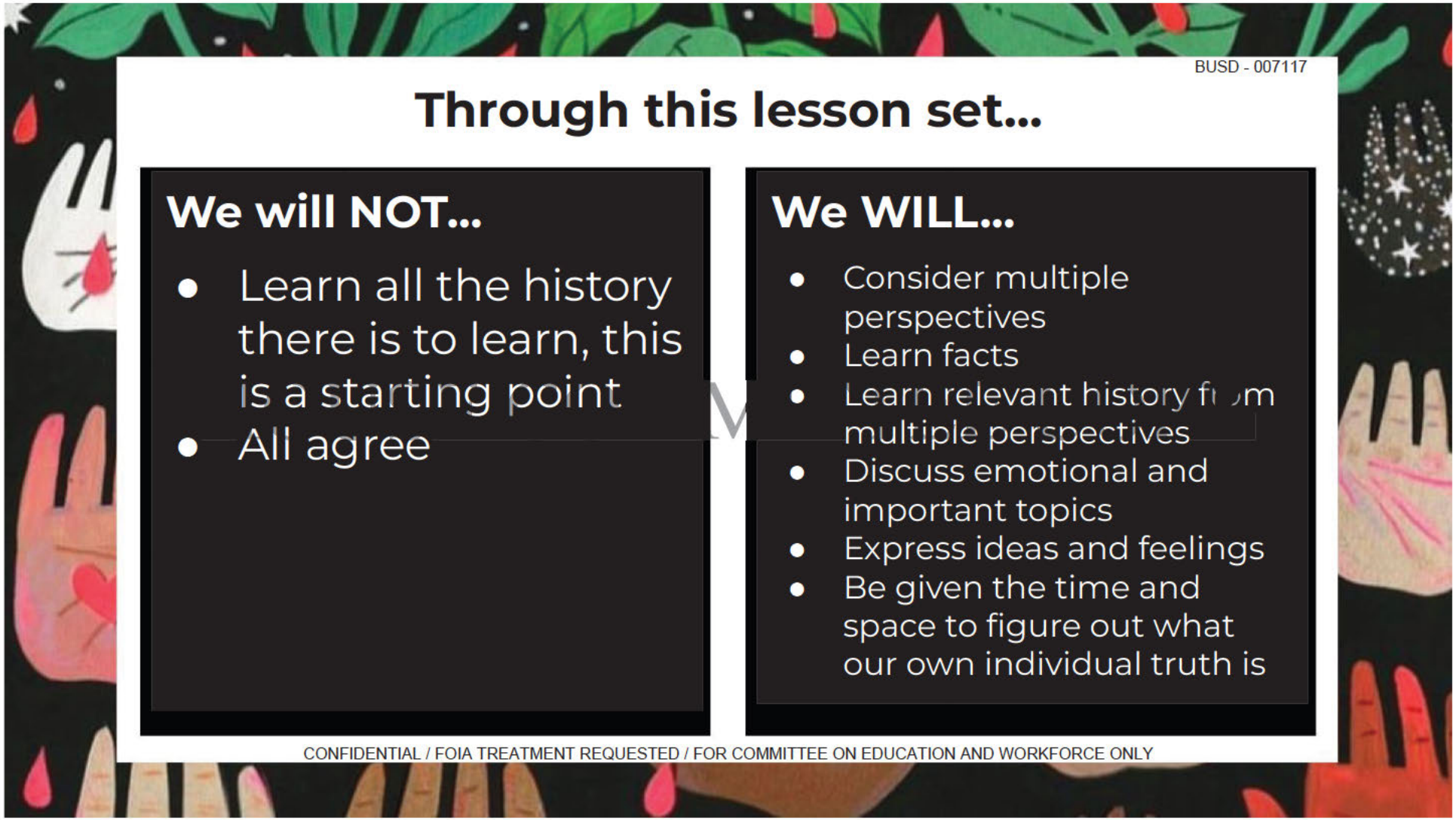


Lesson 1:
Community Agreements + Considering Multiple Perspectives

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Molly Costello

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BUSD - 007117
Through this lesson set...
We will NOT...
Learn all the history there is to learn, this is a starting point
All agree
We WILL...
Consider multiple perspectives
Learn facts
Learn relevant history from multiple perspectives
Discuss emotional and important topics
Express ideas and feelings
Be given the time and space to figure out what our own individual truth is
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Community Agreements

BUSD - 007118

Any others we should add?

Be Present

Listen with eyes, ears, and heart

Be Open

Challenge your own ideas and allow for differences in beliefs; respond to issues, not individuals.

Be Sensitive

There are people in our community who have direct ties to Israel/Palestine

HOUSE COMMITTEE COPY

Be Respectful +Brave

Speak your truth with care and consideration

Be Aware

Considering different perspectives might feel uncomfortable, but it does not equal being unsafe

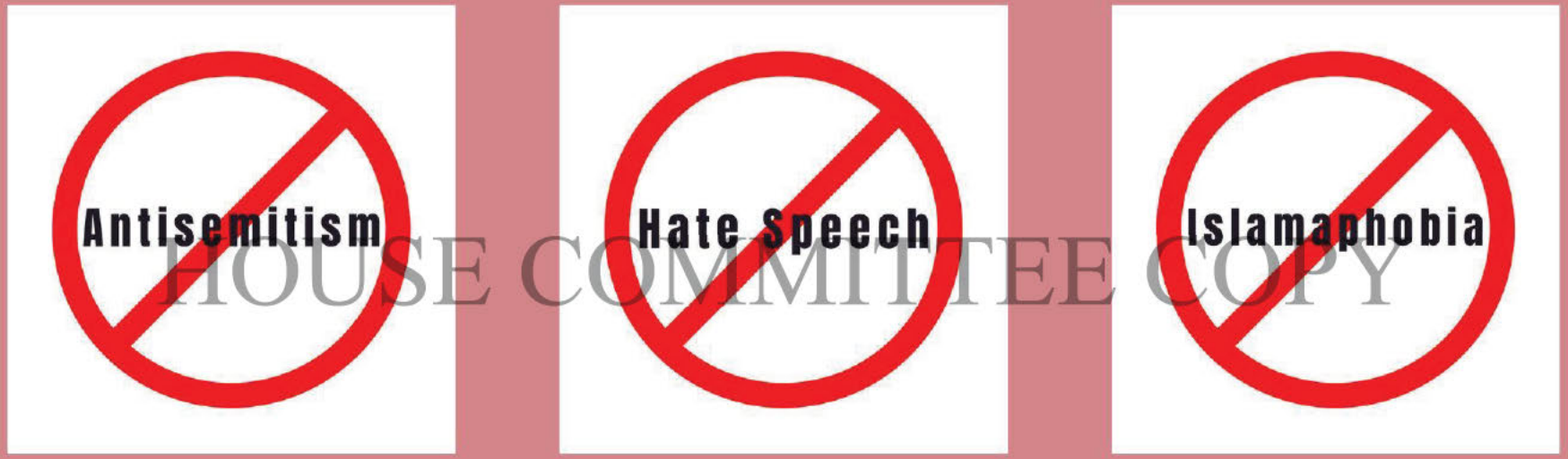
Be Flexible

It's okay to be confused, unsure, and for people to change their minds

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007119



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BUSD Stand United Against all forms of hate, antisemitism and Islamophobia.

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Hate Speech v. Free Speech

We cannot have Hate Speech on our campus

Not Hate Speech Examples:

- I support Israel
- I support Palestine
- Free the Hostages
- Free Palestine
- Teach Palestine
- Ceasefire
- This is a genocide
- This is apartheid
- Wearing/displaying a nation's flag

Hate Speech Examples:

- Kill...
- Death to...
- Swastikas
- Suicide bomber jokes
- Terrorist jokes
- Holocaust jokes

What to do if You Witness Hate Speech:

- Report it to an administrator
- Take a photo if it is an image or written
- Report to https://bit.ly/busdcomplaints

Critique systems of power, like governments, not people



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On Sticky Notes Write:

What do you think you know about Israel & Palestine?

What do you want to know?

Then put them on the chart paper.





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Aria Delsole

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A Conflict over Land and Natural Resources

- Three major religions have ties to the land called Palestine/Israel:
  - Christianity
  - Islam
  - Judaism
- Jews, Muslims, and Christians have lived amongst each other for millenia

Overview of Palestine's demographics from the 1st century to the Mandate era. Figures in thousands.

Year	Jews	Christians	Muslims	Total
1st c.	**Majority**	–	–	~1,250
4th c.	**Majority**	Minority	–	>1st c.[1][2]
5th c.	Minority	**Majority**	–	>1st c.
End 12th c.	Minority	Minority	**Majority**	>225
14th c.	Minority	Minority	**Majority**	150
1533–1539	5	6	145	156
1553–1554	7	9	188	205
1690–1691	2	11	219	232
1800	7	22	246	275
1890	43	57	432	532
1914	94	70	525	689
1922	84	71	589	752
1931	175	89	760	1,033
1947	630	143	1,181	1,970

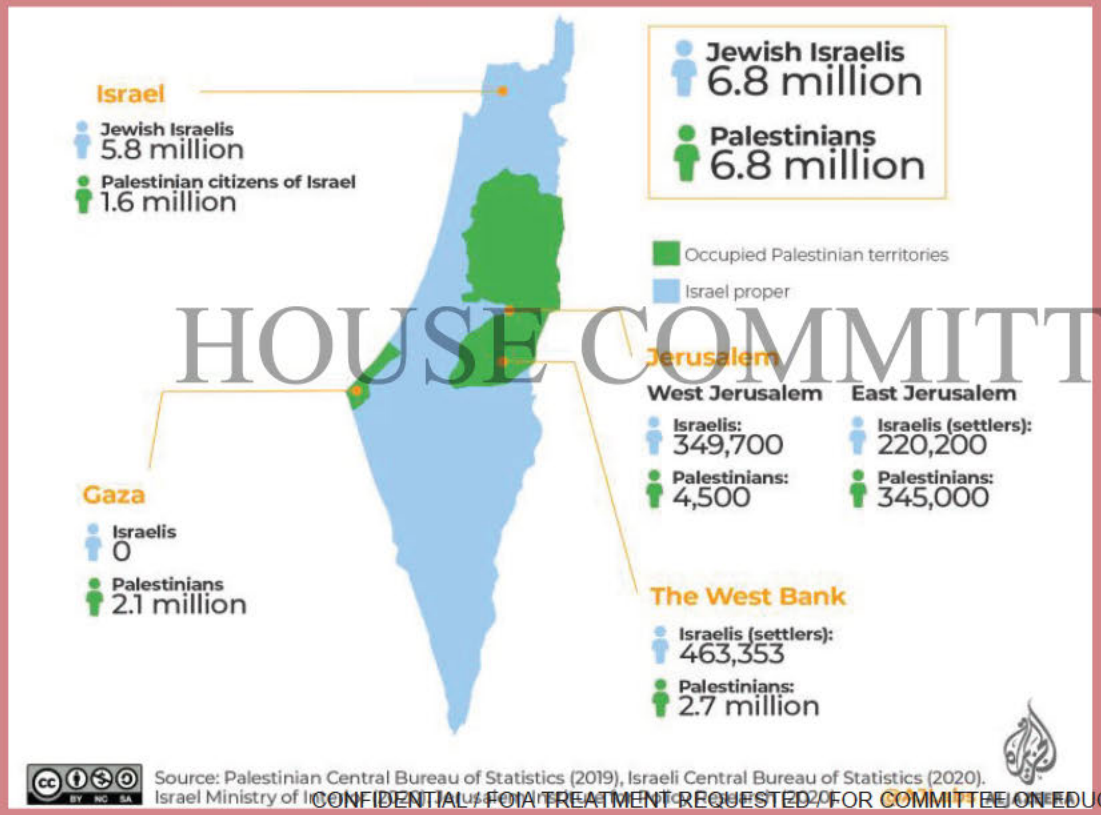
Estimates by Sergio DellaPergola (2001), drawing on the work of Bachi (1975). Figures in thousands.[3]

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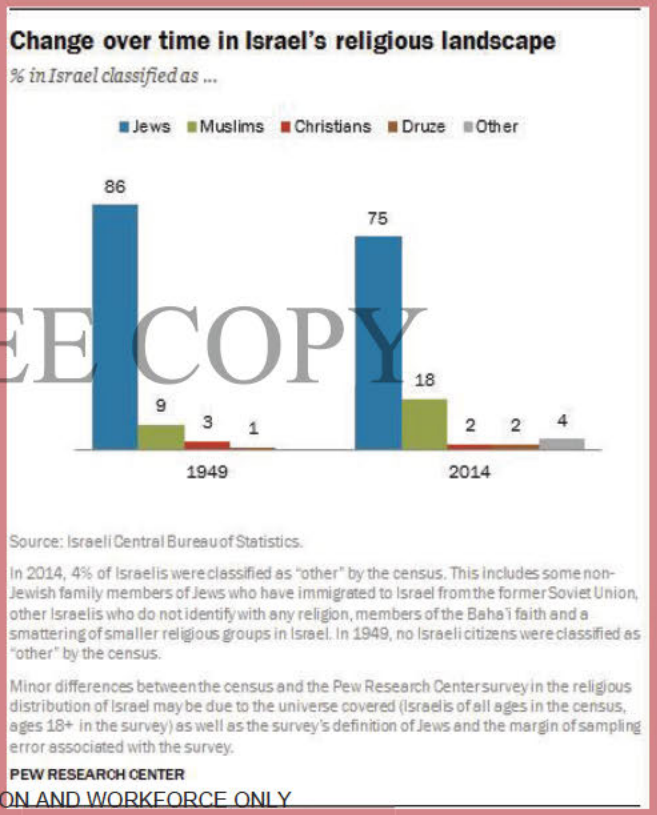
Maps + Demographic Data for Palestine and Israel

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What do you notice?



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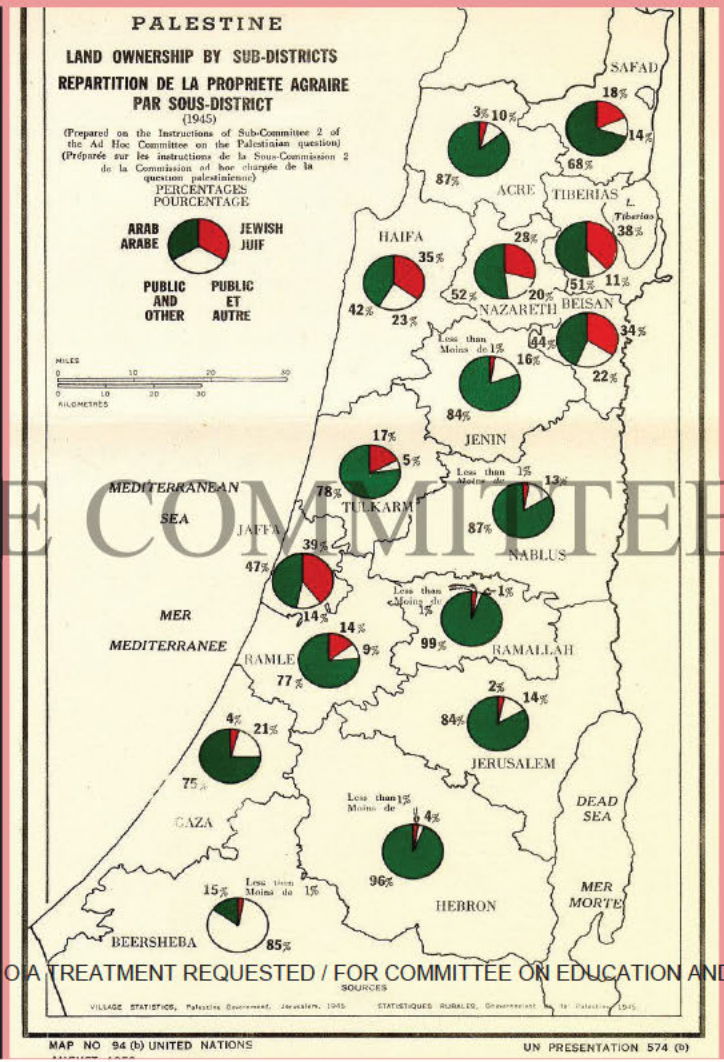
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2020 Map

2014 Data

1945

Look at this historical map of Palestine before the creation of the state of Israel, close to the end of the Br t s Mandate for Palestine in 1948. The map was created by the United Nations.



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1945

This is how **Arabs (Palestinians)** and **Jews*** lived on the land

What do you notice from this UN generated primary source ?

Keep in mind that there have always been Arab Jews

What do you notice about each map? What's the same? What's different?

Refer to your vocabulary handout if needed.

1947 Partition Plan Map



1982 After Israel-Egypt Peace Treaty Map



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There are multiple perspectives present.

Let's name some more...



All of these perspectives are inter-connected because we are a c mmunity

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Multiple Narratives

FACT	Something that has really occurred or is actually the case; a truth known by actual observation or authentic testimony, as opposed to what is inferred, guessed, or hypothesized; a product of experience, as distinguished from the conclusions that may be based upon it.
PERSPECTIVE	A particular attitude towards or way of thinking about something; an individual point of view.
NARRATIVE	The story we tell or believe, in order to explain how a set of facts or events are connected to each other.
TRUTH	The quality of being true; conformity with fact or reality; an obvious or accepted fact; the character of being, or disposition to be, true to a person, principle, cause. In this unit, we will use "truth" as something each person creates for him/herself—an interpretation of *facts* based on his or her own *perspective.*

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PRACTICE TIME...

Is this...

FACT?
PERSPECTIVE?
NARRATIVE?
TRUTH?

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BHS Student Voices in the Jacket + Local Media about the Recent Walk Out

"It's very important, especially for students our age, to get involved in activism, especially in politics," a BHS sophomore said. "This is the world we live in and we need to...learn how to understand."

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"I'm out here because this is bigger than school. It's people dying, innocent people, and it doesn't matter what side you're on. It's war and that's awful and you should stand up against that," said a BHS ninth grader.

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"I just wanted to stand with my dad, who's from Israel. That country means a lot to me. Most of my family is from there," said a BHS student.

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"I'm Jewish and my family is pro-Israel, but I feel pretty strongly that Israel is in the wrong here," a BHS junior said. "I just feel like I should be doing something against the acts of terrorism and genocide that Israel is committing."

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Anchoring Multiple Narratives

FACT	Thousands of people have been killed in Gaza by Israeli bombs.
PERSPECTIVE	War is always wrong.
NARRATIVE	Israel is attacking Hamas so that Jewish people in Israel can live safe.
TRUTH	"I'm Jewish and my family is pro-Israel, but I feel pretty strongly that Israel is in the wrong here."

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Remember: Truth is not the same as fact. It is an "individual interpretation of facts based on perspective."

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Head



Heart



Hands

Share One...

Head: What are you thinking?

Heart: What are you feeling?

Hands: What are you moved to do now?

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Lesson 2:
Historical Perspectives

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Molly Costello

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Community Agreements

BUSD - 007134

Any others we should add?

Be Present

Listen with eyes, ears, and heart

Be Open

Challenge your own ideas and allow for differences in beliefs; respond to issues, not individuals.

Be Sensitive

There are people in our community who have direct ties to Israel/Palestine

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Be Aware

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Be Flexible

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Quick Write



On a piece of paper, please respond to one or more of the prompts below:

Since our last session...

- **What have you been thinking about?**
- **What have you learned?**
- **What new questions do you have?**

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Multiple Narratives

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There are many ways to tell history.
We will listen to two and compare/contrast them. Here is one...

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Here is another.

Listen for differences in perspective based on the language that is used.



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Whole Group Discussion Questions

- What are the similarities and differences between those accounts of the history?
- "a" are **"ac"s** they seem to agree on?
- What are different **perspectives** you hear in the language?

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Some Jewish Perspectives

Some Jewish people consider Israel their ancestral homeland, which they were pushed out of 3,000 years ago; however, there has been a Jewish presence in the area ever since that time.

Jewish people have been ethnically cleansed from many countries (England, Spain, Russia) for hundreds of years because of violent antisemitism, including the devastation of the Holocaust in Germany, which was the genocide of over 6 million Jewish people.

Because of this history, some Jewish people believe that Israel is a safe haven and homeland for Jewish people.

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Some More Jewish Perspectives

Zionist Jewish people consider themselves to be Indigenous to Israel.

Anti-Zionist Jewish people do not believe Jewish people are Indigenous to Israel/Palestine; they believe Palestinians are Indigenous to Palestine/Israel.

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Palestinian Perspectives

Palestinian people consider themselves to be Indigenous to the land of Palestine. Palestinians have lived on the land for centuries.

For some Palestinians, "From the river to the sea is a call for freedom and peace. Congressperson Tlaib has stated that it is "an aspirational call for freedom, human rights and peaceful coexistence, not death, destruction or hate."

Many Palestinians long to return to their homes and to live in safety, peace, and freedom.

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Young Jewish Zionist + Anti-Zionist Perspectives

What are the different perspectives and why?





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After watching the two videos...

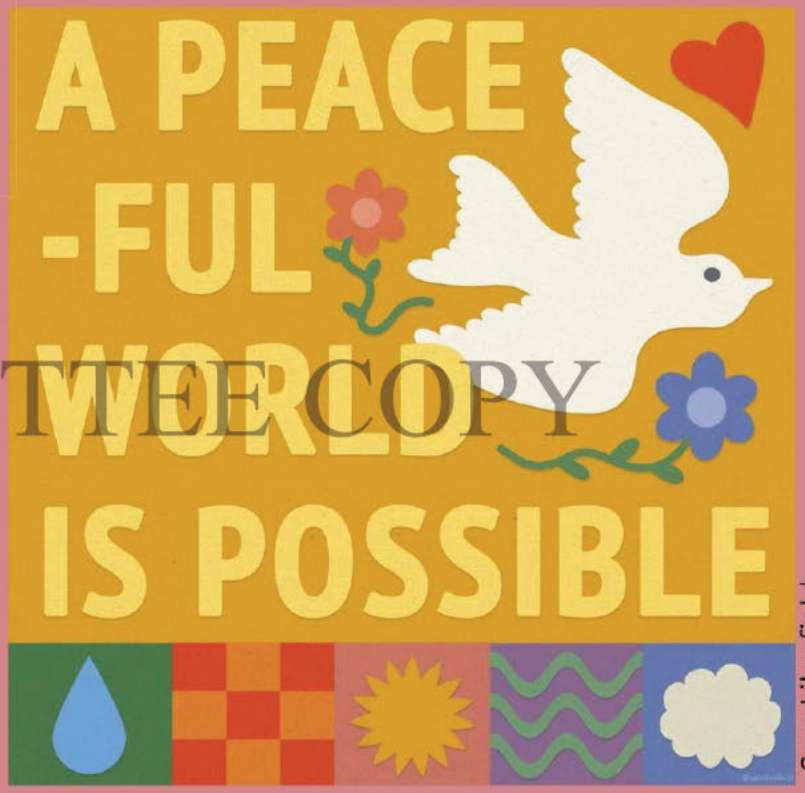
- What perspectives did you hear?
- What do these young people have in common?
- What is different?
- What are their hopes for the future?



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Questions to Consider Before the Video:

- **Personal Narratives and Empathy:** How do personal stories impact our understanding and empathy toward a conflict compared to statistical or factual information?
- **Com_lexit_ of Identit_:** How does living in a conflict zone impact one's identity and sense o e ong ng ow oes intergenerational trauma affect one's identity?
- **Future Generations and Hope:** Considering the hopes and fears expressed by the individuals in the video, what might be the role of future generations in navigating and potentially resolving the Israel-Palestine conflict?



Sam Lilenfield

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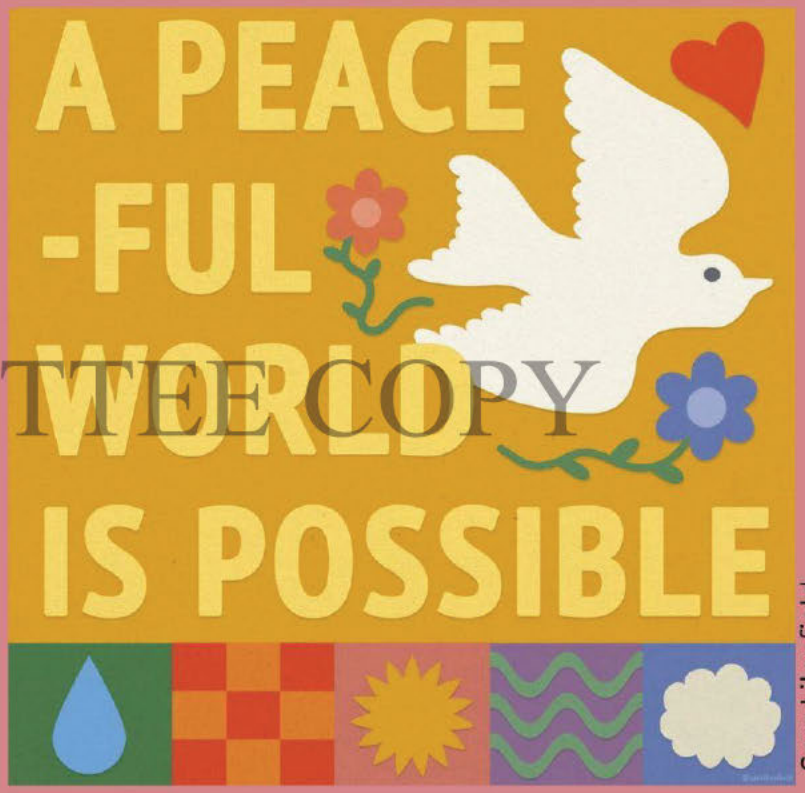
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In groups of 3 discuss one or more of the questions below:

- **Personal Narratives and Empathy:** How do personal stories impact our understanding and empathy toward a conflict compared to statistical or factual information?
- **Com _lexit_ of Identit_:** How does living in a conflict zone impact one's identity and sense o e ong ng ow oes intergenerational trauma affect one's identity?
- **Future Generations and Hope:** Considering the hopes and fears expressed by the individuals in the video, what might be the role of future generations in navigating and potentially resolving the Israel-Palestine conflict?



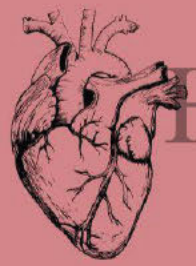
Sam Lilenfield

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Head



Heart



Hands

Share One...

Head: What are you thinking?

Heart: What are you feeling?

Hands: What are you moved to do now?

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Lesson 3: What's Happening Now in Israel + Palestine

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Molly Costello

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Community Agreements

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Any others we should add?

Be Present

Listen with eyes, ears, and heart

Be Open

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Be Sensitive

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Quick Write

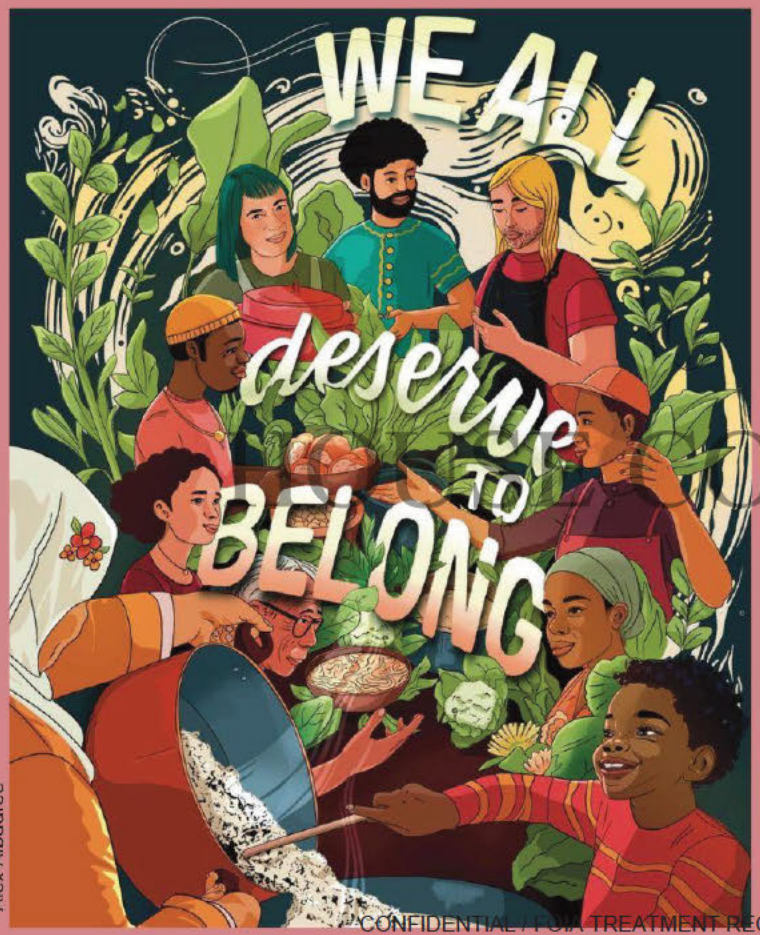


On a piece of paper, please respond to one or more of the prompts below:

Since our last session...

- **What have you been thinking about?**
- **What have you learned?**
- **What new questions do you have?**

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Alex Albadree

Content Warning

As we watch the videos and look at the data, a lot of feelings might come up.

If you need us to pause and check-in, or if you need to take a break, please let us know.

We take care each other.

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October 7, 2023

On the morning of October 7th, 2023 HAMAS carried out a horrific attack on Southern Israel by launching a barrage of rockets over the border wall. It was the "deadliest day for Jews since the Holocaust."(1)

This was cover for a ground attack of Southern towns and kibbutzim (communal settlements) and a music festival, all on the Jewish Holiday of Simchat Torah.

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October 7, 2023

By the end of the day over 1200 (1033 Civilians) Israelis and other nationalities were killed, and 240 people, mostly Israeli were taken as hostage into Gaza.

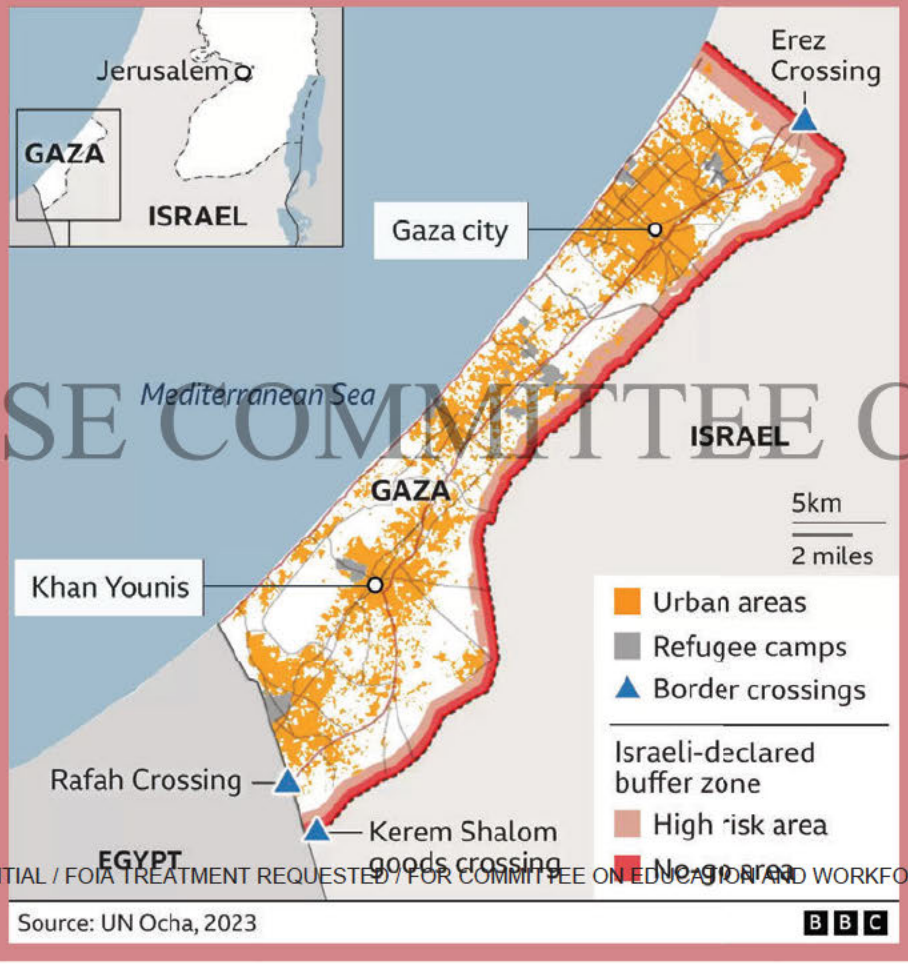
As a response, the Israeli government has launched an all ou assaul on Gaza.

As of November 27th, over 14,000 Palestinian vilians have been killed by Israeli Airstrikes.

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Maps of Gaza

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Human Impact by the Numbers

240

ISRAELIS & PEOPLE OF OTHER NATIONALITIES TAKEN HOSTAGE ON 10/7/23

1,200

ISRAELIS & PEOPLE OF OTHER NATIONALITIES KILLED ON 10/7/23

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14,622+

PALESTINIAN CHILDREN KILLED SINCE 10/7/23

39,178+

PALESTINIANS KILLED SINCE 10/7/23

AS OF
3/5/24

These numbers include those presumed dead under the rubble

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Infrastructural Impact on Gaza by the Numbers

70%

HOUSING UNITS DESTROYED AS OF DEC. 2023

78%

SCHOOLS DESTROYED AS OF FEB. 2024

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14 of 36

HOSPITALS STILL PARTIALLY FUNCTIONING AS OF JAN. 2024

95%

OF PEOLE IN GAZA CANNOT ACCESS CLEAN DRINKING WATER AS OF NOV. 2023

Additional Impacts:

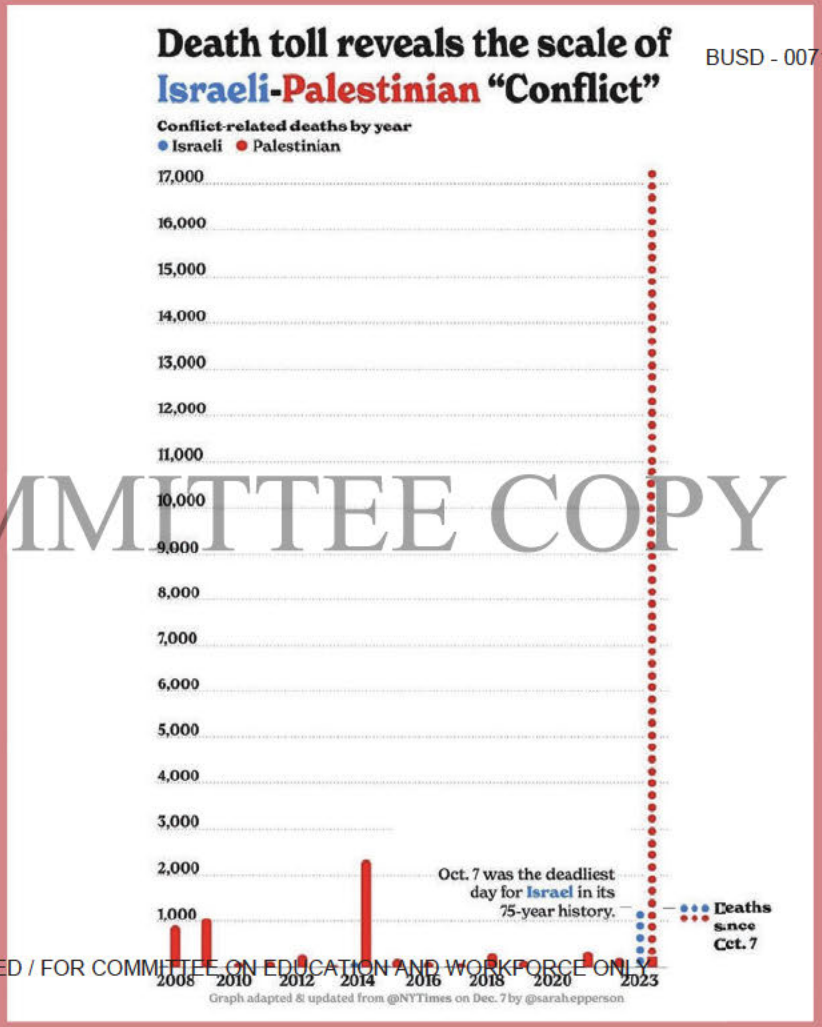
- Since 10/7 no bakeries have been active
- The last functioning mill was destroyed on 11/15
- Access to humanitarian aide has been drastically limited
- Telecommunication access has also been severely damaged and black outs have restricted life saving assistance to civilians

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Let's look at this data from 12/7/23.

What information is it showing? What do you think? What do you feel?

Discuss in a pair...



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The Leader of the Israeli Government

DUSD-007159



Benjamin (Bibi) Netanyahu has been the Prime Minister of Israel since 2022. He was also PM from 1996-99 and 2009-2021.

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What else do you know about him?

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Israeli Survivors of the Hamas Attack

USD - 007160



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TIAL / FO T REQUEST FOR COM ATION AND WOR Y



Children of Palestine deliver a statement to the media on November 8th.

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Interview with Dr. Hammam Alloh, kidney specialist at Al-Shifa Hospital. He was killed by Israeli bombing on Nov 11th, about 2 weeks after the interview.



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Journaling Page Time:

Name_____

Lesson 3: What's Happening Now in Palestine + Israel
Journaling Page

Directions: Use the space below to write, doodle, jot notes, capture key words, etc.

What are you thinking?	What are you feeling?
What questions do you have?	**What connections are you making?**

What is your hope or wish for healing and peace in Palestine and Israel? What do you wish for the children? What do you wish for the families? For the land?

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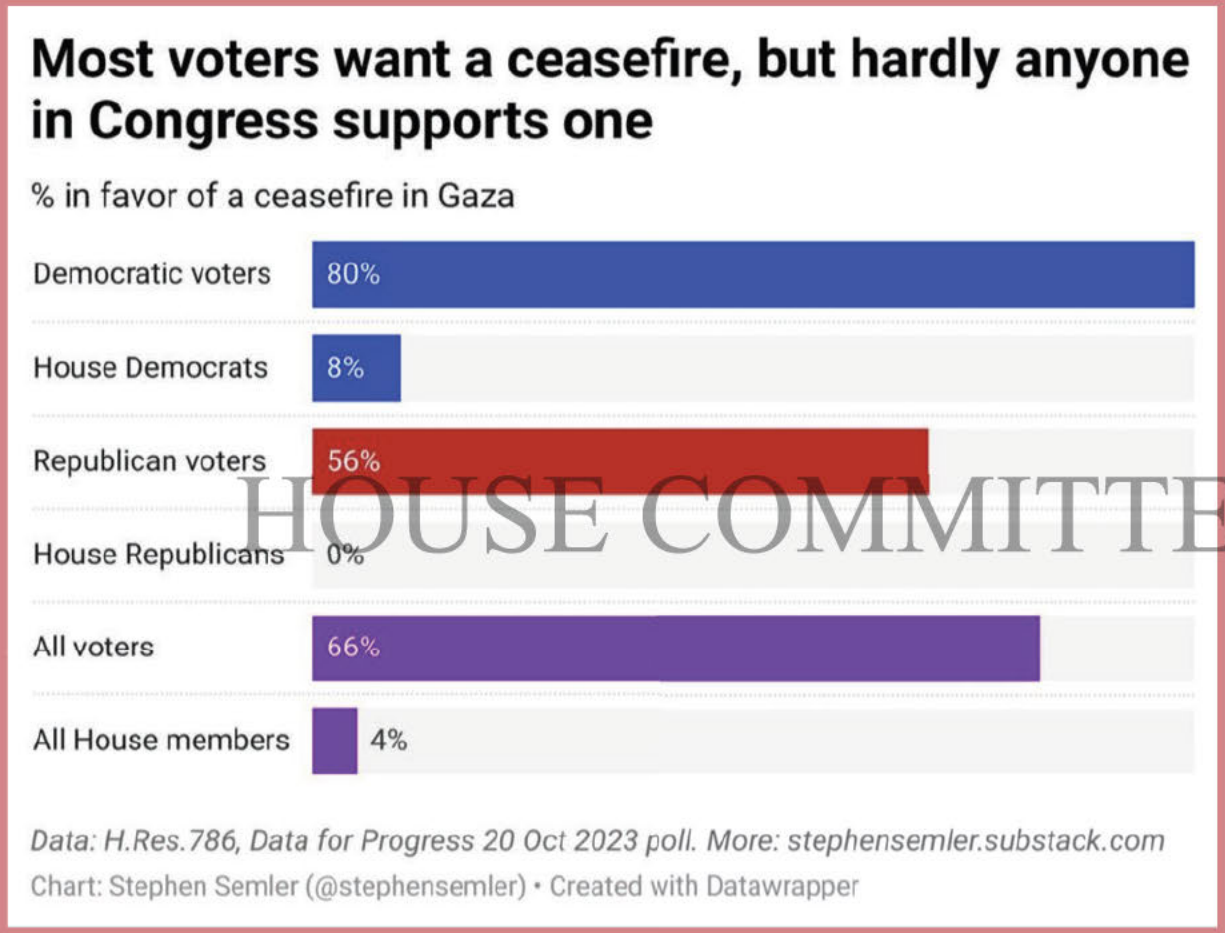
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UP NEXT... Questions to Consider: United States Perspectives

- What do public opinion polls reveal?
- What are US Government leaders saying about what is happening now?
- How is the US media portraying it?

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Let's look at this data from 10/20/23.

What information is it showing? \ hat do you think? What do you feel?

Discuss in a pair...

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President Biden has come out in full support of the Israeli Government.

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What else do you know about the stance of the US Government? How do you know? (What's your source?)

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"I am grieving for every Palestinian, Israeli, and American life lost to this violence, and my heart breaks for all those who will be forever traumatized because of it. War and retaliatory violence doesn't achieve accountability or justice; it only leads to more death and human suffering," ***said Congresswoman Bush.*** *"Today I am introducing the Ceasefire Now Resolution, vital legislation that calls for de-escalation and an immediate ceasefire in Israel and Occupied Palestine, and for humanitarian assistance to urgently be delivered to the 2.2 million people under siege and trapped in Gaza. The United States bears a unique responsibility to exhaust every diplomatic tool at our disposal to prevent mass atrocities and save lives. We can't bomb our way to peace, equality, and freedom. With thousands of lives lost and millions more at stake, we need a ceasefire now."*



Read Rep. Cori Bush's statement.

What is her perspective?

What is she calling on the US Government to do?

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BUSD - 007167



Reps. Bush, Tlaib, Carson, Lee, Ramirez Lead Colleagues in Call for Immediate Ceasefire; **24 members out of 535 total members** are calling for a ceasefire and protection of Palestinian children (as of 11/15/23).

Why do you think there aren't more people who are part of this call for ceasefire?

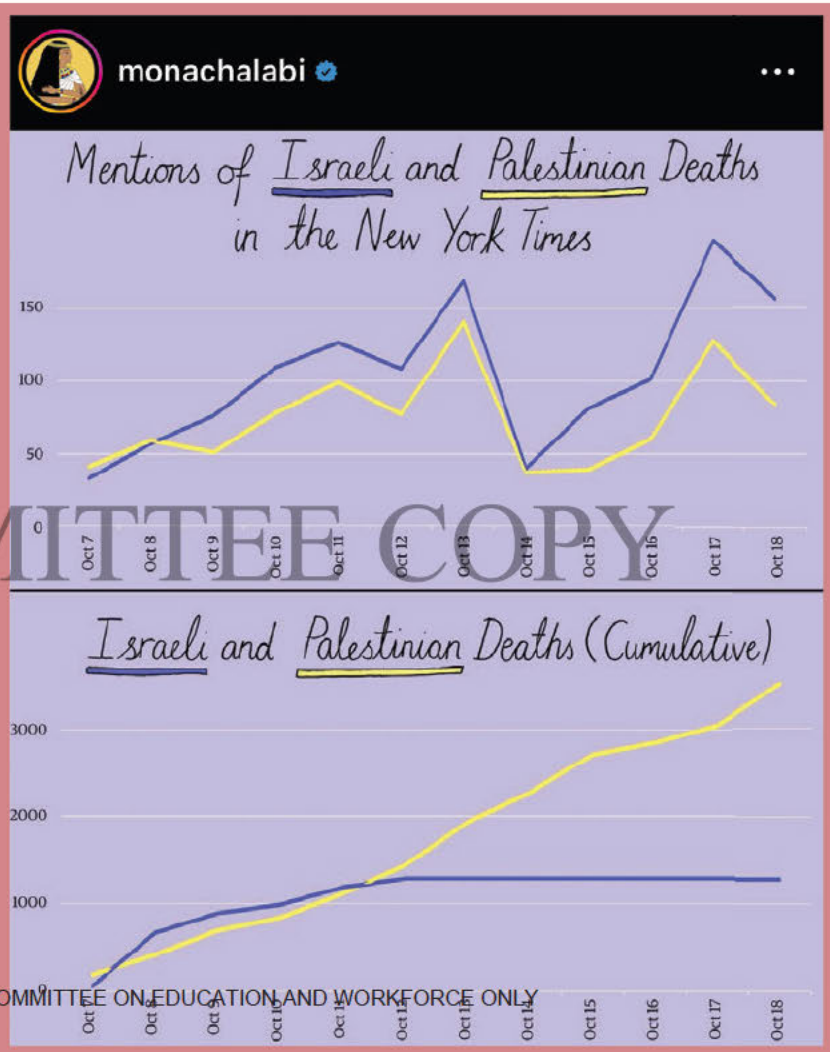
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Let's look at this media data.

What information is it showing?
What do you think or feel?
What role does the media play in shaping public opinion?
In humanizing people, or not?

Discuss in a pair...



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PM Netanyahu's Response to Hostage Crisis

BUSD - 007169

On November 4, 2023, protesters gathered outside of his house demanding he do more to secure the release of the hostages.

Currently as of November 12, 2023, there are negotiations underway.

What else do you know about his response to the hostage crisis? How do you know? (What's your source?)

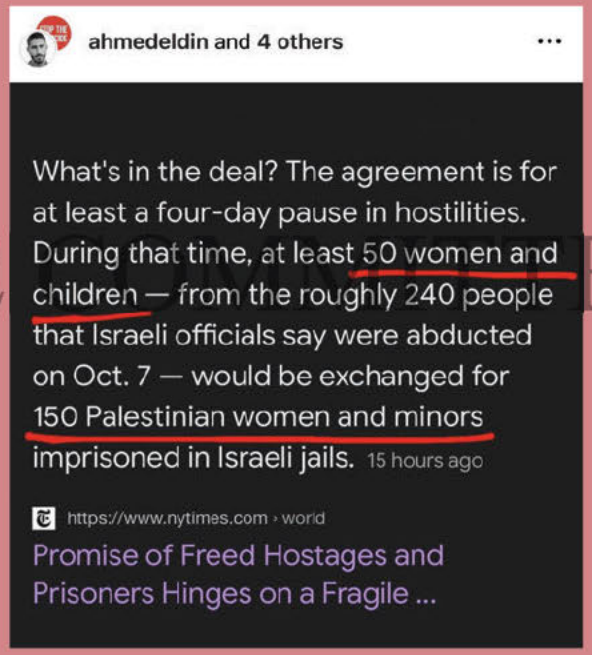


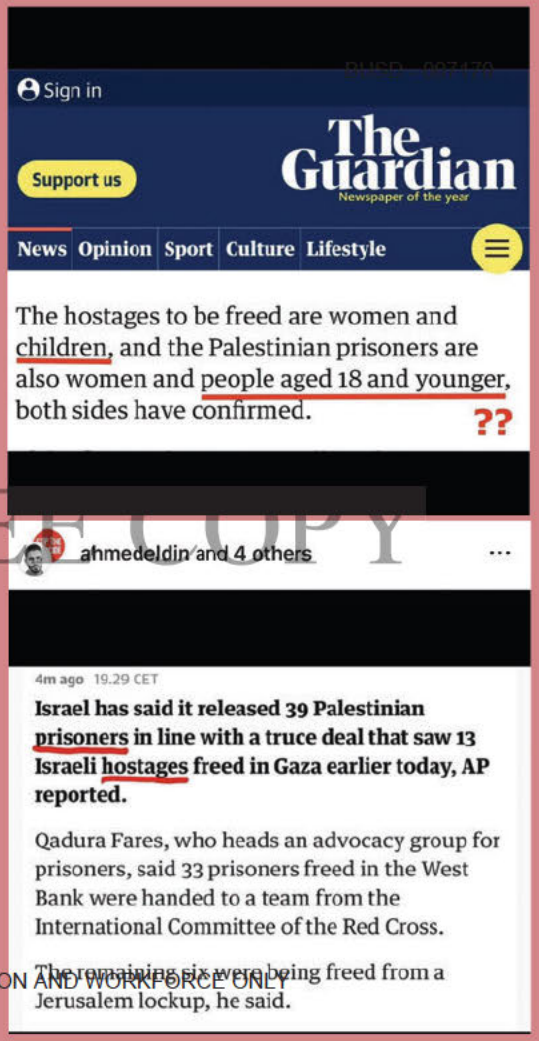
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Over the fall break, there were hostage exchanges.

What do you notice about the language used in the headlines?

Discuss in a pair...





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Hostage exchanges are currently underway.
On 10/07/23, 240 people from infants to elders were taken hostage by HAMAS.
As of 11/28/23, 85 hostages held by HAMAS have been released in exchange for Palestinians who were held in Israeli prisons for being accused of things such as throwing rocks, raising a Palestinian flag, and being a member of a terrorist organization.

What else do you know about the hostage exchanges?
How do you know?
(What's your source?



BUSD - 007171

FILE - This handout photo provided by the Israel Prime Minister Office shows Yahel Shoham, 3 years old, upon her arrival in Israel after being freed. Yahel was one of the 13 Israeli hostages that Hamas released late Saturday, Nov. 25, 2023, in the second round of swaps under a cease-fire deal. (Israel...

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FILE - Omar Atshan, 17, is hugged by his mother after being released from an Israeli prison in the West Bank town of Ramallah, Sunday Nov. 26, 2023.(AP Photo/Nasser Nasser)



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BUSD - 007172

Let's read this quote.

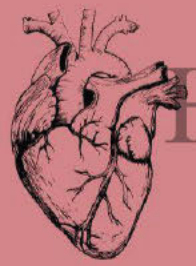
What does it mean to you?
How can it help us consider the current conflict?
How can we build toward a more peaceful world individually and collectively?

Discuss in a pair...

TEE ON EDUCATION AND WORKFORCE ONLY



Head



Heart



Hands

Share One...

Head: What are you thinking?

Heart: What are you feeling?

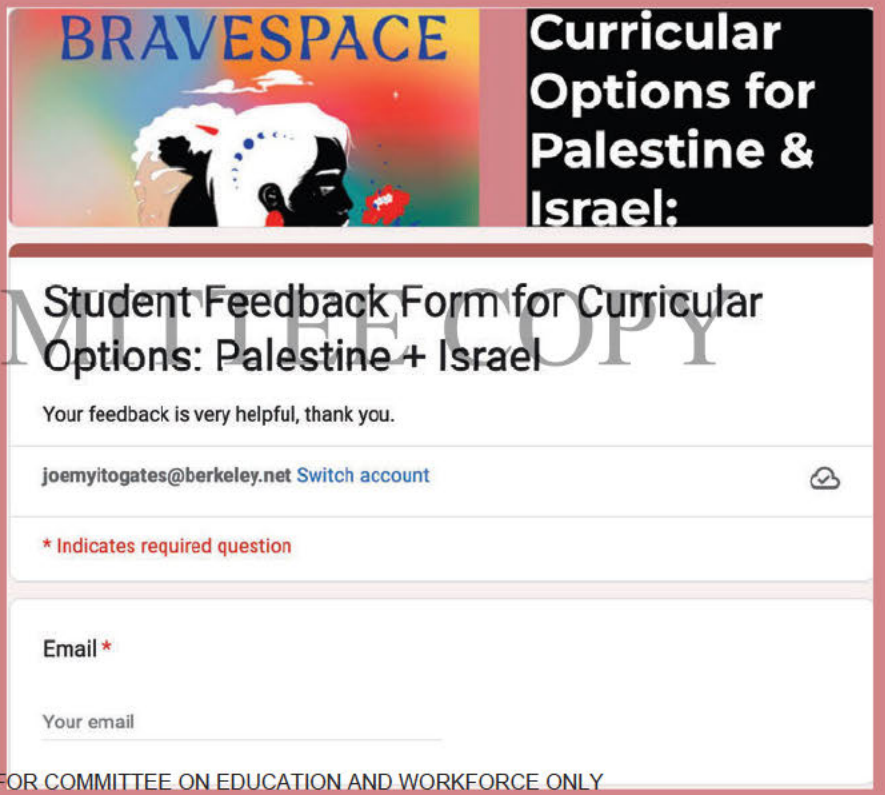
Hands: What are you moved to do now?

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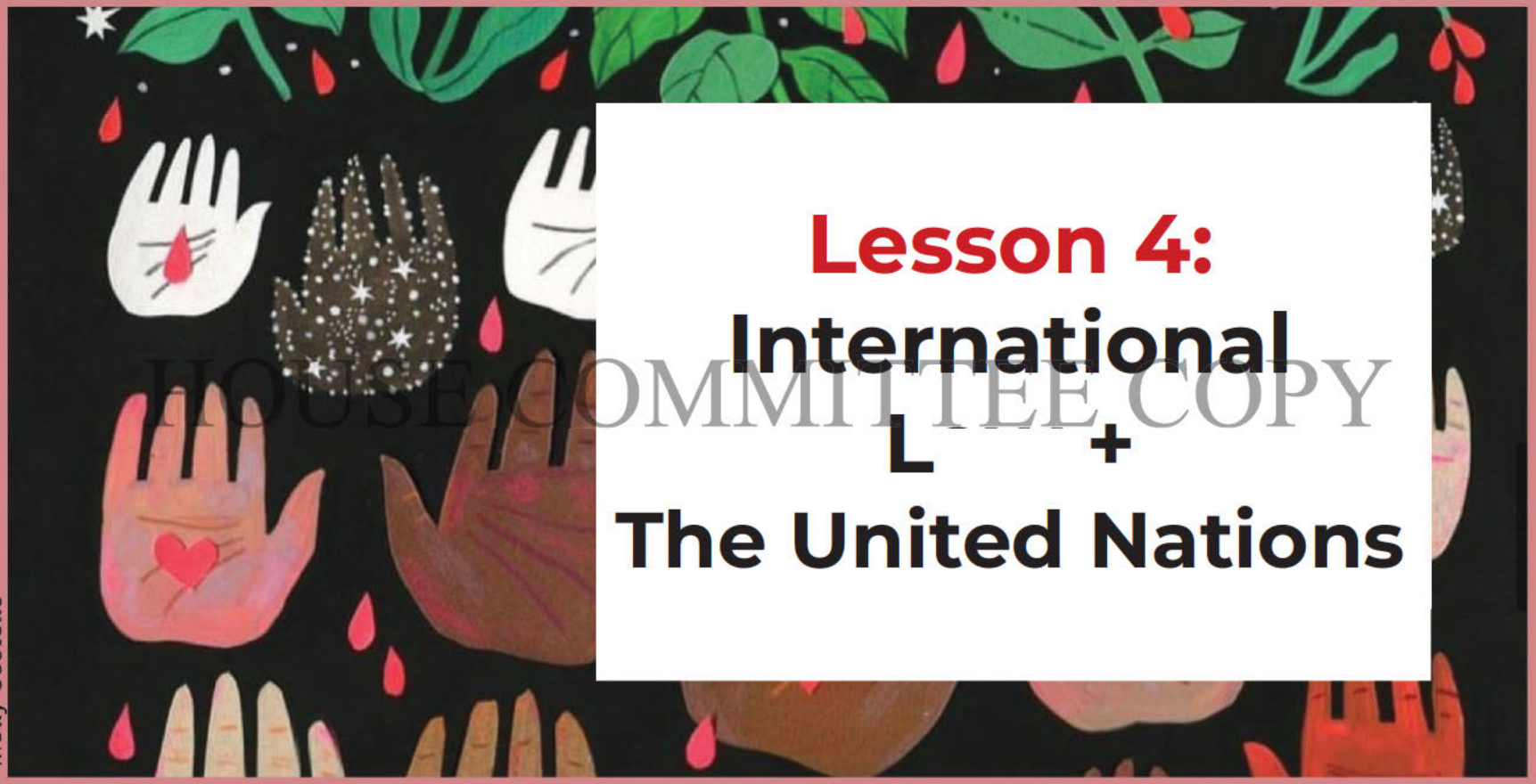
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Go to https://bit.ly/ipstudentfeedbackform to complete the feedback form, thank you!



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Molly Costello

Lesson 4:
International L +
The United Nations

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Community Agreements

BUSD - 007176

Any others we should add?

Be Present

Listen with eyes, ears, and heart

Be Open

Challenge your own ideas and allow for differences in beliefs; respond to issues, not individuals.

Be Sensitive

There are people in our community who have direct ties to Israel/Palestine

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Be Respectful +Brave

Speak your truth with care and consideration

Be Aware

Considering different perspectives might feel uncomfortable, but it does not equal being unsafe

Be Flexible

It's okay to be confused, unsure, and for people to change their minds

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Quick Write



On a piece of paper, please respond to one or more of the prompts below:

Since our last session...

- **What have you been thinking about?**
- **What have you learned?**
- **What new questions do you have?**

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As we watch videos and go over new terminology, please take some notes on the note-catcher.

Name_____

Lesson 4: International Law Note-Catcher



Genocide is an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group. These acts fall into five categories:

1. Killing members of the group
2. Causing serious bodily or mental harm to members of the group
3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part
4. Imposing measures intended to prevent births within the group
5. Forcibly transferring children of the group to another group

There are a number of other serious, violent crimes that do not fall under the specific definition of genocide. They include crimes against humanity, war crimes, ethnic cleansing, and mass killing.

Source US Holocaust Memorial Museum

Directions: Use the space below to jot notes, capturing key words, your ideas, etc.

What are some of the rules of war? Why do the rules exist?	What are war crimes?
What are the 10 Stages of Genocide?	**What stood out to you about the Pyramid of Hate?**

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The Rules of War

BUSD - 007179

What did you learn from the video? What are you still wondering?



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Origins of the Term, “Genocide”

BUSD - 007180

MENU

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

SEARCH

LEARN MORE



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Raphael Lemkin, a Holocaust survivor from Poland, coined the word genocide in 1944 and made it his mission to compel nations to prevent it from occurring in the future.
US Holocaust Memorial Museum, gift of United Nations

Origin of the Term Genocide

The word “genocide” did not exist prior to 1944. It is a very specific term coined by a Polish-Jewish lawyer named Raphael Lemkin (1900–1959) who sought to describe Nazi policies of systematic murder during the Holocaust, including the destruction of European Jews. He formed the word genocide by combining *geno-*, from the Greek word for race or tribe, with *-cide*, from the Latin word for killing.

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The Definition of Genocide

BUSD - 007181

Let's read this definition from US Holocaust Memorial Museum.

What stands out to you in this definition? Why?

Discuss in a pair.

Genocide is an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group. These acts fall into five categories:

1. **Killin_ members of the _roup**
2. **Causing serious bodily or mental harm to members of the group**
3. **Deliberatel_ inflictin_ on the _rou_ conditions of life calculated to bring about its physical destruction in whole or in part**
4. **Imposing measures intended to prevent births within the group**
5. **Forcibly transferring children of the group to another group**

There are a number of other serious, violent crimes that do not fall under the specific definition of genocide. They include crimes against humanity, war crimes, ethnic cleansing, and mass killing.

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Who Decides if it is Genocide?

BUSD - 007182

From the UN Document, "When to Refer to a Situation as Genocide"

"The legal definition of genocide is precise and includes an element that is often hard to prove, the element of **intent**. The determination as to whether a situation constitutes genocide is thus factually and legally complex and should only be made following a careful and detailed examination of the facts against relevant legislation. This examination has been carried out for the purpose of establishing State responsibility or individual criminal responsibility for the crime of genocide.

This must be done by a competent international or national court of law with the jurisdiction to try such cases, after an investigation meeting appropriate due process standards."

The Genocide Convention was passed by the UN on December 9, 1948.

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So who decides?

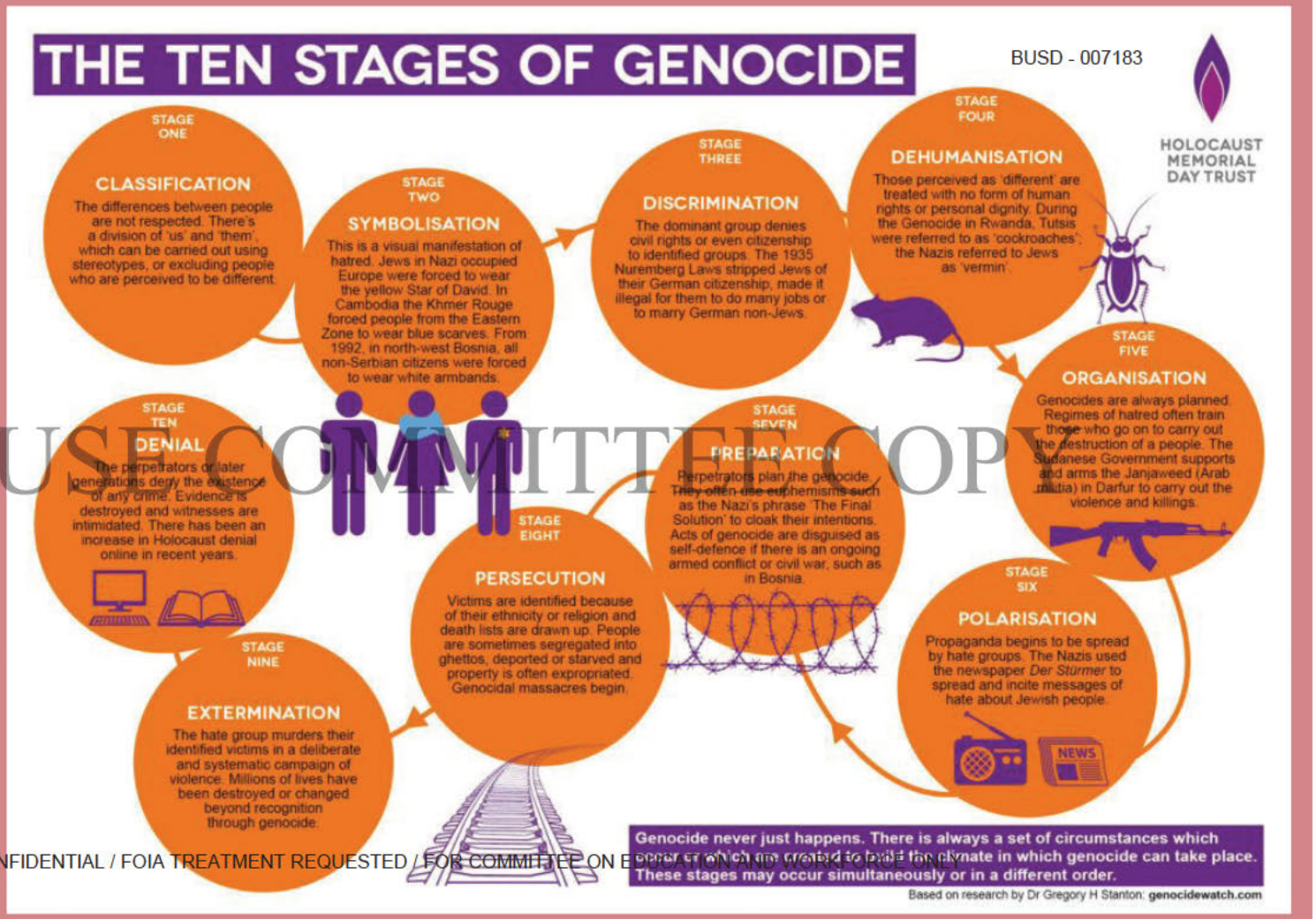
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The 10 Stages of Genocide

Developed by Dr. Gregory Stanton, this model helps to explain and identify the different elements of a genocide.

What stands out to you? Why?

Discuss in a pair

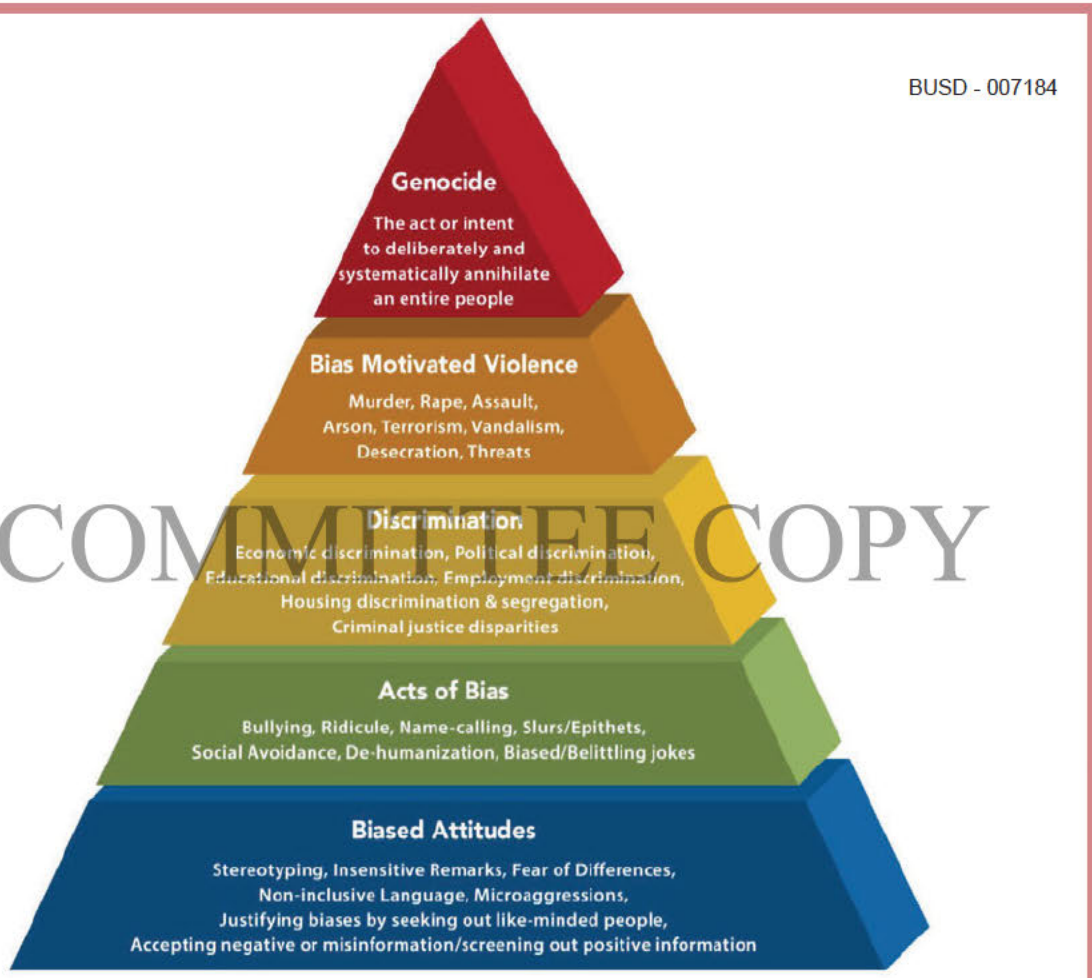


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The Pyramid of Hate

What do you notice about the progression of beliefs and actions?

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What is the United Nations?

BUSD - 007185

What did you learn from the video? What are you still wondering?



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In pairs

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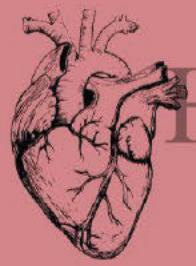
review the separate deck and jot notes as you go through the slides.

https://bit.ly/solidaritysmallgroupwork

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Head



Heart



Hands

Share One...

Head: What are you thinking?

Heart: What are you feeling?

Hands: What are you moved to do now?

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Molly Costello

Lesson 5:

The Holocaust + The Creation of Israel

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Community Agreements

BUSD - 007189

Any others we should add?

Be Present

Listen with eyes, ears, and heart

Be Open

Challenge your own ideas and allow for differences in beliefs; respond to issues, not individuals.

Be Sensitive

There are people in our community who have direct ties to Israel/Palestine

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Be Respectful +Brave

Speak your truth with care and consideration

Be Aware

Considering different perspectives might feel uncomfortable, but it does not equal being unsafe

Be Flexible

It's okay to be confused, unsure, and for people to change their minds

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Quick Write



On a piece of paper, please respond to one or more of the prompts below:

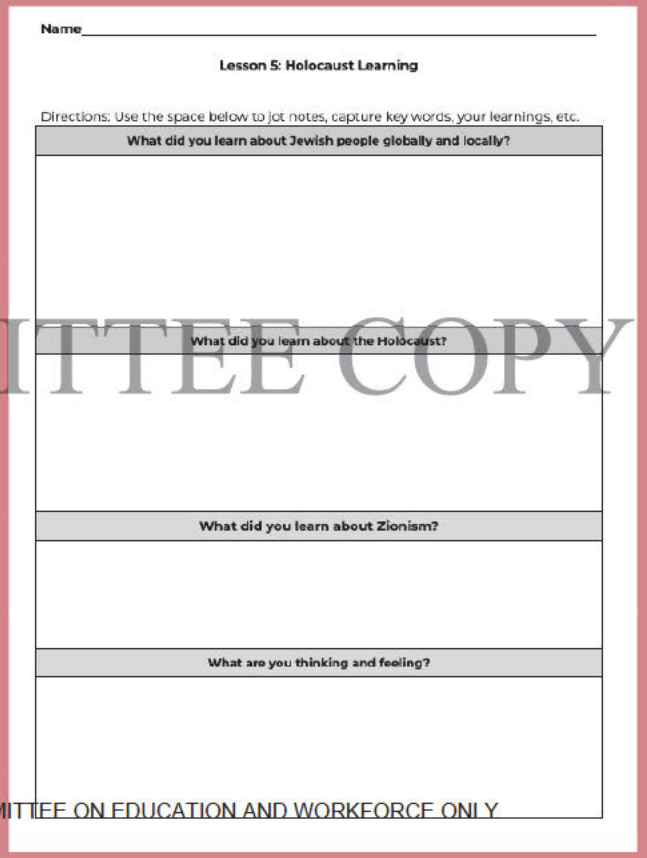
Since our last session...

- **What have you been thinking about?**
- **What have you learned?**
- **What new questions do you have?**

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As we watch videos and go over data, please take some notes on the note-catcher.



Name_____

Lesson 5: Holocaust Learning

Directions: Use the space below to jot notes, capture key words, your learnings, etc.

What did you learn about Jewish people globally and locally?
What did you learn about the Holocaust?
What did you learn about Zionism?
What are you thinking and feeling?

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Who are the Jewish People?

BUSD - 007192



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What is something you learned from this video?

Discuss in a pair.

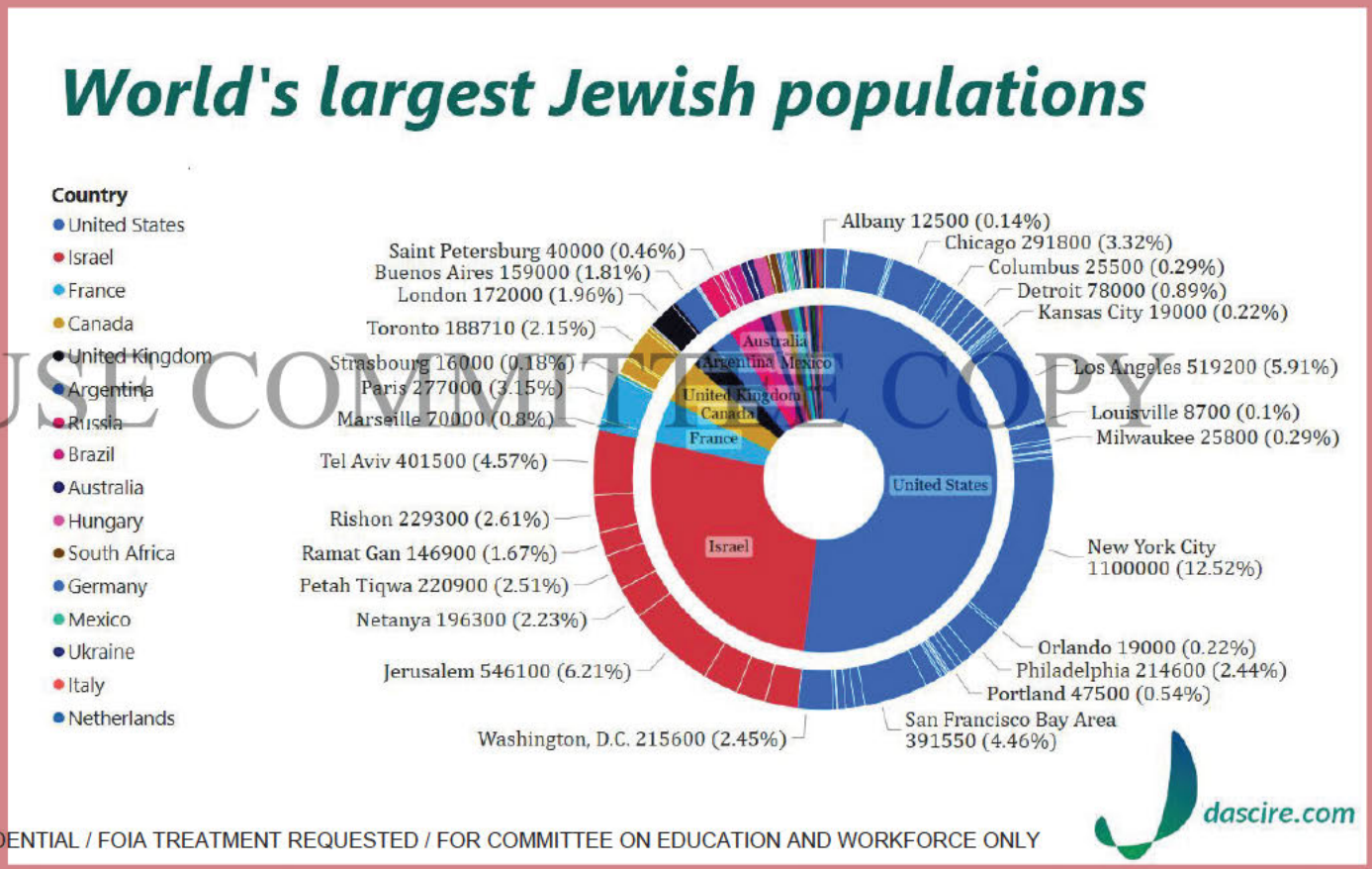
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Worldwide Jewish Populations

BUSD - 007193

What information does this data show us about Jews around the world? Any surprises? Questions?

Discuss in a pair.



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Worldwide Religious Data

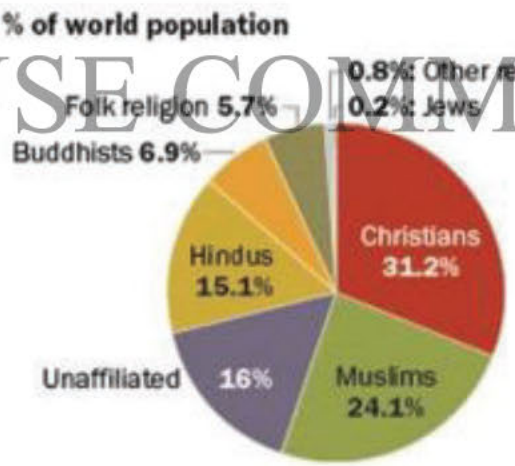
BUSD - 007194

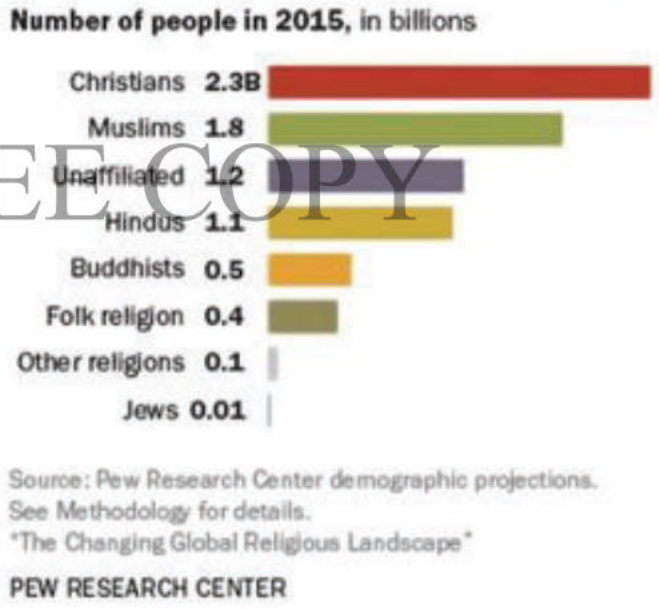
What information are these graphs showing us about Jews as compared to other religions? Any surprises? Questions?

Discuss in a pair.

Basic info about Jews

Christians are the largest religious group in 2015





Source: Pew Research Center demographic projections. See Methodology for details.
"The Changing Global Religious Landscape"

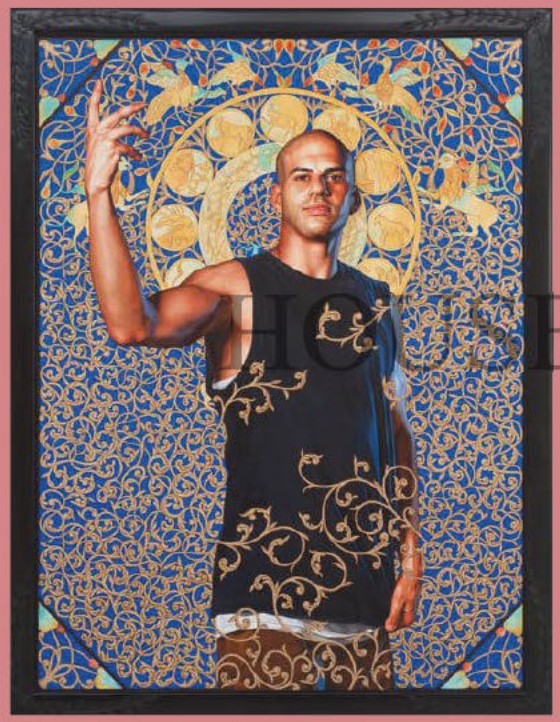
PEW RESEARCH CENTER

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Israel is a diverse land comprised of Jewish people from around the world of different religions, ethnicities, races, political beliefs, and more

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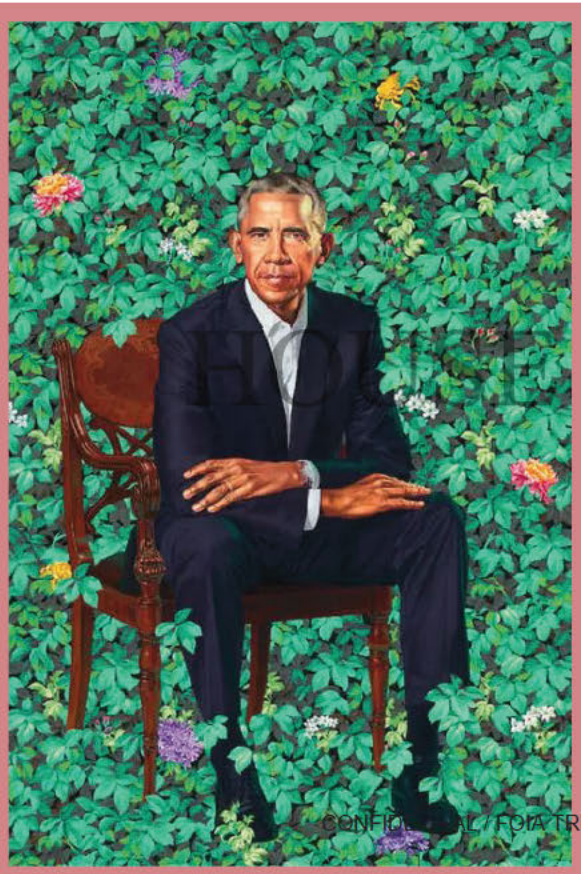


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Kehinde Wiley's series *The World Stage: Israel*—vibrant large-scale portraits of Israeli youths from diverse ethnic and religious affiliations, each embedded in a unique background influenced by Jewish ritual objects—is featured along with the artist's selection of traditional Jewish papercuts and textiles from the Jewish Museum's collection

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Kehinde Wiley did President Obama's Official Portrait
It hangs in the National Portrait Gallery in Washington DC





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Bay Area Jews and Israel

BUSD - 007197

What information does this data show us about Jews in the Bay Area and their relationship to Israel? What can we infer from this data?

Discuss in a pair.

Exhibit 10. Age and connections to Israel, Bay Area, 2017.

Age	Very emotionally attached to Israel	Very important to have a Jewish state in the world	Comfortable with idea of Israel as a Jewish state
18-34	11%	38%	41%
35-49	21%	51%	57%
50-64	25%	62%	65%
65+	25%	70%	73%

Because of rounding the totals are not 100%

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Connections to Israel, Bay Area 2017

Political orientation	Very emotionally attached to Israel	Very important to have a Jewish state in the world	Comfortable with idea of Israel as a Jewish state	Traveled to or lived in Israel
Liberal	17%	51%	53%	47%
Moderate	24%	61%	68%	47%
Conservative	32%	69%	77%	40%

Because of rounding the totals are not 100%

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A Brief History of Jewish People

BUSD - 007198

What did you learn from the video? What are you still wondering?



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Why We Must Learn About the Holocaust + Questions to Keep in Mind

- The Holocaust is moment in history that impacted Jewish people around the globe
- During WWII, there was a genocide of 6 million Jewish people, who were murdered in death camps because of violent antisemitism
- How does looking at historical events help us to understand what's happening today?
- How did this history impact the establishment of the state of Israel?

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On a chromebook, take 10 minutes to explore the website: https://bit.ly/holocaustwebsite
Take notes in the note-catcher.

Name_____

Session 4: Holocaust Learning

Directions: Use the space below to jot notes, capture key words, your learnings, etc.

What did you learn about the Holocaust?
How did people resist?
What are you thinking and feeling?

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Whole Group Discussion

- What did you learn?
- What stood out to you?
- What will you remember and why?
- How does looking at historical events help us to understand what's happening today?How did this history impact the establishment of the state of Israel?



Romero Britto

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Zionism and Theodor Herzl (1860-1904)

- Herzl is widely recognized as "father of modern Zionism"
- He was not the first, but was a powerful figure in arguing for a political solution for the "Jewish question"
  - *Widespread, long-term persecution of Jewish people had resulted in expulsion and high levels of violent discrimination*
- Political solution = creation of a political state



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What is Zionism?

BUSD - 007204

What did you learn from the video? What are you still wondering?



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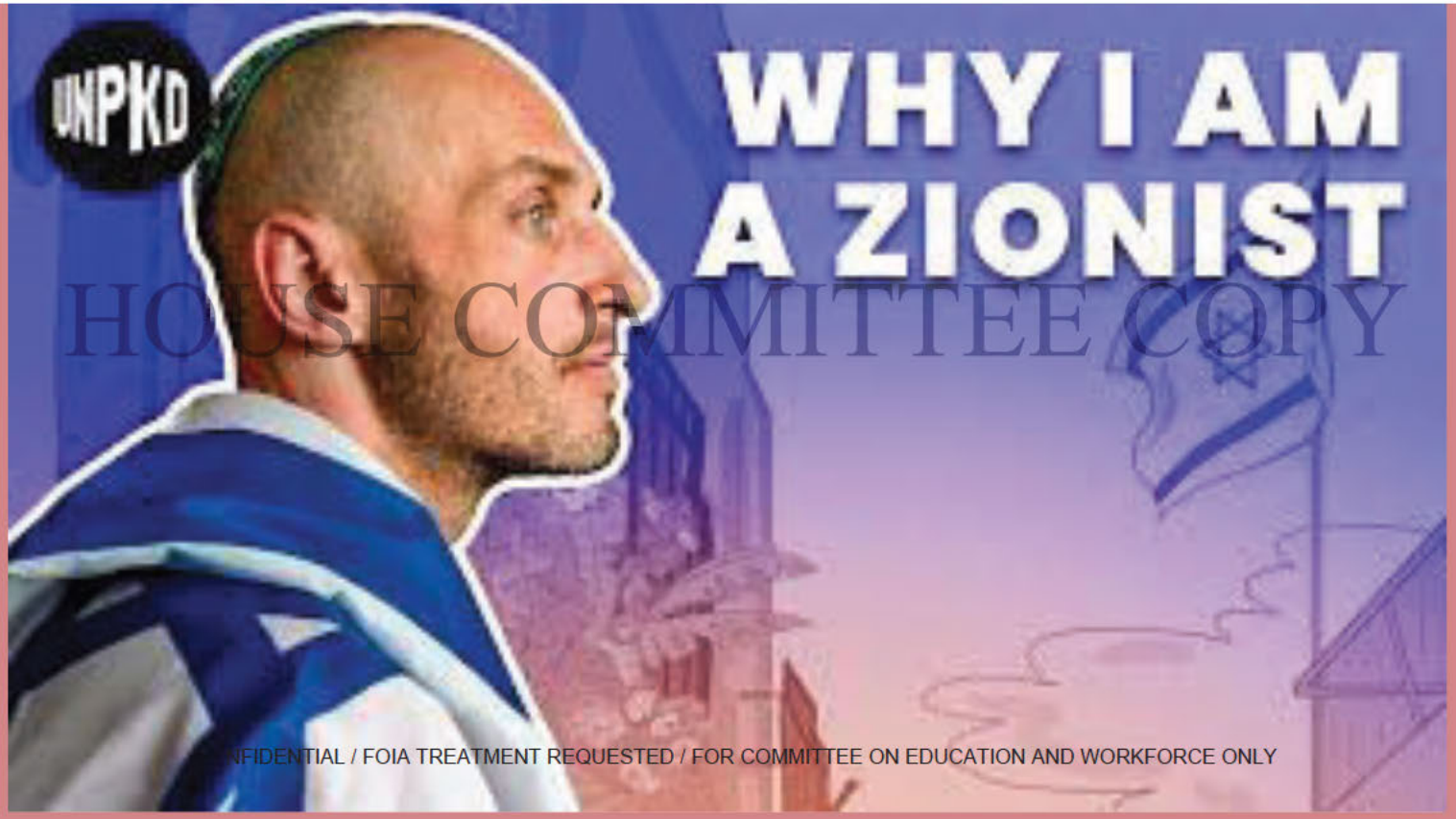
Multiple Narratives

FACT	Something that has really occurred or is actually the case; a truth known by actual observation or authentic testimony, as opposed to what is inferred, guessed, or hypothesized; a product of experience, as distinguished from the conclusions that may be based upon it.
PERSPECTIVE	A particular attitude towards or way of thinking about something; an individual point of view.
NARRATIVE	The story we tell or believe, in order to explain how a set of facts or events are connected to each other.
TRUTH	The quality of being true; conformity with fact or reality; an obvious or accepted fact; the character of being, or disposition to be, true to a person, principle, cause. In this unit, we will use "truth" as something each person creates for him/herself—an interpretation of *facts* based on his or her own *perspective.*

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Perspectives on Zionism in the Jewish Community

What stands out to you and why?



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Perspectives on Zionism in the Jewish Community

What stands out to you and why?



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Tikkun Olam is a powerful Jewish value that means, *to heal the world.*

Jewish people are not a monolith. There are many, many different ways to be Jewish.

How do you think people who have different perspectives in the Jewish community might interpret or enact the value of Tikkun Olam in this moment and why?

BUSD - 007208

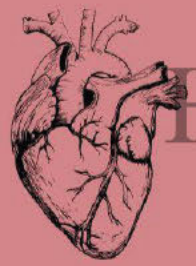


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Head



Heart



Hands

Share One...

Head: What are you thinking?

Heart: What are you feeling?

Hands: What are you moved to do now?

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Lesson 6:
The Nakba + Gaza

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Molly Costello

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Community Agreements

BUSD - 007211

Any others we should add?

Be Present

Listen with eyes, ears, and heart

Be Open

Challenge your own ideas and allow for differences in beliefs; respond to issues, not individuals.

Be Sensitive

There are people in our community who have direct ties to Israel/Palestine

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Be Respectful +Brave

Speak your truth with care and consideration

Be Aware

Considering different perspectives might feel uncomfortable, but it does not equal being unsafe

Be Flexible

It's okay to be confused, unsure, and for people to change their minds

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Quick Write



On a piece of paper, please respond to one or more of the prompts below:

Since our last session...

- **What have you been thinking about?**
- **What have you learned?**
- **What new questions do you have?**

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Why We Must Learn About the Nakba + Questions to Keep in Mind

- The Nakba is moment in history that impacted Palestinian people around the globe
- 15,000 Palestinians were killed
- 750,000 people were forced to become refugees
- How does looking at historical events help us to understand what's happening today?
- How could the current humanitarian crisis be viewed by some, as a continuation of the past?

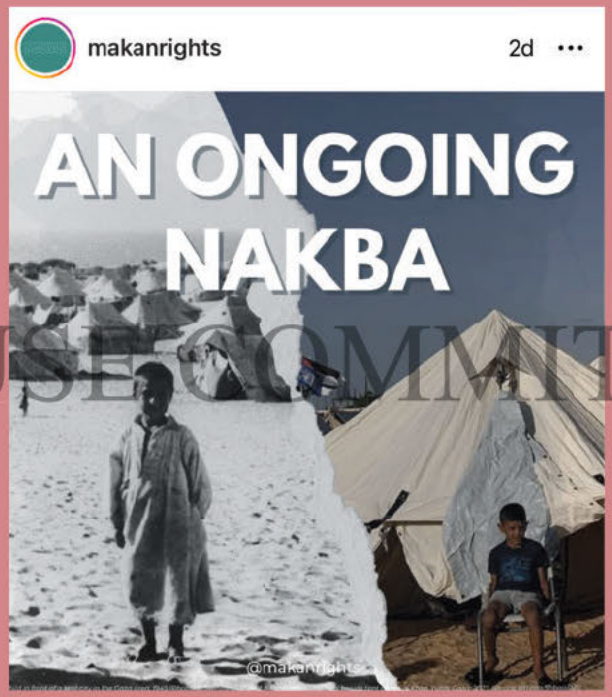
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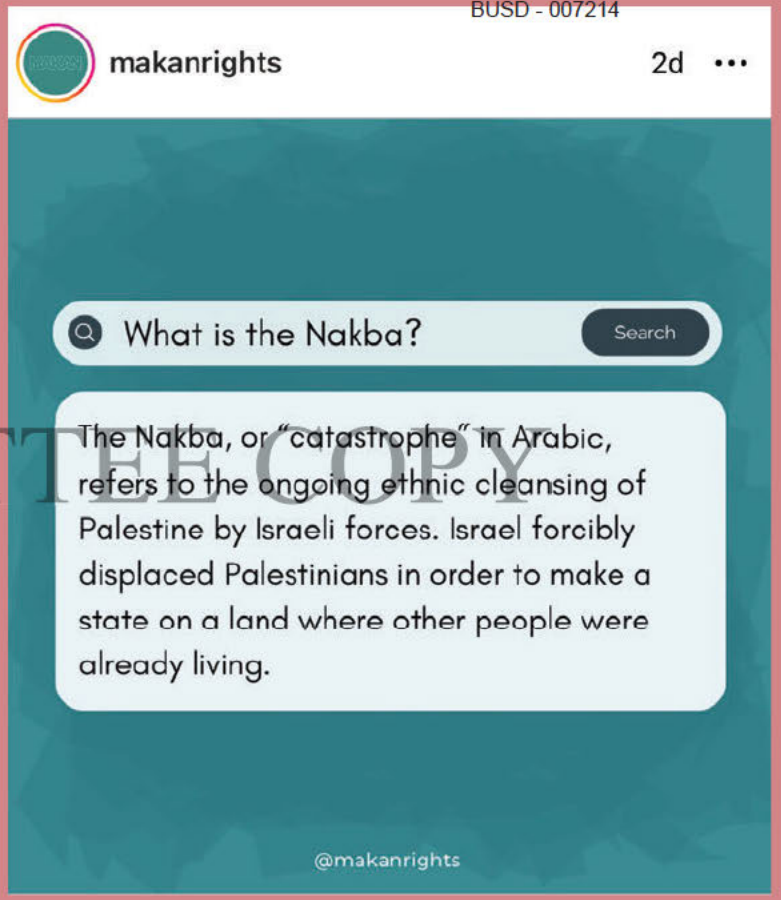
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As we review these slides, think about:

What is the Nakba?

Why do some people believe that the Nakba never ended?





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makanrights 2d •••

At least 750,000 Palestinians were made refugees through this violence between 1947 and 1949, which was almost half of the Palestinian population at the time. Israel claimed the establishment of its statehood in 1948. During the same time period:

More than 78% of historic Palestine was taken by Israel

Around 15,000 Palestinians were killed in over 70 massacres

Around 530 villages and cities were ethnically cleansed and destroyed

This was all aimed at the mass expulsion of Palestinians from Palestine.

@makanrights

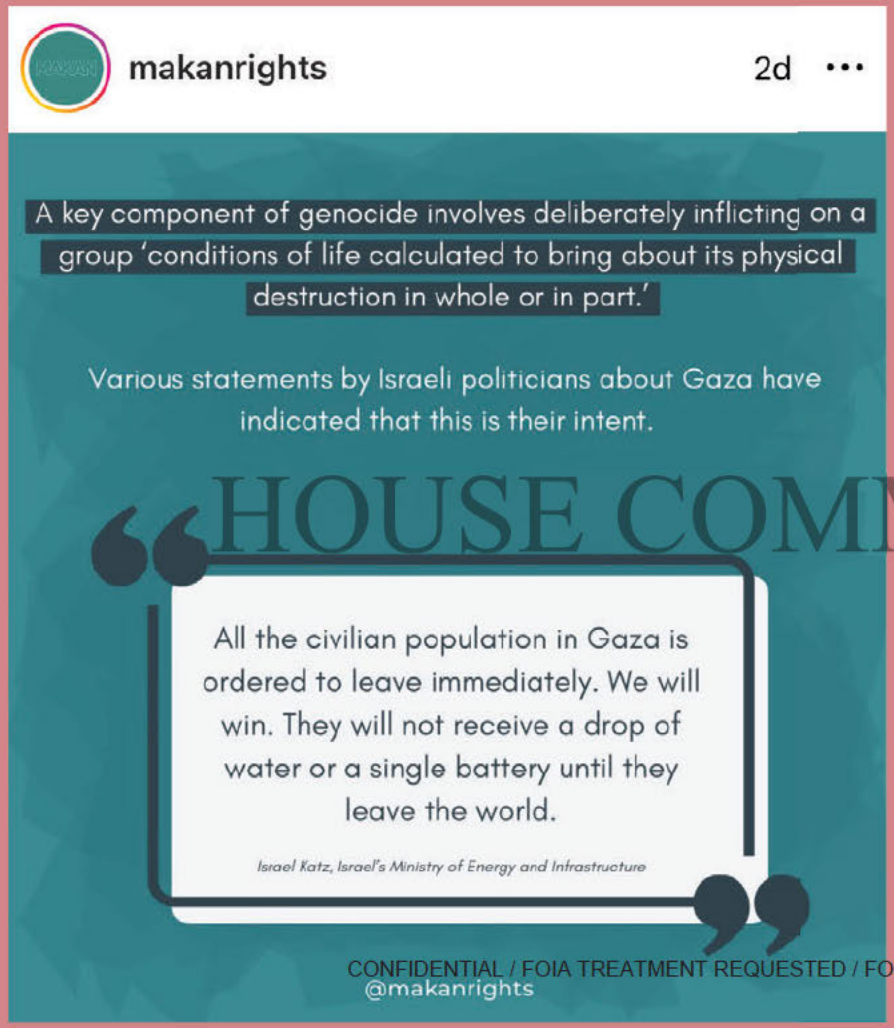
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BUSD - 007215

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The Nakba

BUSD - 007217

This video is from 2018



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After reviewing the last few slides:

What is the Nakba?

HOUSE COMMITTEE CO

W y o some people believe that the Nakba never ended?



Valentina Agiurre

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BUSD 007219

Before October 2023, conditions in Gaza were already very difficult.

In small groups with chromebooks, review the separate deck and discuss the questions in the slide deck.

https://bit.ly/gaza100

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Abdel-Rahman Al-Shantti (born September 14, 2008) is known professionally as **MC Abdul** is a Palestinian rapper from Gaza, Palestine.

As you watch, what is MC Abdul's perspective?

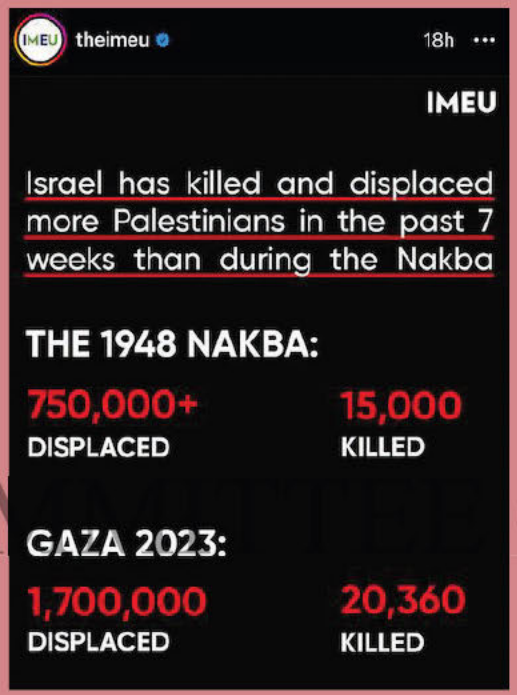
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As of 12/1/23 and 12/21/23, the numbers are in.

W at is the Nakba?

Why do some people believe that the Nakba never ended?



COPY

The Guardian

Palestinian death toll in Gaza nears 20,000 with nearly 2 million people displaced

UK and Germany demand 'sustainable ceasefire' as Israel's military campaign enters 11th week

Israel-Gaza war - live updates

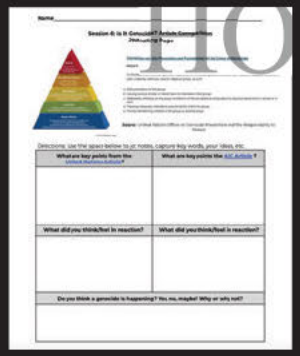
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BUSD - 007222

A BIG Question to Individually Sit with:
Is what's currently happening in Palestine, genocide?

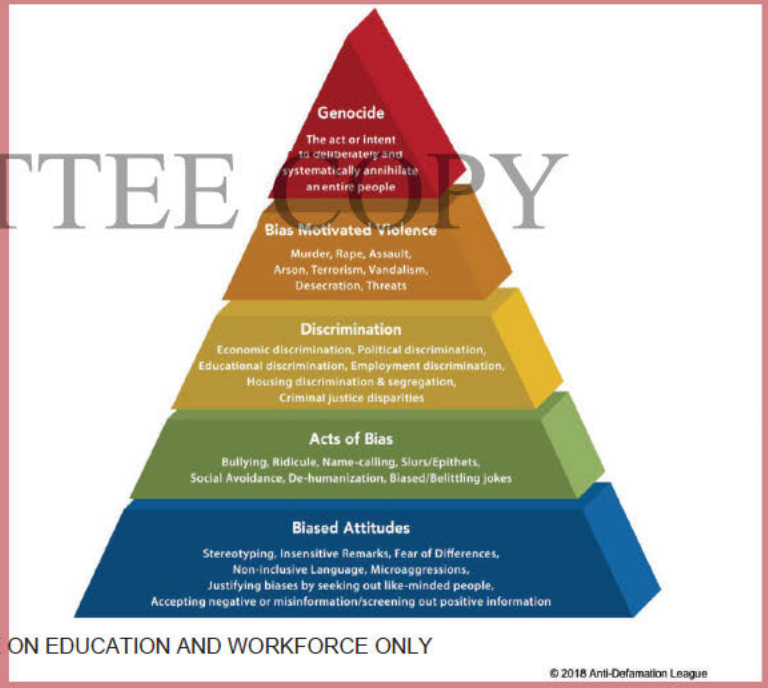
Optional multiple perspectives reading/writing activity:
Read the articles and journal about this question for yourself.

Journaling Page





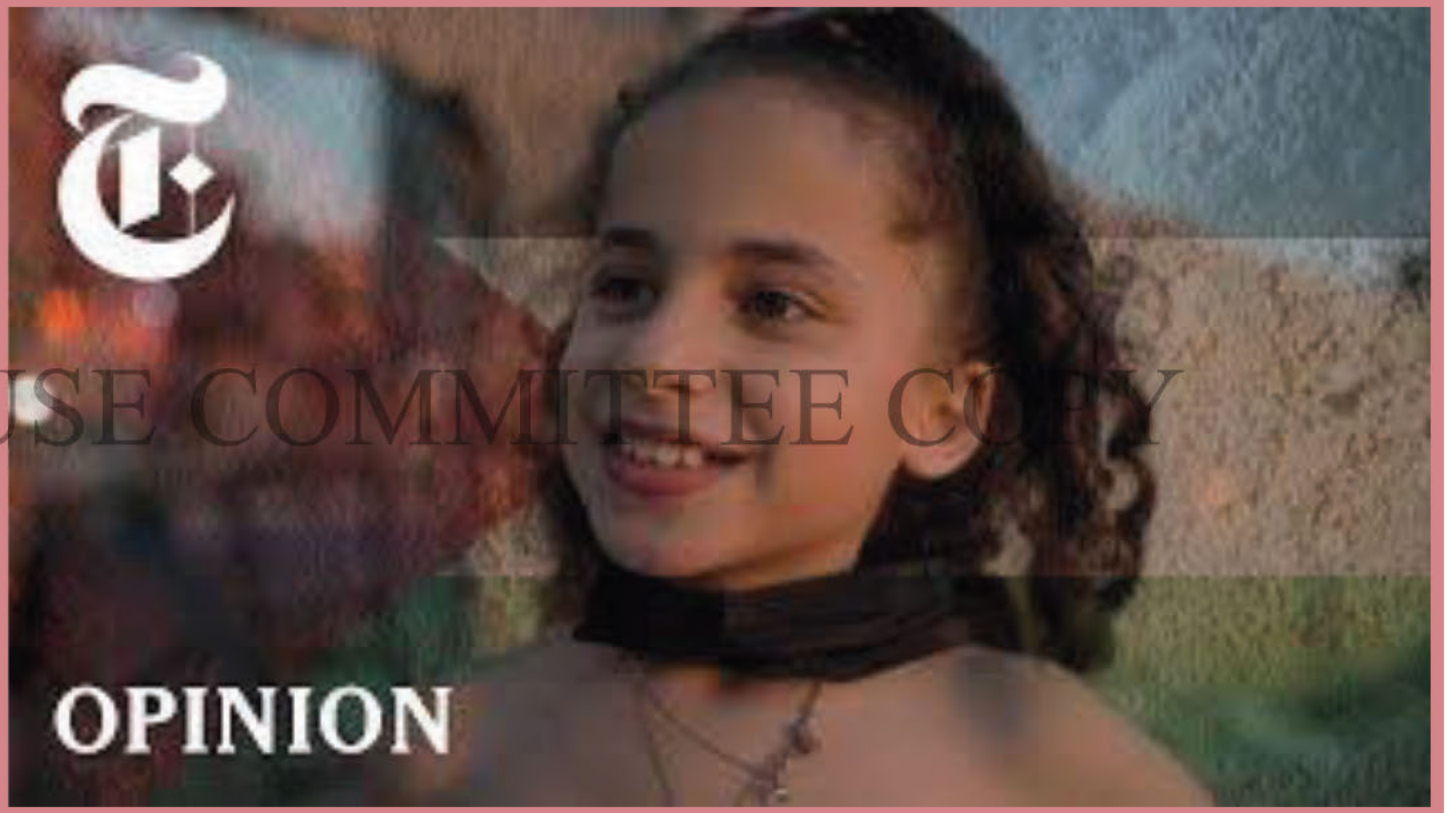




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In 2021, in Gaza, Filmmakers Asked Children: What Is Your Dream?

As you watch, what stands out to you? What's similar and different from your own lived experience?

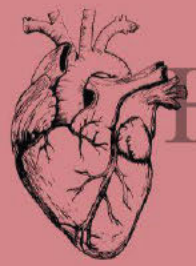


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Head



Heart



Hands

Share One...

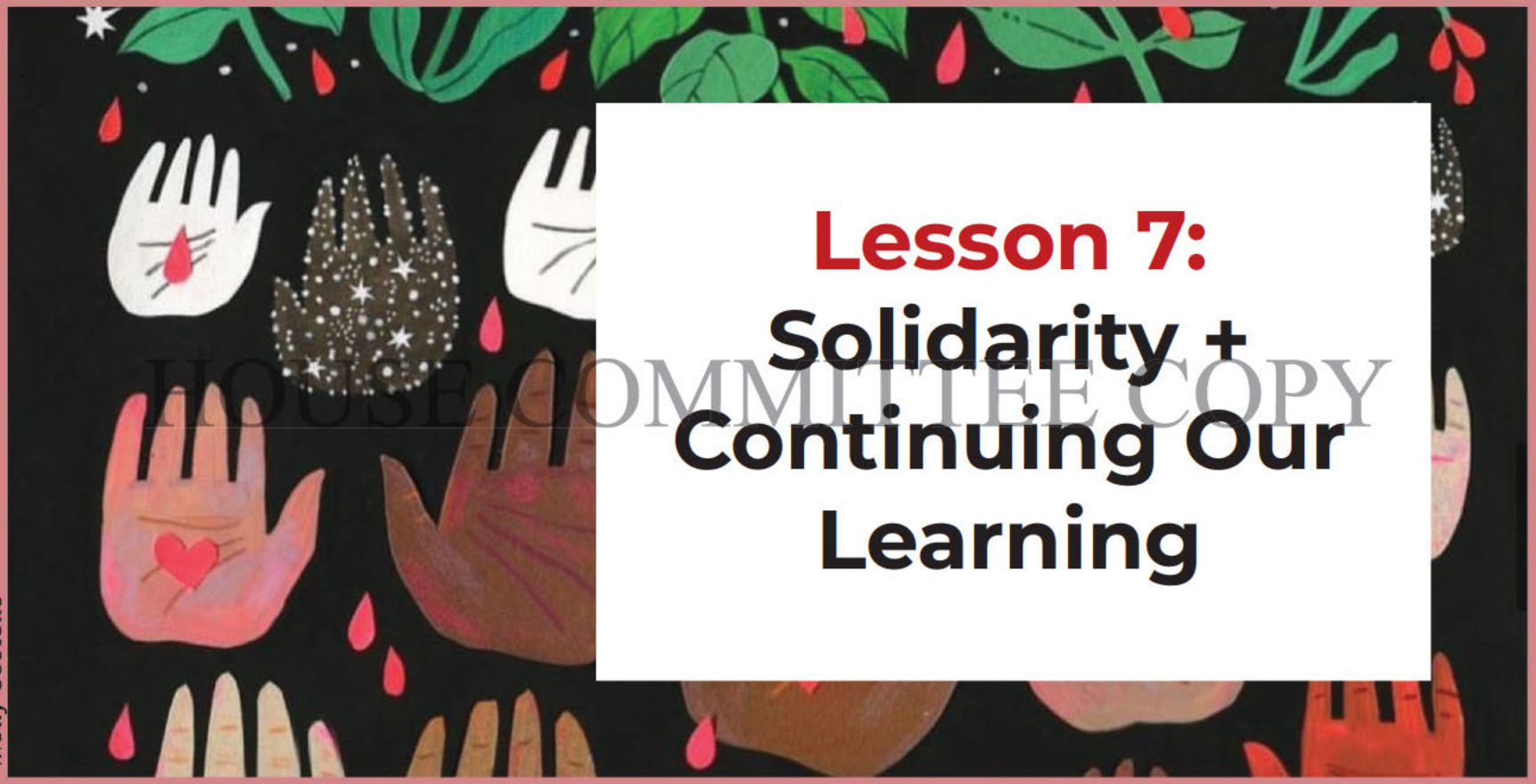
Head: What are you thinking?

Heart: What are you feeling?

Hands: What are you moved to do now?

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Lesson 7:
Solidarity + Continuing Our Learning

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Molly Costello

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Community Agreements

BUSD - 007226

Any others we should add?

Be Present

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Quick Write



On a piece of paper, please respond to one or more of the prompts below:

Since our last session...

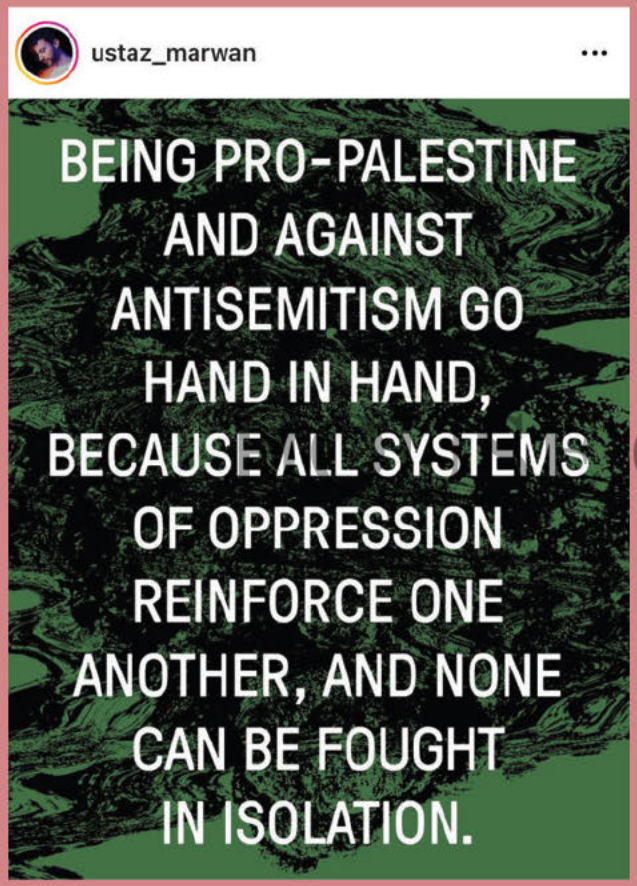
- **What have you been thinking about?**
- **What have you learned?**
- **What new questions do you have?**

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UP NEXT... Questions to Consider: Effecting Change

- Who is currently, openly expressing solidarity and why?
- Why is solidarity important?
- How are people working in solidarity?

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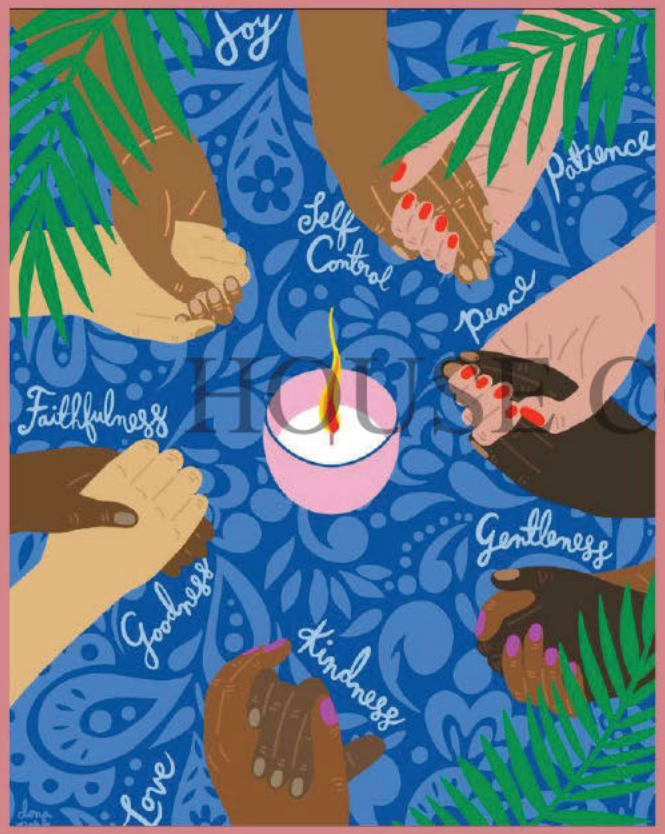
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Let's read these quotes aloud.

What do you think? Why?

Discuss in a pair...

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In small groups with chromebooks, review the separate deck and discuss the questions in the slide deck.

https://bit.ly/solidaritysmallgroupwork

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Being Changemakers...

On the *chart paper* around the room, let's start jotting down our ideas for how we can be change-makers and move toward peace in our community, in Palestine, Israel, and beyond...

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Prompts

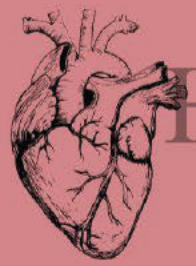
1. *One action I want to take is...*
2. *I want to push myself to...*
3. *I want to learn more about...*
4. *I used to think _____, but now....*



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Head



Heart



Hands

Share One...

Head: What are you thinking?

Heart: What are you feeling?

Hands: What are you moved to do now?

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BUSD_0007235



Shattered Pillars: Decolonizing Histories, Reclaiming Futures

7th GRADE

OVERVIEW, RESOURCES & LESSONS

June 2025

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Berkeley PUBLIC SCHOOLS

BUSD - 007236

Unit Overview

Using the 7 Pillars of Colonization framework, students critique systems of power and oppression, examining its historical impacts and its ties to white supremacy and systemic racism. The unit centers ancestral knowledge and narratives, focusing on pre-colonial systems such as Pasifika matriarchal societies and case studies from regions around the world.Through a creative infographic project, students will apply their knowledge of the 7 Pillars of Colonization to analyze world regional case studies across Africa, Asia, the Americas, and Pasifika. Students then connect their learning to contemporary decolonization efforts by studying local Bay Area movements and learning from community partners and organizers. As a culminating task, students will conceptualize a community event, design a website, and present how their event celebrates cultural preservation, resistance, and collective care.

Unit Lessons

INQUIRY #1	The 7 Pillars of Colonization
INQUIRY #2	How Colonization Impacted the World
INQUIRY #3	Effects of Colonization Infographic
INQUIRY #4	Decolonization and the World Today

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Essential Questions

- EQ 1: How can the 7 Pillars of Colonization help us understand how power and resistance have shaped societies in the past and today?
- EQ 2: How can the 7 Pillars of Colonization help us analyze the ways colonization has impacted different regions of the world and how people have resisted these systems?
- EQ 3: How can researching and creating an infographic about a specific region or case study deepen our understanding of colonization and resistance?
- EQ 4: How are communities today reclaiming and preserving their art, culture, language, and spaces as part of decolonization efforts?

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Ethnic Studies Principles & Themes

BUSD - 007238





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BUSD - 007239

Lesson Plan Structure

Click lesson elements for descriptions and resources

Land Acknowledgement

Ancestor Acknowledgement

Cultural Energizer

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Critical Concepts

Cultural Production

Community Collaboration

Conclusive Dialogue

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Throughout the unit strategies that meet the needs of all students including multilingual learners should be utilized.

Strategies for Language Learners

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Click for downloadable/ printable booklet with illustrations of flexible strategies for K-12.

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Unit Lessons & Slide Deck Quick Links



BUSD - 007241

Shattered Pillars: Decolonizing Histories, Reclaiming Futures

This unit makes clear connections between historical colonization and present-day issues, highlighting the enduring impacts of colonization. Students explore systemic inequalities, cultural erasure, and indigenous struggles for sovereignty, linking them to modern efforts to reclaim language, land, and identity. By examining decolonization efforts globally and locally, they connect historical resistance to current fights for racial and environmental justice, offering insights into how colonial legacies persist in globalization and economic exploitation. This approach empowers students to see history as a tool for understanding and addressing today's challenges.

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Note: This unit contains 4 inquiry questions. Each inquiry question includes a few daily lessons.

Here are links to the unit slide decks with detailed speaker notes:

Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4

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SPEAKER NOTES STRUCTURE

Below is a preview of the speaker notes in the following slides.

🎯 **Purpose:** Explains why this slide exists and what students should gain from it. Communicates the intention behind showing or using this slide.

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📋 **Facilitation Steps**

1. Outlines how to lead this slide in class.
2. These are teacher-facing directions.
3. Serves as a quick checklist of steps to make facilitation smooth and clear.

🗣️ **Suggested Script:**

"Offers one possible way to present the slide. It's meant as support, not as a script to read word-for-word. Teachers should adjust, rewrite, or remix to fit their own voice, style, and students' needs. Teachers are the experts in delivering this curriculum in their classroom."

💡 **Curriculum Tip:**

Shares optional insights, background context, or strategies to deepen engagement. These are for teacher awareness — use them if helpful, skip them if not relevant.

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Plan Ahead: Bring in Community Voices

We'll be hosting a Community Organizing Panel during this unit!

You'll invite 2–3 local organizers, artists, or advocates to speak with students about how events are used for activism and care.

COMMUNITY PANEL PREP CHECKLIST + TIMELINE

Goal of the Panel:

✅ Connect classroom learning to real community action
✅ Empower students to ask questions
✅ Inspire ideas for student-led community events

You don't need to be an expert to make this happen. We've got you covered with a step-by-step checklist, sample emails, and student prep materials.

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Sample Unit Schedule

Inquiry 1 Day 1 Launch Unit Intro Inquiry 1 7 Pillars of Colonization Gallery Walk	**Inquiry 1 Day 2** Jam Session Organizer Each One Teach One Class Discussion Exit Ticket	**Inquiry 2 (Day 1)** Ancestor Acknowledgement Centering Pasifika Mapping Activity Background Knowledge Trivia Exit Ticket	**Inquiry 2 (Day 2)** *Each One Teach One* *Ho'kulea Video* *Reading & Responding* *Exit Ticket*	**Inquiry 2 (Day 3)** Hafa dai! Matriarchal Societies Claim Evidence Reasoning Response Activity Exit Ticket
Inquiry 2 (Day 4) What is Colonization? Video Colonization Case Studies: Americas, Asia, Africa, Pasifika Work Time	**Inquiry 2 (Day 5)** Continued Work Time Group Share Out Closing Circle	**Inquiry 3 (Day 1)** Taboo Infographic Project Launch Rubric Review Get into groups, Begin Work	**Inquiry 3 (Day 2)** Continue Work Time Check In Review Submission Instructions Prepare for presentations	**Inquiry 3 (Day 3)** Small Group Presentations Closing Circle
Inquiry 4 (Day 1) Launch Project Journal Reflection	**Inquiry 4 (Day 2)** Journal Share Out Global to Local: How are Bay Area organizations responding to colonization? Gallery Walk	**Inquiry 4 (Day 3)** What Makes a Community Event Powerful? Video Analyses & Discussion Initial Event Brainstorm	**Inquiry 4 (Day 4)** Cultural Appreciation v. Appropriation Mini Lesson Community Panel Prep	**Inquiry 4 (Day 5)** Community Organizing Panel
Inquiry 4 (Day 6) Project Event Planning Work Time	**Inquiry 4 (Day 7)** Event Planning Work Time & Website Building Time	**Inquiry 4 (Day 8)** Website Building Time	**Inquiry 4 (Day 9)** Class Website Presentations	**Inquiry 4 (Day 10)** Final Closing Circle

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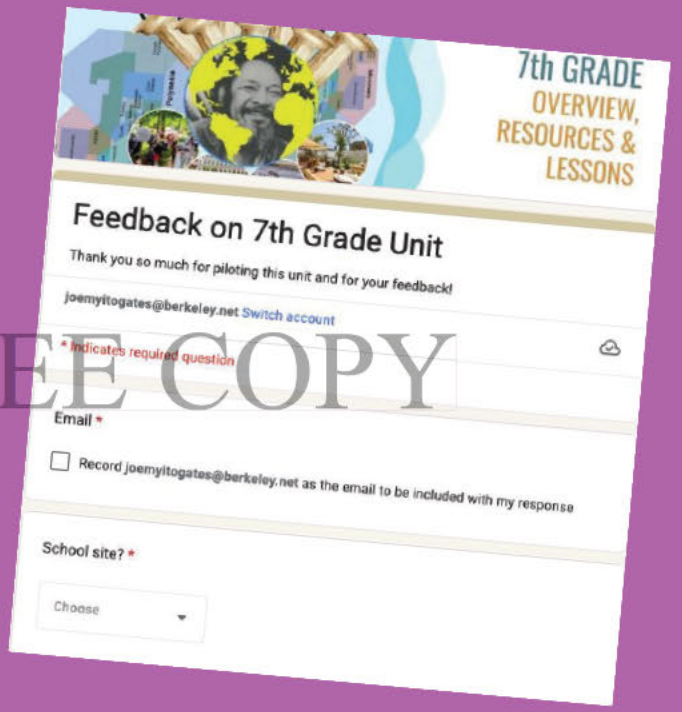
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Feedback Forms

As we continue to improve this unit, please help us by completing the teacher feedback form and by supporting students to fill out the brief feedback form.
Please also consider sending out the family feedback forms as well,
thank you so much!

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- Student feedback form
- Teacher feedback form
- Parent/Caregiver feedback form (English)
- Parent/Caregiver feedback form (Spanish)

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COMMUNITY PANEL PREP CHECKLIST + TIMELINE

Purpose: This guide walks you through how to host a 40-minute classroom panel featuring community organizers or artists. It's designed for teachers who are new to this — everything is broken down for ease.

Suggested Timeline (Start planning 2–3 weeks before the panel)

Week	Action
Week 1	Review this checklist and decide on a panel date (ideally Week 3 or 4 of the unit) Reach out to 3–5 potential panelists using the sample email
Week 3	Confirm 2–3 guests and share logistics with them Prep your students (brainstorm questions, assign roles)
Week 3/4	Host the panel (40-minute in-class activity)
Week 4	Follow up with thank-you messages

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Teacher Checklist

1. Set Your Panel Date: Choose a 40-minute class period during the middle or end of your unit. Give yourself at least 2 weeks of lead time.

2. Identify Potential Panelists
Good options:

- Local nonprofit staff
- Mutual aid organizers
- Teaching artists
- Community elders
- Youth leaders
- See also: List of Berkeley-area Organizations involved in Cultural Preservation / …

3. Reach Out to Panelists: Use the email template below. It's best to invite 3–5 people, knowing that 2–3 may be available.

Sample Outreach Email:

Subject: Invitation to Join Our Student Panel on Community Organizing

Dear [Name],

I'm a [grade level/subject] teacher at [school name]. Our students are learning about how events can be powerful tools for activism and care. We'd love for them to learn directly from someone like you.

We're hosting a classroom panel on **[insert date/time]**, and would love to invite you to speak for about 30 minutes (in person or via Zoom). Students will prepare questions in advance, and you'll be part of a relaxed, conversational dialogue with them.

Please let me know if you're available or would like more details. We'd be honored to have your voice included.

Thank you for considering,
[Your Name]
[Contact Info]

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4. Confirm and Prepare Panelists

Once someone says yes:

- Confirm the date, time, and format (Zoom or in-person)
- Ask how they'd like to be introduced
- Offer to send sample questions ahead of time (optional)

5. Prep Your Students

The a day to a week before the panel:

- Let them know who's coming and why
- Brainstorm questions in small groups (See Inquiry 4 Day 4)
- Assign students to roles (question askers, note takers, facilitator)

6. Print or Copy Materials

- Student note-catcher handout
- Panelist question list

7. Day Of: Host the Panel

- Welcome the guests
- Support the student facilitator

- Time-keep and help with transitions
- Guide a quick class debrief at the end

8. After the Panel: Thank Your Guests
Send a thank-you message within a day or two. Encourage students to sign a group thank-you card or create a quick class-made "thank you" message.

Tips for First-Time Teachers

- Start small: One or two panelists is still powerful.
- Use your networks: Ask colleagues or community organizations you trust for speaker suggestions.
- Co-host: Invite a co-worker or site coordinator to help with tech, timing, or facilitation.
- Don't worry about polish: This is about connection, not perfection. The realness is what students will remember.

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Liberated Ethnic Studies Model Curriculum Consortium

LESMCC COMMITTEE COPY

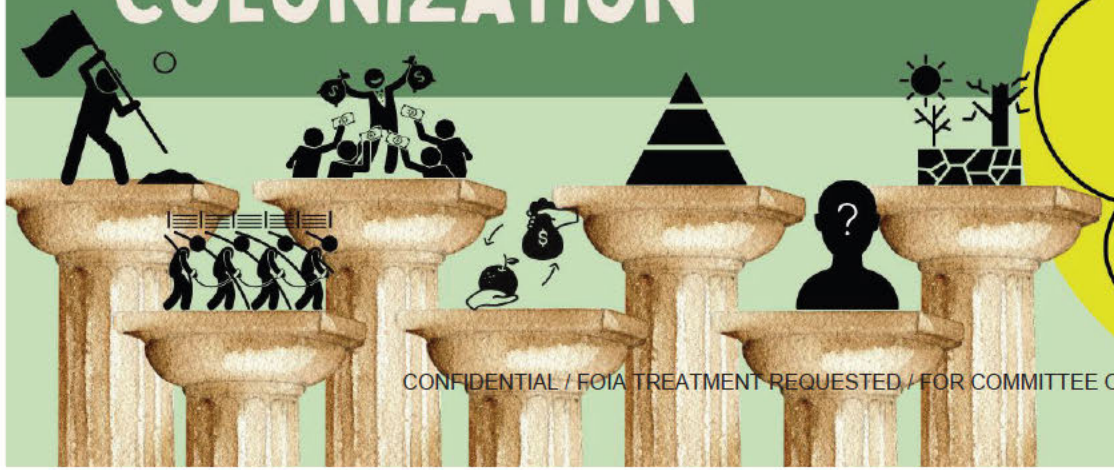
We ask that you give LESMCC credit for any portion OF THIS LESSON OR ITS ACCOMPANYING SLIDES used and that you respect the intended use of the material.
ENJOY!

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INQUIRY 1

THE 7 PILLARS OF COLONIZATION

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What are the 7 Pillars of Colonization?

How can the 7 Pillars of Colonization help us understand how power and resistance have shaped societies in the past and today?

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Teachers, Remember to check the speaker notes!

BUSD - 007253

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

- ❑ Note Catcher - bit.ly/7pillGQ *(Print/share enou_ h for each s udent)*
- ❑ 7 Pillar of Colonization Posters *(Print/share 7 posters and and display around classroom)*
- ❑ Jam Session Organizer - bit.ly/ColVocab *(Print/share enough for each student)*

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Prepare These Materials:

- ❑ Optional: Student Journals
- ❑ Optional: Set up **KWL Chart**
- ❑ Consider concluding class discussion with **Socratic Seminar** or **Popcorn Share**
- ❑ **Sticky Notes** for Exit Ticket



Key Vocabulary in this Inquiry:

Colonization - Subjugation of [or control of] a people or area especially as an extension of state power.

7 Pillars of Colonization: Seizing Land & Resources, Growing for the colonizer, Enriching the Colonizer's Homeland, Consuming colonially, Hatching hierarchies, Killing cultures, and Exploiting (abusing) the land

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Day 1

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LAND ACKNOWLEDGEMENT

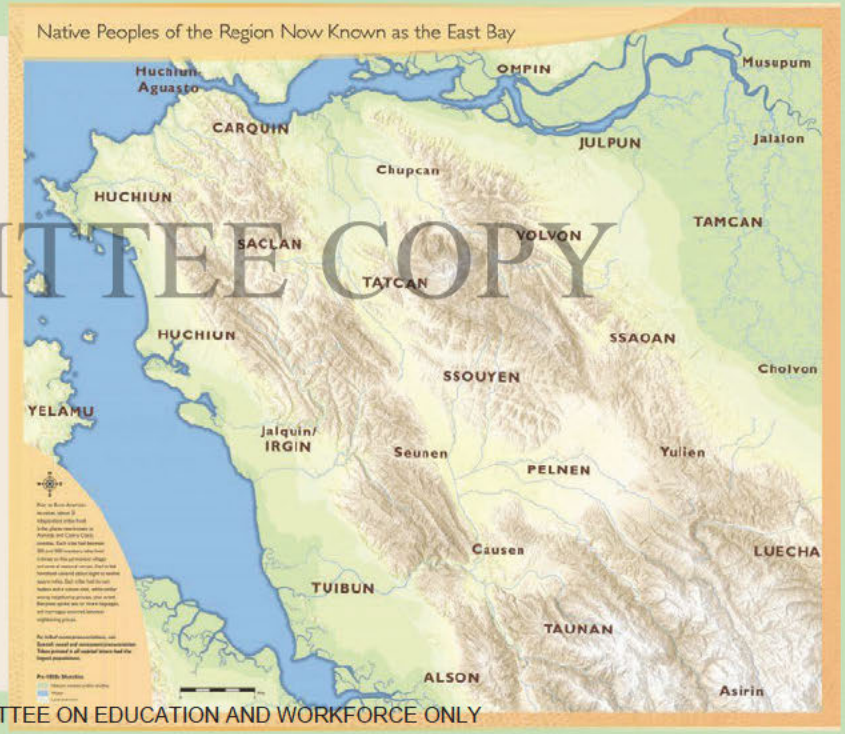
WE ACKNOWLEDGE the land and the people to whom this land belongs. This is the land of the Lisjan Ohlone and Muwekma ohlone peoples, and they are still here.

WE STAND in solidarity with ALL indigenous people and their right to self-determination, liberation and peace.

WE COMMIT to working toward the healing of generational trauma, theft and dispossession that native and indigenous people have faced and continue to face.

In this light, **MY PLEDGE** today is to….

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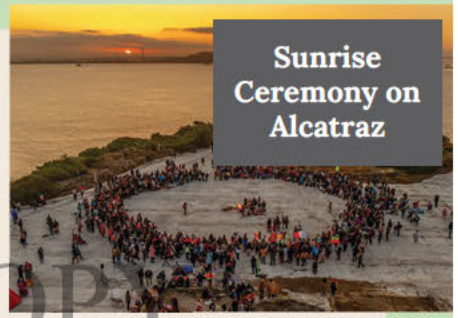
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COLONIZED VS DECOLONIZED WORLD





Studying Indigenous Languages



Sunrise Ceremony on Alcatraz



Cafe Ohlone



Community Events

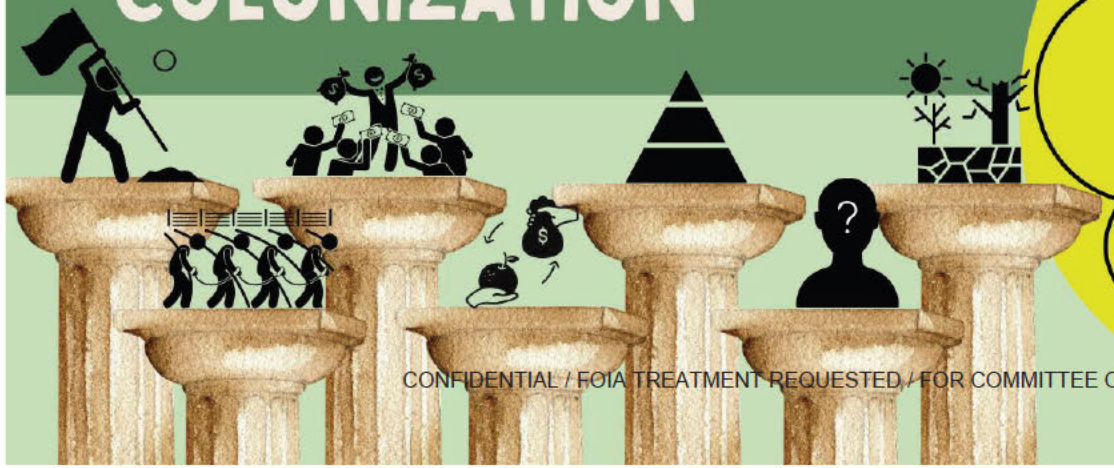
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INQUIRY 1

THE 7 PILLARS OF COLONIZATION

HOUSE COMMITTEE COPY



What are the 7 Pillars of Colonization?

How can the 7 Pillars of Colonization help us understand how power and resistance have shaped societies in the past and today?

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CULTURAL ENERGIZER

Look at the images and read the caption.

- What do you think the baby represents? Why?
- What do you think the dog represents? Why?
- Who does this bed seem to belong to, and how can you tell?
- Why doesn't the dog bite back?



History In Memes
@MemesOnHistory

Follow

Europeans when they found "new" land

41,604 56,990

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CULTURAL ENERGIZER

Look at the image and read the caption.

- Who is the person in this meme?
- What message are they trying to send?
- Is this meme funny? Why or why not?
- What historical event or idea does this meme connect to?



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CRITICAL CONCEPT

BUSD - 007260

What does colonization look like? What actions are involved?

Colonization

Subjugation of [or control of] a people or area especially as an extension of state power.

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NOTE CATCHER:
bit.ly/7pillGO

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INQUIRY #1

What are the 7 Pillars of Colonization?

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POSTERS TO PRINT

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1

Seizing Land & Resources



dis-possession

HOUSE COMMITTEE COPY

Colonizers take land by force, treaties, or manipulation.

- Indigenous or local people are displaced, enslaved, or forced into labor.
- Natural resources (gold, spices, minerals, timber, oil) are taken for the colonizer's benefit.

THINK ABOUT IT:

1. How does the loss of land impact people's daily lives and cultural traditions?

2. What are some reasons a country or group might want to take control of land?

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2

Growing for the colonizer

HOUSE COMMITTEE COPY



Colonizers enforce policies that reshape economies for their own gain.

- Colonized people grow cash crops for export instead of local needs.
- Wealth flows to the colonizer, leaving local communities in poverty.

THINK ABOUT IT

1. What are the risks and benefits of growing only one type of crop for export?

2. How do changes in trade and farming affect people's ability to survive and grow wealth?

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3

Enriching the Colonizer's Homeland







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Colonized resources, labor, an ' wealth fuel the colonizer's growth.

- Infrastructure serves extraction, not local needs.
- Heavy taxes fund the imperial power.
- Colonies remain dependent while the colonizer prospers.

THINK ABOUT IT

1. What are some ways colonization might create economic growth? Who benefits?

2. How might history be different if colonized places had kept control of their own resources?

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4

Consuming colonially

HOUSE COMMITTEE COPY









THINK ABOUT IT

1. What happens when a country isn't allowed to produce or sell its own products?

2. Can you think of examples today where one country depends on another for goods or services?

Colonizers keep colonies economically dependent.

- Colonies must buy overpriced goods from the imperial power.
- Local businesses and industries are restricted or destroyed.
- Trade policies benefit the colonizer, maintaining control.

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5

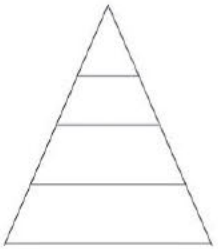
Hatching hierarchies

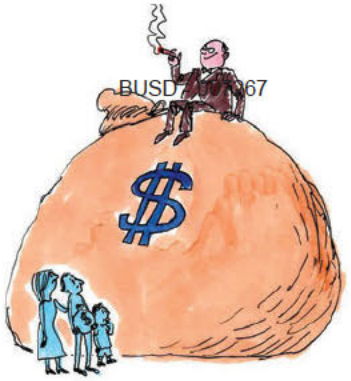
HOUSE COMMITTEE COPY

THINK ABOUT IT

1. How do laws and policies shape who has power in a society?

2. Can you think of examples where certain groups in history have had more advantages than others?





Colonizers enforce systems that keep them in power.

- They grant themselves privileges and legal protections.
- Indigenous and marginalized groups are denied rights and power.
- Laws, military force, and cultural oppression maintain control.

Hierarchy: a system in which people or groups are ranked one above the other

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6

Killing cultures

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THINK ABOUT IT

1. How does language connect to identity and culture?

2. What are the effects of losing traditional practices or adopting new ones?



BUSD - 007268



Colonizers erase and replace local cultures.

- Indigenous languages, traditions, and religions are banned or discouraged.
- People are forced to adopt the colonizer's lan_ua_e and customs. <u>This is called forced assimilation</u>
- Schools and media portray the colonizer's culture as superior.

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7

Exploiting (abusing) the land





HOUSE COMMITTEE COPY

THINK ABOUT IT

What are some different ways people value and use land?

What happens when land is overused or changed too quickly?

Colonizers extract resources with no regard for sustainability.

- Land, water, and forests are overused and degraded.
- Industrialization and monoculture farming cause pollution and biodiversity loss.
- Indigenous environmental knowledge is ignored for profit.

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COMMUNITY COLLABORATION

Gallery Walk → Jam Session Prep → Each One Teach One

1. Posters with key information about each pillar are placed around the room.

2. Rotate through assigned posters:
   - Read each pillar
   - Discuss the meaning of each pillar
   - Record in note catcher a description for each pillar in your own words
   - For each pillar, respond to at least one *Think About It* prompt on your note catcher

3. Go back to your group. Be ready to build on your notes during a Jam Session activity where you'll dive deeper into your assigned pillars.

   Then, you'll teach your group about the posters they didn't get to see.

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Group Instructions

Each person will be responsible for certain posters.

Groups of 4:

- Group A: Members cover 3 posters.
- Group B: Members cover 4 posters.

HOUSE COMMITTEE COPY

At Each Station:

- Read the poster silently or as a small group.
- Take notes using your 7 Pillar Note Catcher.
- Discuss the reflection question with others at the station.
- Later, you'll use your notes later to complete a Jam Session organizer in your group



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Gallery Walk Expectations

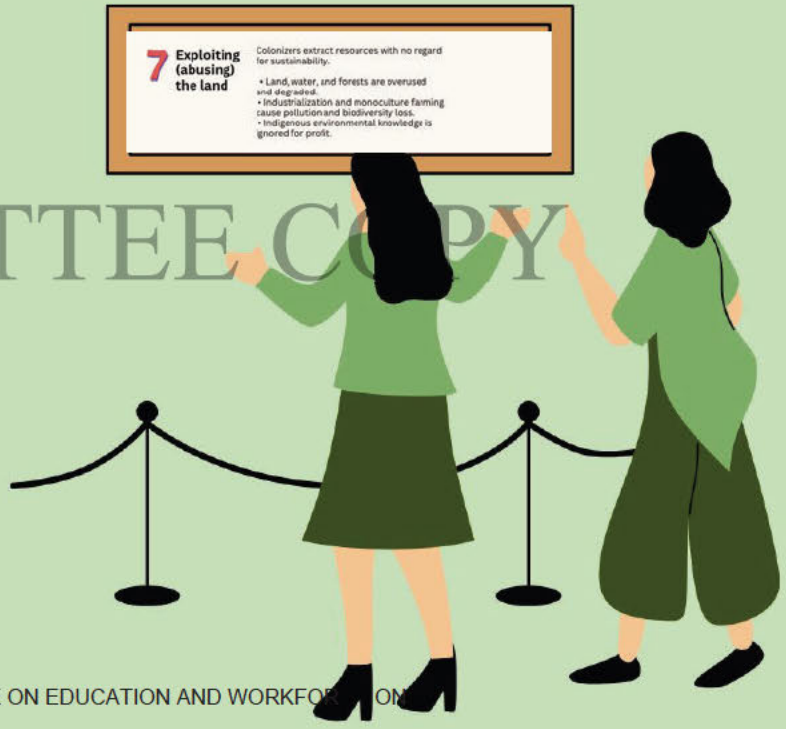
Stay critical – Move through the activity with curiosity.

Take Space & Make Space – Allow everyone to contribute.

Take notes with purpose – You'll need them to complete your Jam Session organizer and teach your group later!

Be mindful of time – Rotate when instructed.

Time per station: 4-5 minutes



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Gallery Walk Work Time





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Day 2

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CRITICAL CULTURAL PRODUCTION

7 Pillars Concept Jam Session

Use your Note Catcher and what you saw during the Gallery Walk to complete the 4-square graphic organizer for each pill r assigned to you.

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This will help you prepare for the Each One Teach One conversation in your small group.

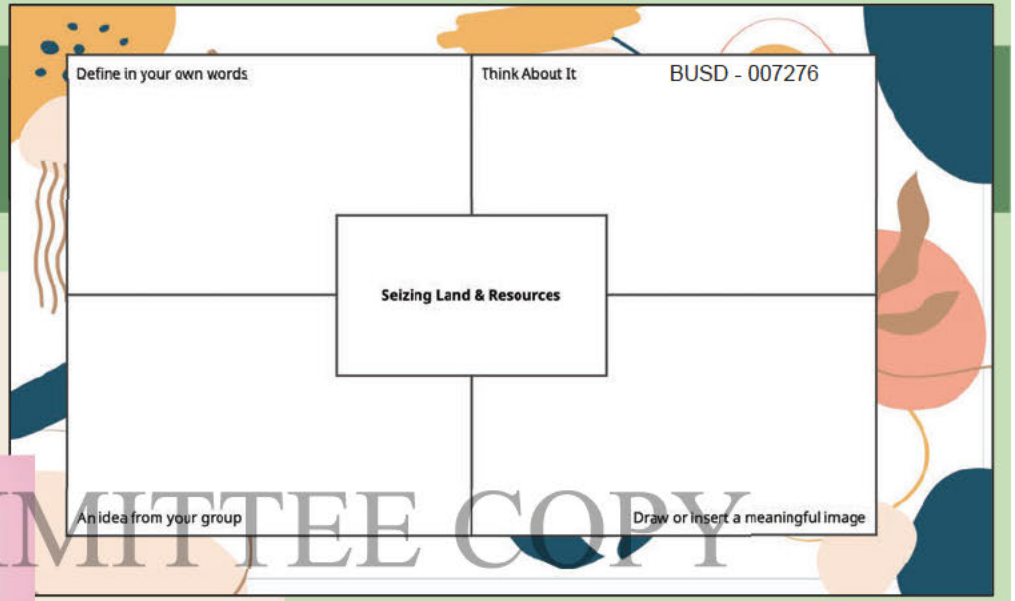
Jam session: an informal gathering of musicians improvising together, especially in jazz or blues.





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7 Pillars Concept Jam Session



Seizing Land & Resources

Growing for the Colonizer

Enriching the Colonizer's Homeland

Consuming Colonially

Hatching Hierarchies

Killing Cultures

Exploiting the Land

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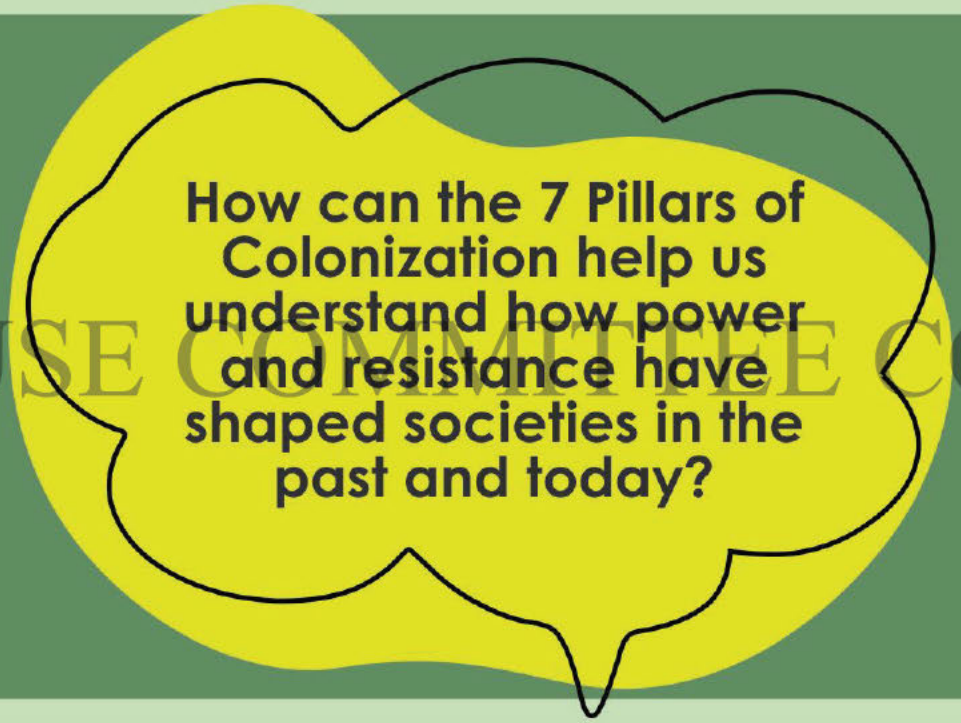
Instructions

Fill out the 4 squares for each Pillar, be ready to teach them to your group.

GRAPHIC ORGANIZER:
bit.ly/ColVocab

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INQUIRY #1



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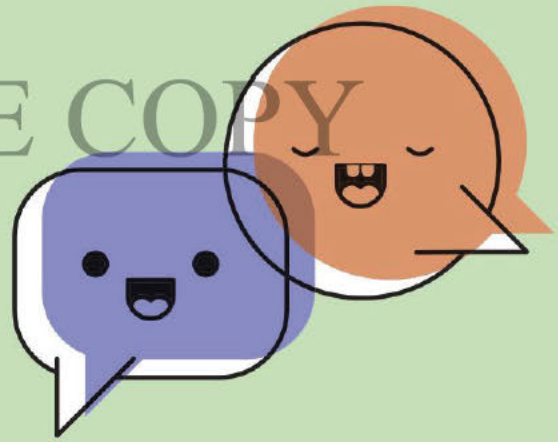
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Each One Teach One

Teach Your Group:

- Share what you learned from your assigned posters.
- Discuss the reflection questions you answered.
- Listen and take notes as your teammates explain their pillars.

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Guiding Questions for Class Discussion:

What patterns did you notice across the pillars?

How do these pillars connect to historical or modern examples?

What surprised you or challenged your thinking?

How do you think colonization still affects people today?



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Conclusive Dialogue EXIT TICKET







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Which pillar stood out to you the most? Why?

How does colonization shape the world today?

What are examples of people resisting or reclaiming their cultures?

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Liberated Ethnic Studies Model Curriculum Consortium

LESMCC COMMITTEE COPY

We ask that you give LESMCC credit for any portion OF THIS LESSON OR ITS ACCOMPANYING SLIDES used and that you respect the intended use of the material.
ENJOY!

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INQUIRY 2

HOW COLONIZATION IMPACTED THE WORLD

How can the 7 Pillars of Colonization help us analyze the ways colonization has impacted different regions of the world and how people have resisted these systems?

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Teachers, Remember to check the speaker notes!

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In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

- Print & distribute blank Maps of the Pacific, 1 per student

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Prepare These Materials:

- Blank sheets of paper #1-7
- Sticky notes for exit ticket



Key Vocabulary in this Inquiry:

- Pacific Islands
- Pasifika
- Polynesia
- Melanesia
- Micronesia
- Arbitrary
- Diaspora
- Hokule'a

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SPEAKER NOTES STRUCTURE

Below is a preview of the speaker notes in the following slides.

🎯 **Purpose:** Explains why this slide exists and what students should gain from it. Communicates the intention behind showing or using this slide.

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📋 **Facilitation Steps**

1. Outlines how to lead this slide in class.
2. These are teacher-facing directions.
3. Serves as a quick checklist of steps to make facilitation smooth and clear.

🗣️ **Suggested Script:**

"Offers one possible way to present the slide. It's meant as support, not as a script to read word-for-word. Teachers should adjust, rewrite, or remix to fit their own voice, style, and students' needs. Teachers are the experts in delivering this curriculum in their classroom."

💡 **Curriculum Tip:**

Shares optional insights, background context, or strategies to deepen engagement. These are for teacher awareness — use them if helpful, skip them if not relevant.

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Day 1

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INQUIRY 2

HOW COLONIZATION IMPACTED THE WORLD

How can the 7 Pillars of Colonization help us analyze the ways colonization has impacted different regions of the world and how people have resisted these systems?

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ANCESTOR ACKNOWLEDGEMENT

Who was Epeli Hau‘ofa?
Epeli Hau‘ofa was a powerful writer, thinker, and teacher from the Kingdom of Tonga, a country in the Pacific Ocean. He was born in Papua New Guinea and had a deep connection to the Pacific Islands.

Why is Epeli important?
Epeli challenged the idea that the Pacific Islands are small and isolated. E, eli ar ued that the ocean isn't a barrier that separates islands, but a vast, interconnected "sea of islands" that links them together. He encouraged Pacific Islanders to remember their rich history as master navigators and explorers, not as victims of colonialism.

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Epeli work inspires us to:

- *Reclaim our stories*: To tell the history of the world from many different perspectives, especially those often left out.
- *Challenge colonial ways of thinking*: To question ideas that make one culture seem superior to another.
- *See the strength in interconnectedness*: To understand how people and places are connected, rather than focusing on divisions.

We honor Epeli’s vision of a strong, proud, and interconnected Pacific, and we commit to learning from the wisdom of Indigenous peoples as we explore the journey of decolonization.

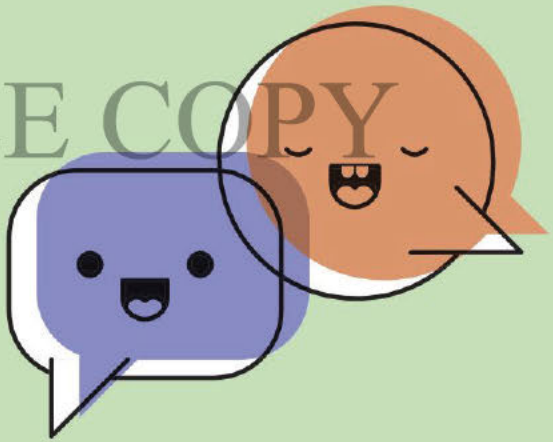


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Think, Pair, Share

What do you think of when you hear the phrase,

"**Pacific Islands**"?



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CRITICAL CONCEPT: REFRAMING THE MAP

CENTERING PASIFIKA IN WORLD HISTORY

PASIFIKA

The peoples and cultures of the Pacific Islands, including but not limited to Polynesia, Melanesia, and Micronesia.

It also includes Pacific Islander communities living around the world, including here in California.

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WHY PASIFIKA?

- Pacific Islander histories make us think differently about the world.
- They show us that there's more than one way to tell history; not just through war and empires, but through land, ocean, and identity.
- These stories help us understand power and geography in new ways, and remind us that keeping cultures alive is also an important part of global history.

WORLD HISTORY CAN OFTEN FOCUS ON THE "GIANT CONTINENTS" AS THE MAIN PLACES WHERE HISTORY HAPPENS.

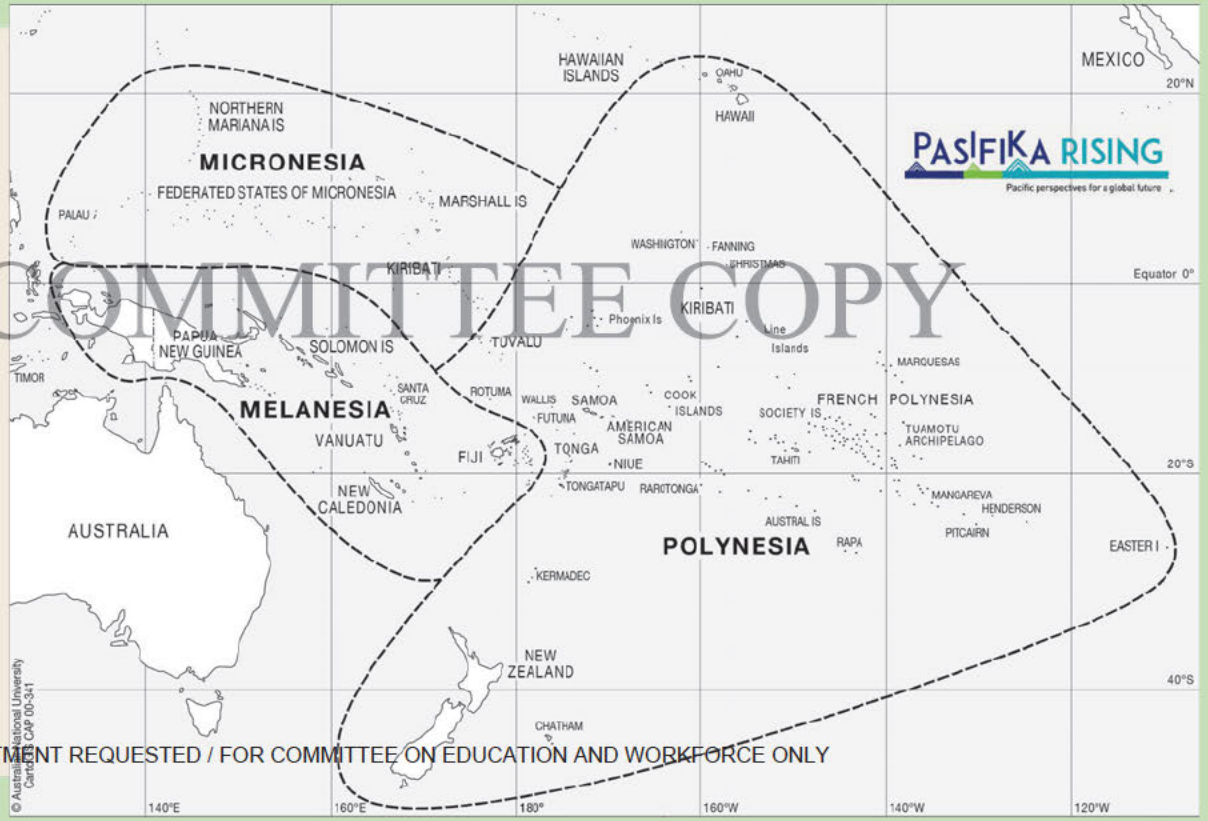
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BUSD - 007290

Pacific Islands

Pasifika, Oceania

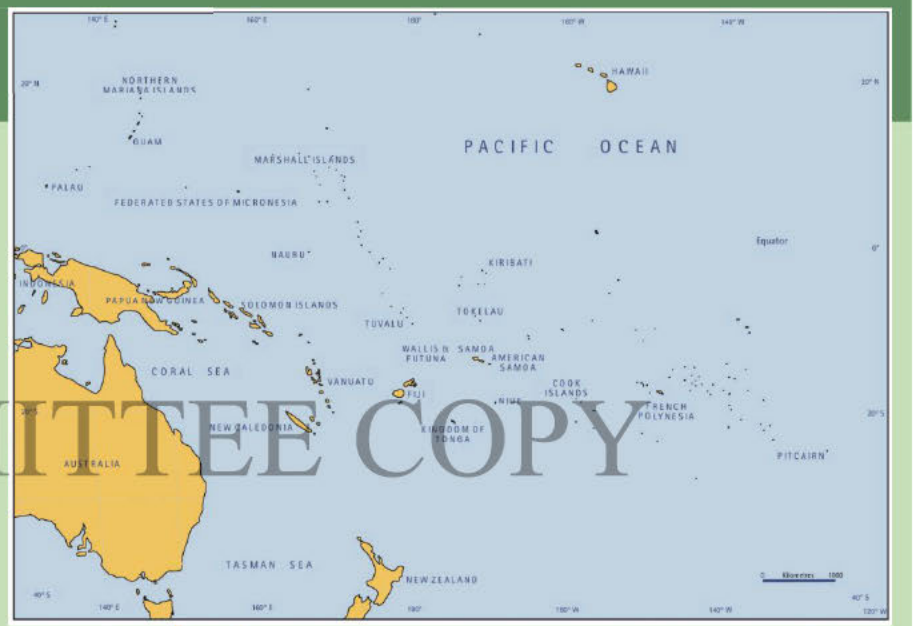
The Pacific Islands are part of a geographic region in the Pacific Ocean consisting of three geographic groups. It is a mix of independent states, unincorporated territories, and dependent states.



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Mapping Activity



Scavenger Hunt

1. Using Google, find the names of the three Pasifika regions.
2. Accurately trace them on your map using three different colors and label them

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Extension activity:

Read more about the three region and find 3-to-5 new facts you didn't know (at least one for each of the three regions), and record it on your map.



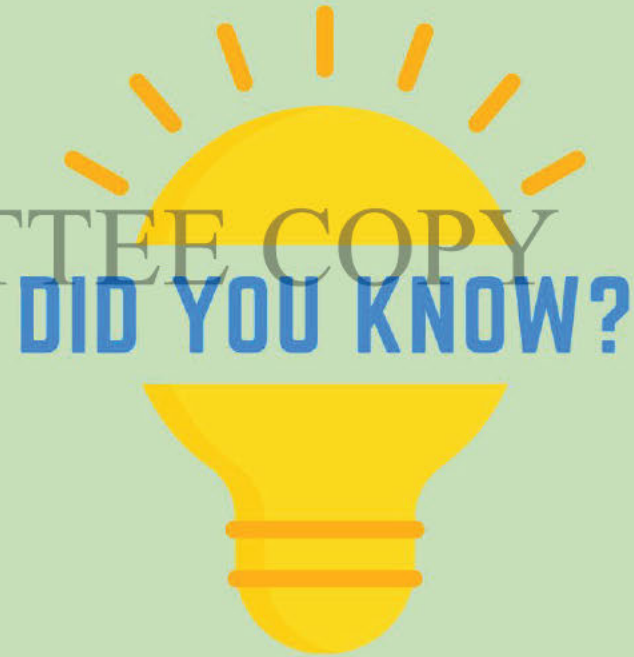
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Community Collaboration: Background Knowledge Trivia

Activity Directions

1. Grab a sheet of paper and number it 1 to 7.
2. When each question appears, choose the answer you think is correct.
3. We'll go over the correct answers together after the activity.

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PASIFIKA: DID YOU KNOW?

1 WHO MADE UP THE NAMES MELANESIA, MICRONESIA, POLYNESIA?

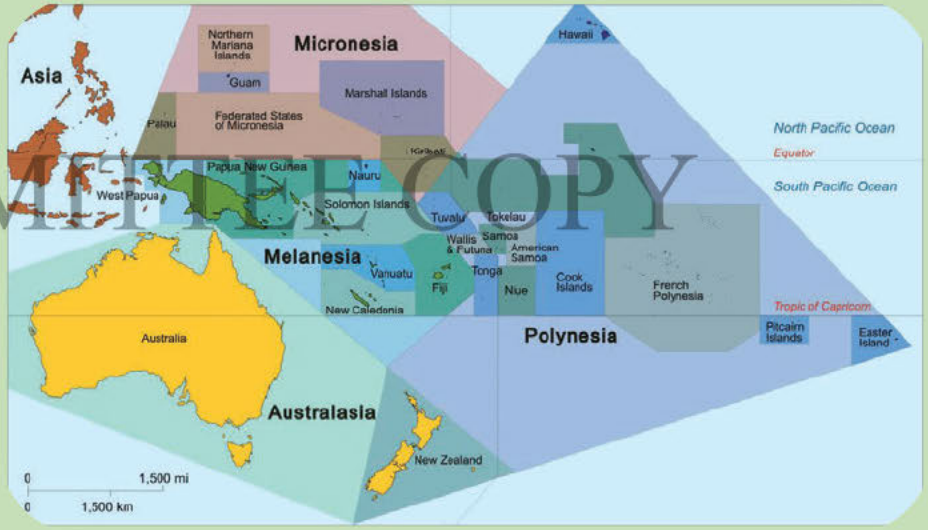
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A Gary Okihiro

B Johann Blumenbach

C Gary Johnson III

D Jules Dumont d'Urville



Wikipedia

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PASIFIKA: DID YOU KNOW?

2 PASIFIKA IS A POLYNESIAN WORD WHICH LITERALLY MEANS?

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- A People
- B Waves
- C Pacific
- D Island



Wikipedia

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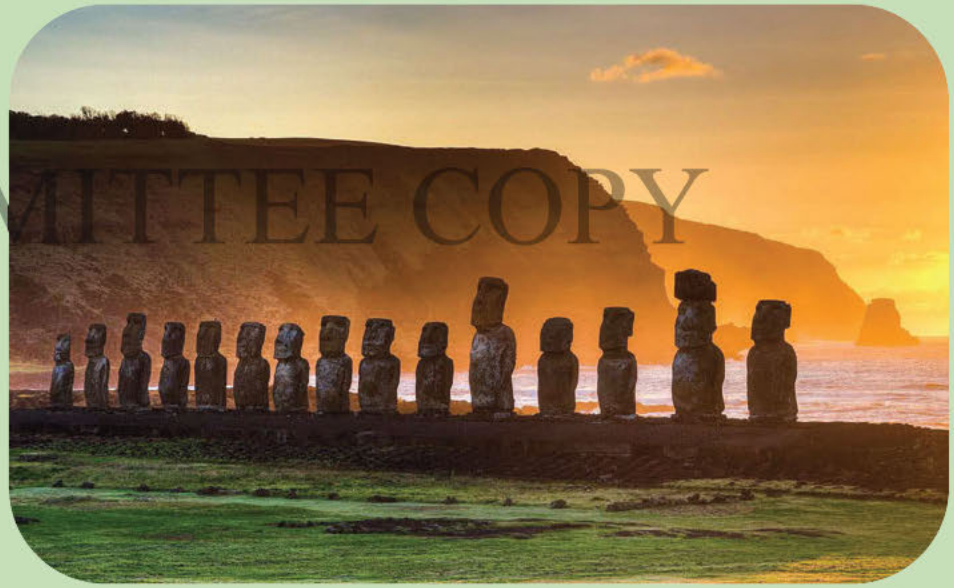
PASIFIKA: DID YOU KNOW?

3 TRUE OR FALSE: EASTER ISLAND WAS NAMED BY DUTCH EXPLORERS?

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A True

B False



ThoughtCo

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PASIFIKA: DID YOU KNOW?

4 WIKIPEDIA SAYS THIS MANY PEOPLE LIVE ON PACIFIC ISLANDS

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A 80 million

B 20 million

C 60 million

D 40 million



San Diego Union Tribune

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PASIFIKA: DID YOU KNOW?

5 WHICH ISLAND HAS 5 CLIMATE ZONES?

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- A Rapa Nui
- B Easter Island
- C Tahiti
- D Hawaiian Islands



Wikipedia

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PASIFIKA: DID YOU KNOW?

6 AROUND 1200 CE, WHAT DID NATIVE AMERICANS AND POLYNESIANS GROW?

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A Sweet potatoes

B Rice

C Corn

D Wheat



Wikipedia

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BUSD - 007299

PASIFIKA: DID YOU KNOW?

7 WHO SAILED FROM HAWAII TO TAHITI IN 1975?

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A Berkeley researchers

B Hawaiian seafarers

C French travelers

D Dutch explorers



Polynesian Voyaging Society

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PASS YOU PAPER TO A NEIGHBOR!

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PASIFIKA: DID YOU KNOW?

1

The terms Melanesia, Micronesia and Polynesia were arbitrarily coined by Jules Dumont d'Urville (1790-1842), a French explorer and naval officer, to designate what he viewed as the three main ethnic and geographical regions forming the Pacific.

Correct answer: D

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Arbitrarily means something is done without a clear reason, rule, or pattern, just because someone decided to.

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PASIFIKA: DID YOU KNOW?

2

Correct answer: C

The term Pasifika/Pasefika has its roots in New Zealand. Pasifika means "Pacific" in many Polynesian languages. Today it refers to the Pacific Islands and Islanders. As an ethnic/racial term, it is used to describe the original peoples—inhabitants and diasporas.



Diaspora means when people leave their homeland and live in other places, but still keep strong ties to their culture and identity.

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PASIFIKA: DID YOU KNOW?

3

The name Easter Island was given to the island of Rapa Nui because Dutch explorers landed on the island on Easter Sunday in 1722.

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Correct answer: A (true)



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PASIFIKA: DID YOU KNOW?

4

According to Wikipedia, the Pacific Ocean encompasses a large assortment of islands with diverse populations. As of recent estimates, the combined population of these islands is approximately 40 million.

Correct answer: D

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PASIFIKA: DID YOU KNOW?

5

Not all Pacific Islands have warm/tropical climates. The Hawaiian Islands has five climate zones: (1) tropical, (2) dry, (3) temperate, (4) continental, (5) polar according to the Köppen climate classification system.

Correct answer: D

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Wikipedia

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PASIFIKA: DID YOU KNOW?

6

Sweet potatoes were grown by Native Americans and Polynesians, who were separated by thousands of miles. A 2020 genetic study by Stanford researchers confirmed that these two groups had contact with each other around 1200 CE, way before Europeans arrived almost 300 years later.

Correct answer: A

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Creator: Ted Aljibe | Credit: AFP/Getty Images

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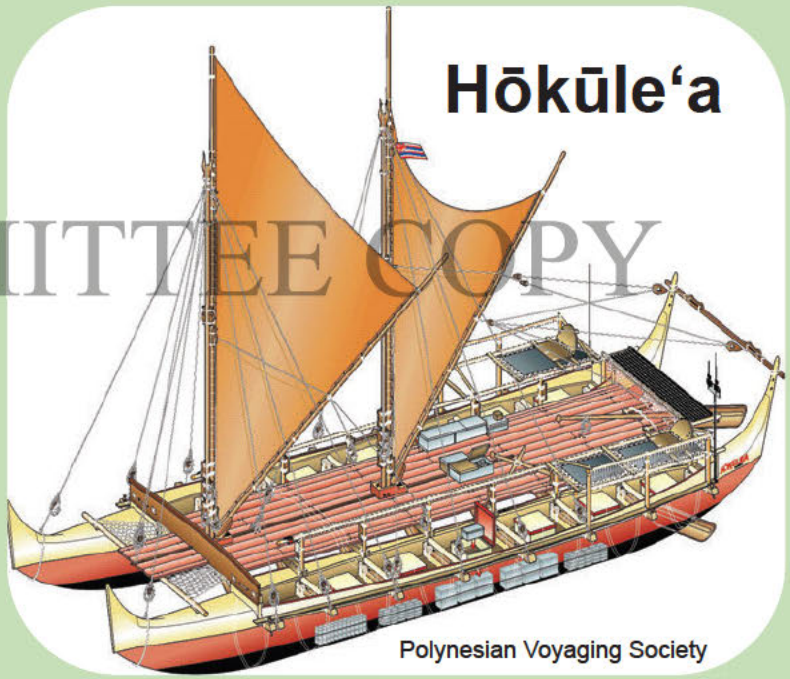
PASIFIKA: DID YOU KNOW?

7

A group of Hawaiian seafarers re-built an ancestral outrigger sailing vessel called the Hokule'a. To prove a theory in 1975, they sailed from Hawaii to Tahiti using indigenous methods of navigation—the stars, winds, and ocean currents as their only tools—to arrive at Tahiti. (2,626 miles)

Correct answer: B

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EXIT TICKET







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What's one thing you learned or unlearned about the Pacific Islands today?

Why might it matter how world history maps are drawn or taught?

What's one way Pacific Islander communities have resisted erasure?

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Day 2

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Teachers, Remember to check the speaker notes!

BUSD - 007310

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

- Print *Our Sea of Islands* note catcher or have students make a copy and complete on computer



Prepare These Materials:

- Students will need their 7 Pillars Concepts Jam Session 4-square organizer
- Stickies for video & exit ticket



Key Vocabulary in this Inquiry:

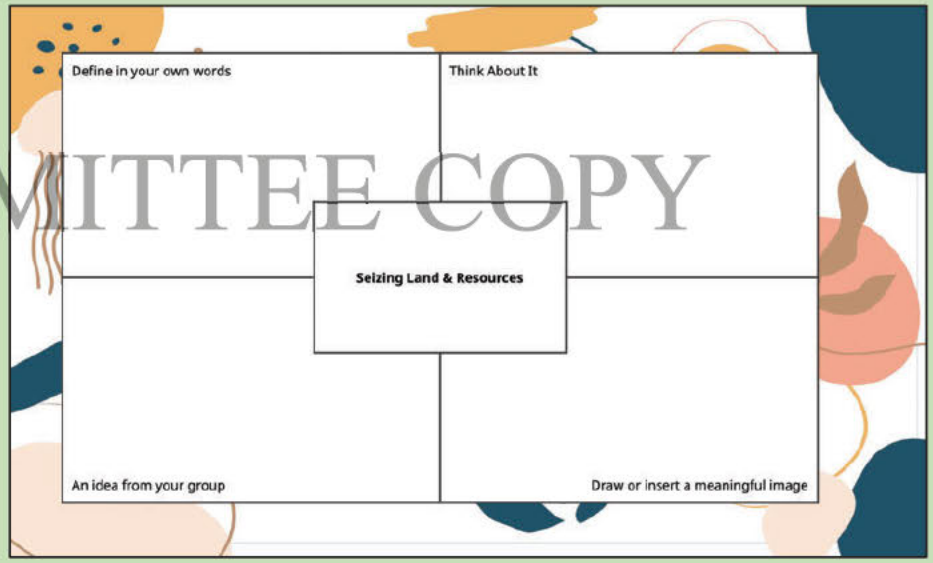
- Oceania
- derogatory
- belittling
- condemnation
- Christian missionaries
- barbaric

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CULTURAL ENERGIZER

Using your 7 Pillars Concepts Jam Session graphic organizer from the previous, engage in an "Each One, Teach One" to review the Pillars of Colonization.



HOUSE COMMITTEE COPY

Critical Concept

Sailing Across the World's Oceans with No Tech



As you watch, think about what this canoe voyage reveals about Indigenous knowledge, resilience, and cultural continuity.

How does this connect to what we've been learning about colonization and resistance?

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BUSD - 007313

Critical Concept

Sailing Across the World's Oceans with No Tech



1. What surprised you?
2. How does this connect to resistance?
3. What does this tell us about the relationship between land, ocean, and identity?

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Community Collaboration: Reading & Responding

Reflection Questions

1. Many people have incorrect and unfair ideas about the Pacific Islands. What are some of these ideas, and why do people think this way? Think about the history of the Pacific Islands and how they have been treated by other countries.

2. Why does the author prefer the term "sea of islands" over "islands in a far sea"?

3. Has this reading challenged your own perception of the Pacific Islands? How?

"Our Sea of Islands"

Selected excerpts by Epeli Hauʻofa



ARTICLE:
bit.l.. PacRead

NOTE CATCHER:
bit.ly/SeaNotCat

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EXIT TICKET







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What's one idea that changed how you think?

How does this connect to something happening today?

Who is reclaiming culture or resisting today?

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Day 3

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Teachers, Remember to check the speaker notes!

BUSD - 007317

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

- ❑ Print: note catchers for Chamorro Society Comparison, CER rubric and CER sources or **have students view on computer/post to google classroom**
- ❑ Critical Concepts posters
- ❑ **Put in Google Classroom:** CER Resource Hub & Case Study Landing Pages



Prepare These Materials:

- ❑ Exit ticket; sticky note or index cards



Key Vocabulary in this Inquiry:

- Håfa Adai
- Chamorro
- Mariana Islands
- Guam
- Saipan
- Patriarchy
- Matriarchy
- Matrilineal
- Patrilineal
- Lineage
- Inheritance
- Land ownership
- Social structure
- Decision making
- Claim, evidence, reasoning

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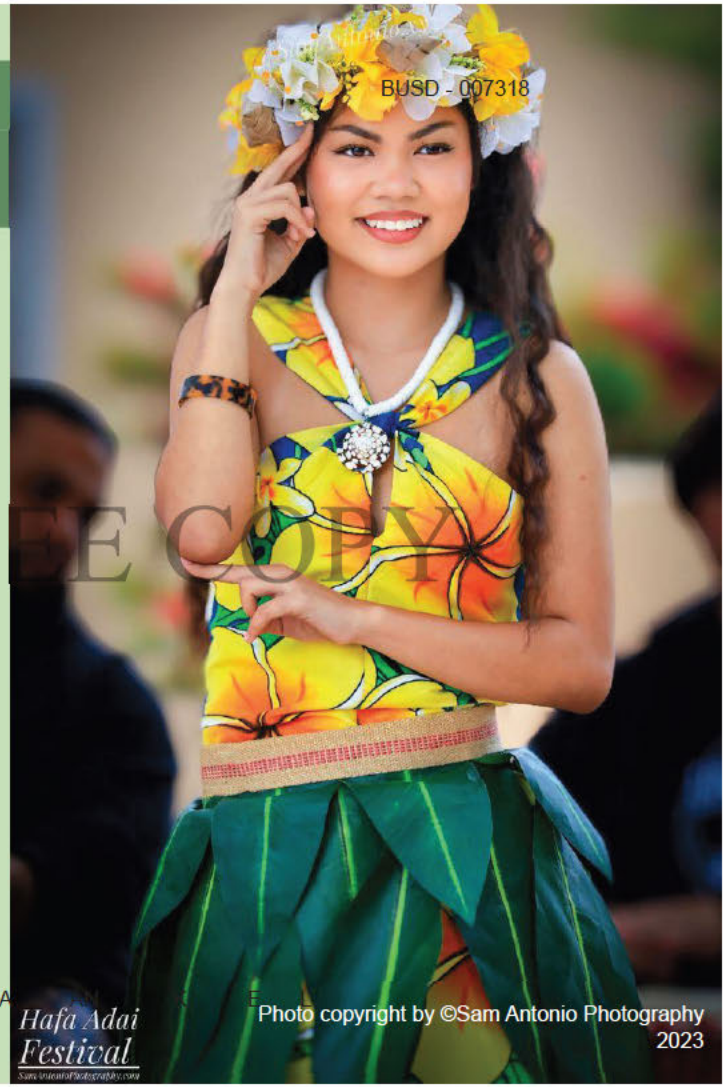
Cultural Energizer

Say Håfa Adai!" (Hello in Chamorro)

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"Håfa Adai" is pronounced as HAH-fah-day

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Who are the Chamorro people?

The Chamorro people are the indigenous people of the Marianas. The Mariana Islands are a group of islands in the western part of the Pacific Ocean. It's about 1,500 miles east of the Philippines. Guam and Saipan are two of the 14 islands in the chain. Think of the Marianas as being located between Hawaii and the Philippines.

The Chamorros have lived on these islands for a long time – over 4,000 years. That makes their culture one of the oldest in the Pacific Islands. Scientists have found old tools and other things to confirm the first inhabitants, possibly traveling by boat from Southeast Asia.



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CRITICAL CONCEPT

Matriarchal Societies



1. What do you think would be different if women had more power instead?
2. Patriarchy is based on the idea that men should lead and women should follow. Can you think of any times in the past or today where this idea has been questioned or changed?
3. What are some good things and bad things about organizing a society where one gender has more power? How might this be different from a society organized in another way?

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RESOURCE HUB - CER ASSIGNMENT

Sources

- Women in Chamorro Society
- Women' Roles
- Marr'age an ^oc'a' Change during Spanish Times
- Spanish colonization and Chamorro land ownership and social class structure

Graphic organizers

Teacher's | Students' (make a copy)

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Assignment

How did the arrival of the Spanish disrupt the established roles and authority within the Chamorro matrilineal system? Formulate a claim and provide evidence. Example CER (3 out of 4) and Rubric

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CRITICAL CONCEPT

Understanding Family & Power



PATRIARCHY

A social system where **men** hold the primary power and have more influence in areas like government, leadership, family decision-making, property ownership.



MATRIARCHY

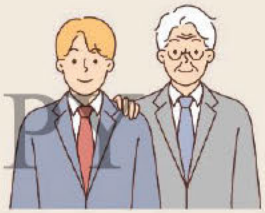
A social system where **women** hold the primary power and have more influence in areas like government, leadership, family decision-making, property ownership



MATRILINEAL

A system where family ties, names, and inheritance are traced primarily through the mother's side of the family.

In traditional Chamorro society, lineage and clan affiliation are traced through the mother's family. Children belong to their mother's clan.



PATRILINEAL

A system where family ties, names, and inheritance are traced primarily through the father's side of the family.

In many cultures, children take their father's last name.

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CRITICAL CONCEPT

Understanding Family & Power

PATRIARCHY

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A social system where **men** hold the primary power and have more influence in areas like government, leadership, family decision-making, property ownership.



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BUSD - 007324

CRITICAL CONCEPT

Understanding Family & Power

MATRIARCHY

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A social system where **women** hold the primary power and have more influence in areas like government, leadership, family decision-making, property ownership



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CRITICAL CONCEPT

Understanding Family & Power

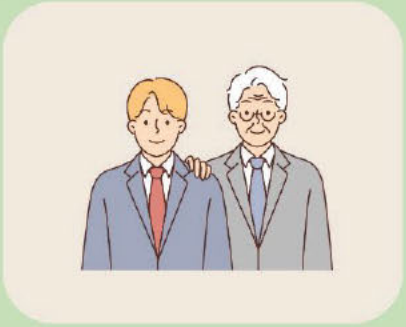
MATRILINEAL



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In traditional Chamorro society, lineage and clan affiliation are traced through the mother's family. Children belong to their mother's clan.

PATRILINEAL



A system where family ties, names, and inheritance are traced primarily through the father's side of the family.

In many cultures, children take their father's last name.

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CRITICAL CONCEPT

KEY TERMS



LINEAGE/FAMILY TIES

Who is related to you in your family, going back through the years (like your parents, grandparents, great-grandparents, etc.). It's how you are connected to your family.



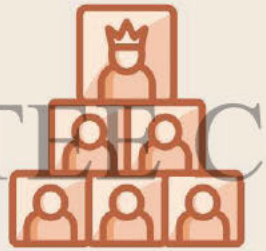
INHERITANCE

How things like property, money, or even family names are passed down from older family members to younger ones after someone passes away or wants to give something.



LAND OWNERSHIP

Who has the right to use and control a piece of land. It could be one person, a family, or a whole community.



SOCIAL STRUCTURE

How a group of people or a society is organized. This includes different groups within the society and how they relate to each other (like leaders, different jobs people have, or social classes).



DECISION-MAKING

The way choices are made, either by one person or by a group of people together. This could be in a family, a village, or a whole country.

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CRITICAL CONCEPT



LINEAGE/FAMILY TIES

HOUSE COMMITTEE COPY

Who is related to you in your family, going back through the years (like your parents, grandparents, great-grandparents, etc.).

It's how you are connected to your family.

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CRITICAL CONCEPT



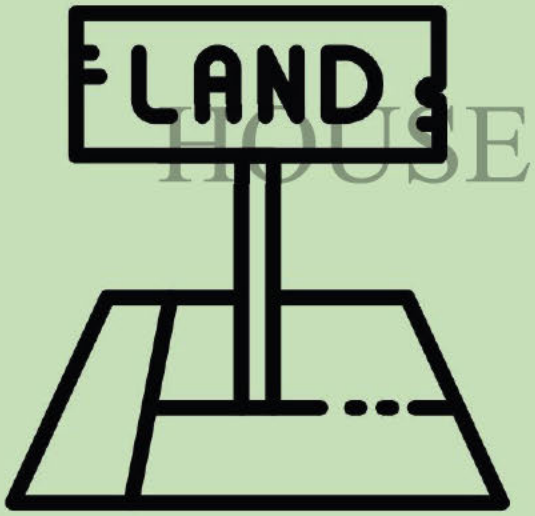
INHERITANCE

HOUSE COMMITTEE COPY

How things like property, money, or even family names are passed down from older family members to younger ones after someone passes away or wants to give something.

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CRITICAL CONCEPT



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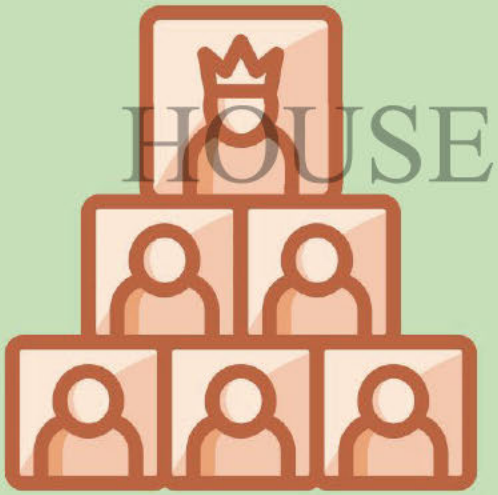
LAND OWNERSHIP

Who has the right to use and control a piece of land.

It could be one person, a family, or a whole community.

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CRITICAL CONCEPT



SOCIAL STRUCTURE

HOUSE COMMITTEE COPY

How a group of people or a society is organized.

This includes different groups within the society and how they relate to each other (like leaders, different jobs people have, or social classes).

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CRITICAL CONCEPT



DECISION-MAKING

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The way choices are made, either by one person or by a group of people together.

This could be in a family, a village, or a whole country.

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CRITICAL CULTURAL PRODUCTION

Claim Evidence Reasoning (CER) Response

How did Spanish Colonization Impact Chamorro Society?

HOUSE COMMITTEE COPY

1. Choose 1-2 sources from the list

2. Use the graphic organizer to track how colonization changed:
   - Lineage/Family Ties
   - Inheritance
   - Land Ownership
   - Social Structure
   - Decision-Making

3. Write your CER response
   - Claim: How did colonization disrupt the Chamorro materillinal system?
   - Evidence: Use 2-3 specific examples from the readings.
   - Reasoning: Explain how your evidence supports your claim.

4. Reading sources (4): **bit.ly/MatSour**

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CER WORK TIME!!!

CER Breakdown – Let's Review!

Claim: Your main answer or position.

Evidence: Quotes or paraphrased info from articles.

Reasoning: Connects the evidence to your claim. Why does it matter?



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EXIT TICKET







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What's one thing you learned about Chamorro family or power that made you think about your own culture or community?

Where do you still see impacts of colonization today?

Who is reclaiming culture or resisting today — and how?

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Day 4-5

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Teachers, Remember to check the speaker notes!

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In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

- Share in Google Classroom note catcher Home/Expert Colonization Case Studies

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Prepare These Materials:

- Stickies or index cards for S-I-T and conclusive dialogue activities
- Students will need headphones or earbuds



Key Vocabulary in this Inquiry:

Colonization

The Americas
Africa
Asia
Pasifika

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Cultural Energizer

Pasifika Youth answer the question, "What is Colonization?"



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As you watch, Take note of something…

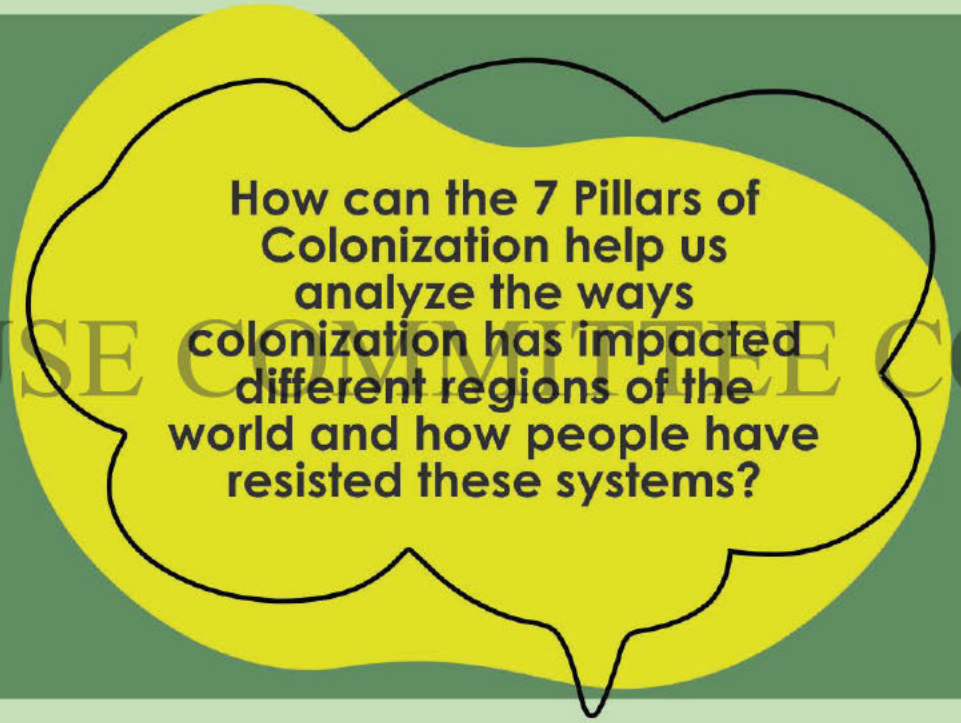
Surprising: What did you see or hear that surprised you?

Interesting: What stood out to you or caught your attention?

Troubling: What felt confusing, unfair, or concerning?

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INQUIRY #2

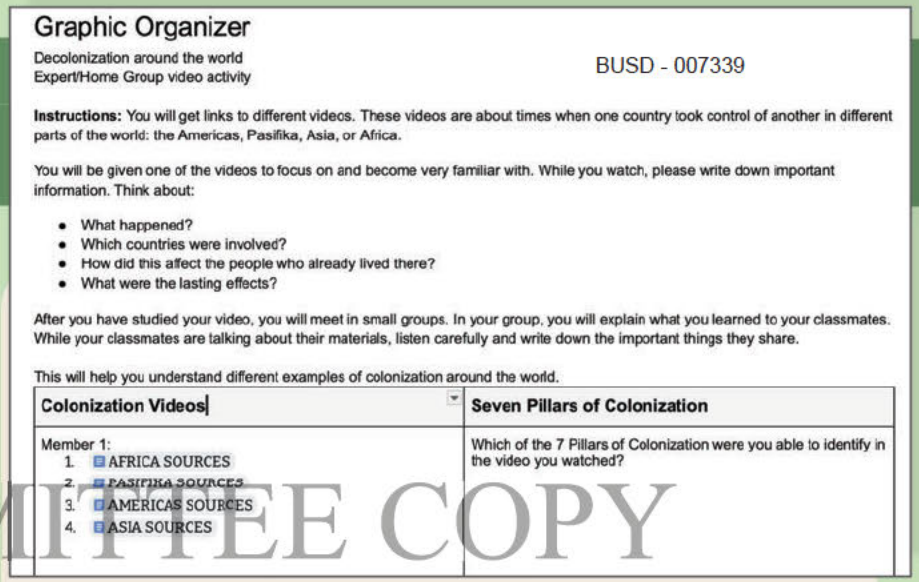


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Colonization Case Studies: Americas, Asia, Africa, Pasifika

1. Self-select groups of four
2. Each group member will be numbered 1, 2, 3, 4
3. Make a copy of **note catcher** Google doc
4. Using headphones/earpods, you will watch your assigned video and record **good notes**
5. After all videos have been watched and good notes recorded, #1 will share their notes and 2, 3, and 4 will **listen** and record notes onto their document. **No copying**
6. Repeat until all members have notes for all four videos



Graphic Organizer

Decolonization around the world
Expert/Home Group video activity

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Instructions: You will get links to different videos. These videos are about times when one country took control of another in different parts of the world: the Americas, Pasifika, Asia, or Africa.

You will be given one of the videos to focus on and become very familiar with. While you watch, please write down important information. Think about:

- What happened?
- Which countries were involved?
- How did this affect the people who already lived there?
- What were the lasting effects?

After you have studied your video, you will meet in small groups. In your group, you will explain what you learned to your classmates. While your classmates are talking about their materials, listen carefully and write down the important things they share.

This will help you understand different examples of colonization around the world.

Colonization Videos	Seven Pillars of Colonization
Member 1: 1. AFRICA SOURCES 2. PASIFIKA SOURCES 3. AMERICAS SOURCES 4. ASIA SOURCES	Which of the 7 Pillars of Colonization were you able to identify in the video you watched?

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Use the provided graphic organizer to take notes on the video you are assigned to be an expert on.

VIDEOS & SOURCE NOTES:

bit.l ColVids25

COPY GRAPHIC ORGANIZER:

bit.ly/ExHmGO

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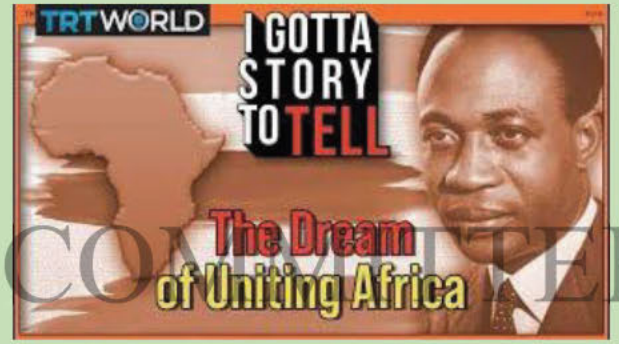
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Case Study Landing Pages

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COLONIZATION CASE STUDIES







HOUSE COMMITTEE





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COLONIZATION CASE STUDIES









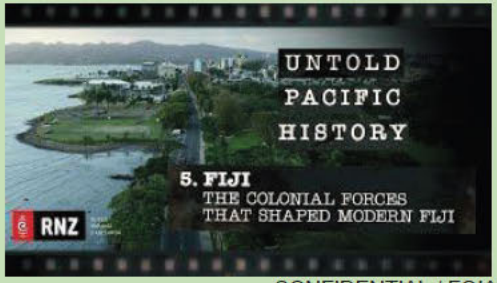


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COLONIZATION CASE STUDIES











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COLONIZATION CASE STUDIES











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Case Study Work Time



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- Using headphones/earpods!
- Find a breakout space in the classroom to go to!
- "Good notes" means notes with examples, not just summaries!

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Case Study Small Group Share Out

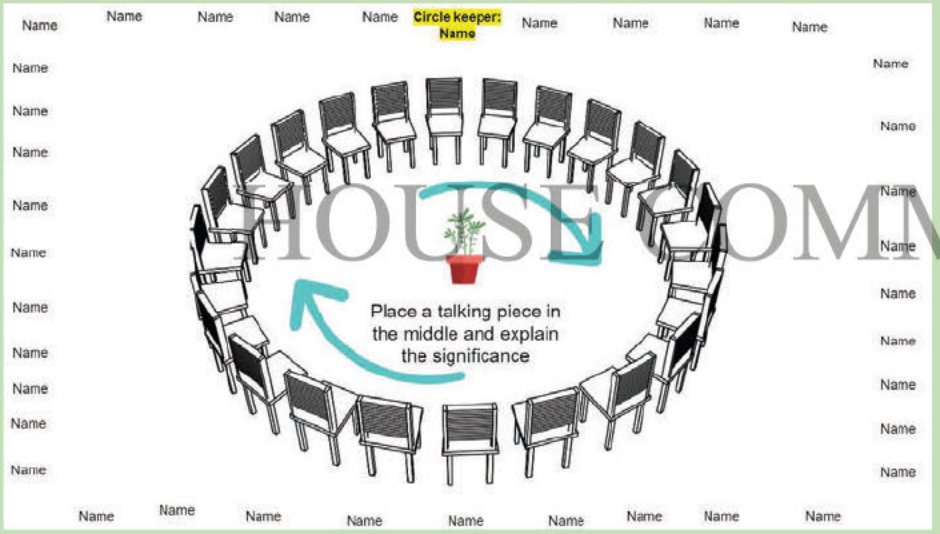


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- Now that all videos are done, #1 shares their notes while 2, 3, and 4 listen and take notes on their own doc.
- Remember, no copying!
- We will repeat until all members have notes for all four videos

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CONCLUSIVE DIALOGUE



Community Circle

Reflect on the videos you watched.

1. One example of colonization from my video was…"
2. The pillar I identified was _____ because…

Add more information to your graphic organizer as you listen to your classmates.

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Liberated Ethnic Studies Model Curriculum Consortium

LESMCC COMMITTEE COPY

We ask that you give LESMCC credit for any portion OF THIS LESSON OR ITS ACCOMPANYING SLIDES used and that you respect the intended use of the material.
ENJOY!

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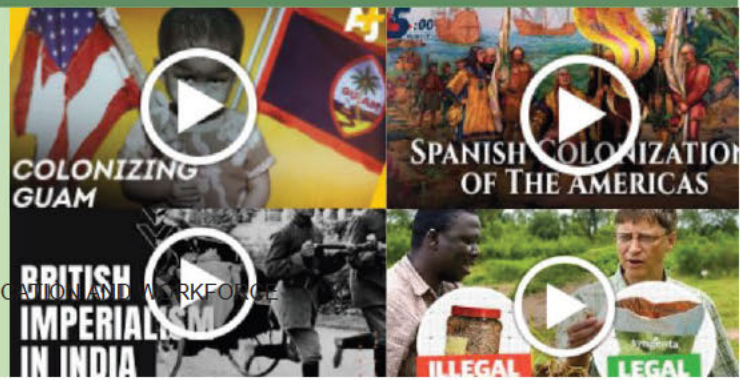
INQUIRY 3

EFFECTS OF COLONIZATION INFOGRAPHIC

How can researching and creating an infographic about a specific region or case study deepen our understanding of colonization and resistance?

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Teachers, Remember to check the speaker notes!

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In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

- Print: infographic rubric and infographic to-do list
- Create students groups of 4 to 5 individuals
- Print Small Group Infographic Discussion Prompts



Prepare These Materials:

- Students' 7 Pillars Jam Session organizer and Home/Expert case studies documents
- Stickies for conclusive dialogue
- (Optional) Make copy & setup Small Group Infographic Peer-to-Peer Rating Form



Key Vocabulary in this Inquiry:

- Infographic
- 7 Pillars of Colonization
- Content Knowledge & Application
- Icons
- Clarity & Organization
- Writing Quality
- Visual Appeal & Creativity
- Asia
- Africa
- Americas
- Pasifika
- *.png, *.jpg, *.jpeg, *.pdf
- Google Drive
- Upload
- Share

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SPEAKER NOTES STRUCTURE

Below is a preview of the speaker notes in the following slides.

🎯 **Purpose:** Explains why this slide exists and what students should gain from it. Communicates the intention behind showing or using this slide.

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📋 **Facilitation Steps**

1. Outlines how to lead this slid ss.
2. These are teacher-facing directions.
3. Serves as a quick checklist of steps to make facilitation smooth and clear.

🗣️ **Suggested Script:**

"Offers one possible way to present the slide. It's meant as support, not as a script to read word-for-word. Teachers should adjust, rewrite, or remix to fit their own voice, style, and students' needs. Teachers are the experts in delivering this curriculum in their classroom."

💡 **Curriculum Tip:**

Shares optional insights, background context, or strategies to deepen engagement. These are for teacher awareness — use them if helpful, skip them if not relevant.

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Days 1 - 3

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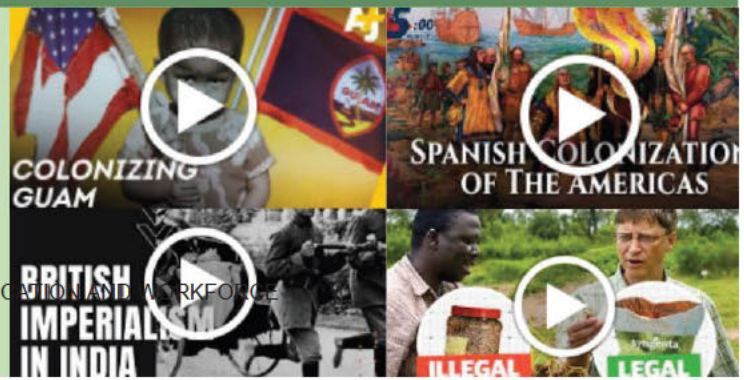
INQUIRY 3

EFFECTS OF COLONIZATION INFOGRAPHIC

How can researching and creating an infographic about a specific region or case study deepen our understanding of colonization and resistance?

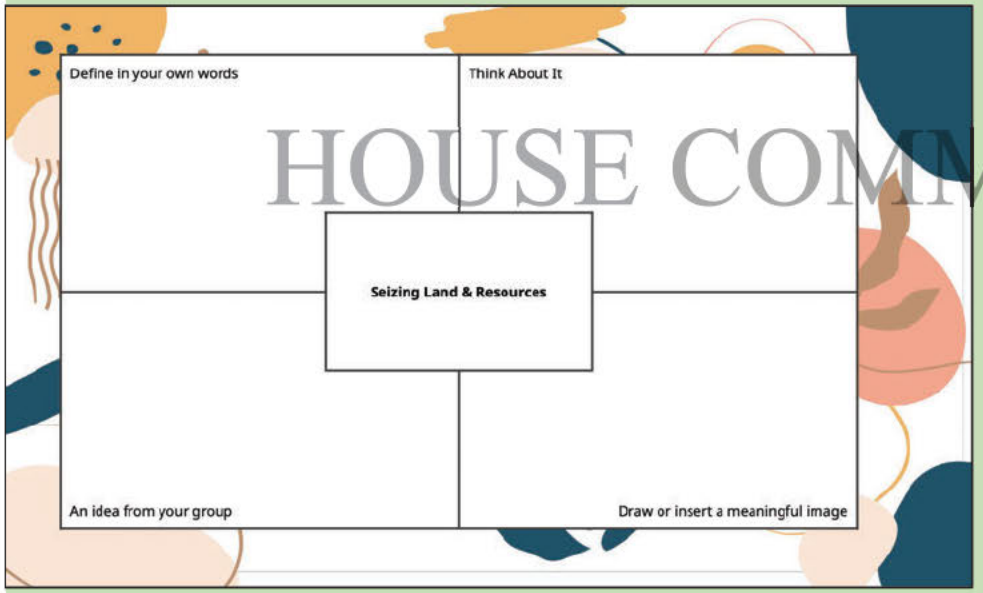
HOUSE COMMITTEE COPY





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CULTURAL ENERGIZER - TABOO



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Goal: Get your team to guess the pillar of colonization by giving clues — but don't say the words from the pillar!

See directions on the next slide!

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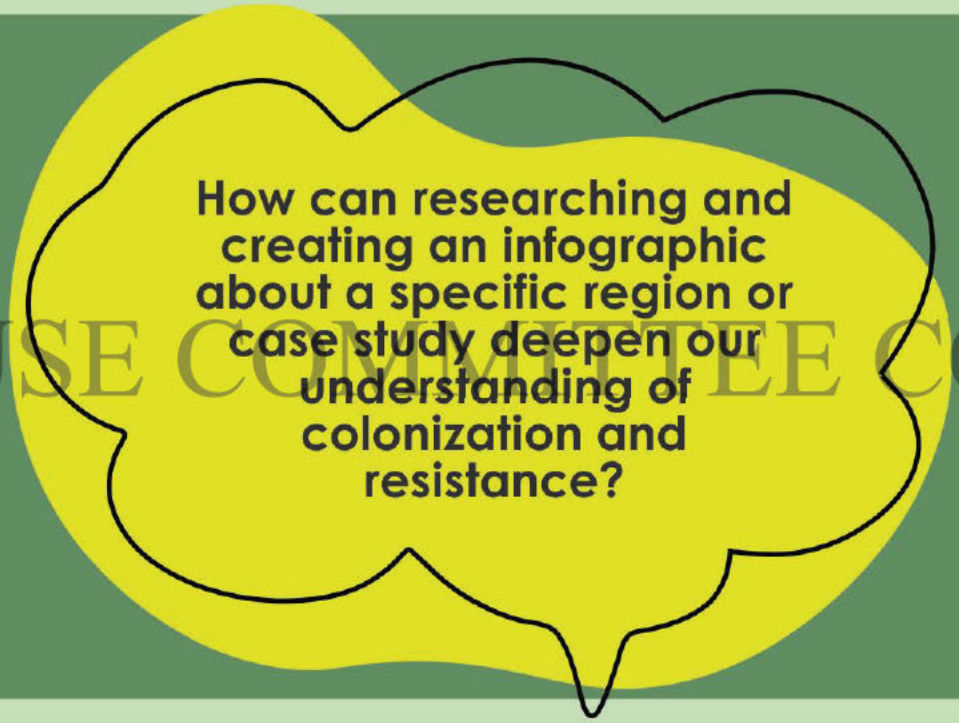
TABOO - DIRECTIONS

1. **One player from your team draws a slip from the bowl.**
2. **Describe the Pillar using any clues EXCEPT:**
   - The words in the pillar (or part of it)
   - Rhymes or "sounds like"
   - Translations in other languages
3. **Teammates shout out guesses.**
4. **If the team guesses correctly within 1 minute, you earn 1 point.**
5. **You may skip one word per turn if you're stuck.**
6. **Keep going until time is up, then pass to the next team.**

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INQUIRY #3



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CRITICAL CULTURAL PRODUCTION

INFOGRAPHIC DIRECTIONS

1. Each students must create an individual infographic.
2. Choose one region of the world to focus on
   a. Americas, Africa, Pasifika, or Asia
3. You may work with a group on the same region, or choose a different region to research on your own.
   a. If you're in a group, everyone must share their research findings so you can support each other's learning.
4. All seven pillars must be included in your infographic
5. Use design tools like Canva, Adobe Express, or another approved app to create your infographic.

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INFOGRAPHIC SAMPLE

BUSD - 007358
INFOGRAPHIC SAMPLE:
bit.ly/ImgInGr

7 PILLARS OF COLONIZATION

HOW COLONIZATION CHANGED INDIGENOUS WAYS OF LIFE?

food and health in guam has changed significantly because u.s. bases have taken farmland. chamorros now have to rely on imported foods and the people of high rates of diabetes, heart disease, obesity. language on guam is primarily english because the u.s. banned the speaking of the chamorro language.

1. GRABBING LAND

for over 123 years, the u.s. has owned guam. the island was taken from spain, and the u.s. has built military bases on 25% of the island taken from the indigenous chamorros.

2 GROWING FOR COLONIZER

chamorros relied on farming and fishing before u.s. colonization. the seizure of farmland to make military bases have forced the people to eat foods at fast food chains imported from the colonizing country.

3. DEVELOPING COLONIZER'S COUNTRY

guam is 5,600 miles southwest of california. the military bases the u.s. has built on chamorro land allows the colonizer to extend their war-making capabilities to countries in asia, in particular china and north korea.

4. CONSUMING COLONIALLY

guam has the highest military enlistment rates than any state in the union. many chamorros feel there is no other way out of poverty. guam has poverty rates 50% higher than states, and the people feel they have to take the one chance the colonizer gives.

5. HATCHING HIERARCHIES

chamorro people of guam have been considered an "alien race" since 1901 by a scotus decision. the court said the chamorros are different from americans because "differing from us in religion, customs, laws, methods of taxation and modes of thought, the administration of government and justice, according to anglo-saxon principles"

6. KILLING CULTURES

from 1898 to recently, the chamorro people of guam were denied the right to citizenship by its u.s. colonizer, and were banned from speaking their indigenous language in an attempt to kill chamorro culture.

7. EXPLOITING THE LAND

during WWII, indigenous chamorros were forced into refugee camps while the u.s. military seized indigenous land to build military bases. after years of court battles, the "compensation" chamorros received for the seized land averaged $1 an acre.

IN THE PACIFIC ISLANDS

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INFOGRAPHIC RUBRIC

BUSD - 007359

RUBRIC:
bit.ly/RubInGr

1. **Content Knowledge & Application (Seven Pillars)**
2. **Visual Representation (Icons)**
3. **Clarity & Organization**
4. **Writing Quality**
5. **Visual Appeal & Creativity**

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INFOGRAPHIC RUBRIC

BUSD - 007360
RUBRIC:
bit.ly/RubInGr

Content Knowledge & Application (Seven Pillars)

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Accurately identifies and explains how the chosen region experienced each of the Seven Pillars of Colonization with specific examples.



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INFOGRAPHIC RUBRIC

BUSD - 007361
RUBRIC:
bit.ly/RubInGr

Visual Representation (Icons)

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Uses appropriate and effective icons that clearly represent and reinforce the concept of each of the Seven Pillars.



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INFOGRAPHIC RUBRIC

BUSD - 007362
RUBRIC:
bit.ly/RubInGr

Clarity & Organization

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Information is presented in a clear and organized manner, making it easy to understand the connections between the Seven Pillars and the chosen region.



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INFOGRAPHIC RUBRIC

BUSD - 007363
RUBRIC:
bit.ly/RubInGr

Writing Quality

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Sentences are grammatically correct, complete, and clearly explain how the region experienced each of the Seven Pillars.



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INFOGRAPHIC RUBRIC

BUSD - 007364
RUBRIC:
bit.ly/RubInGr

Visual Appeal & Creativity

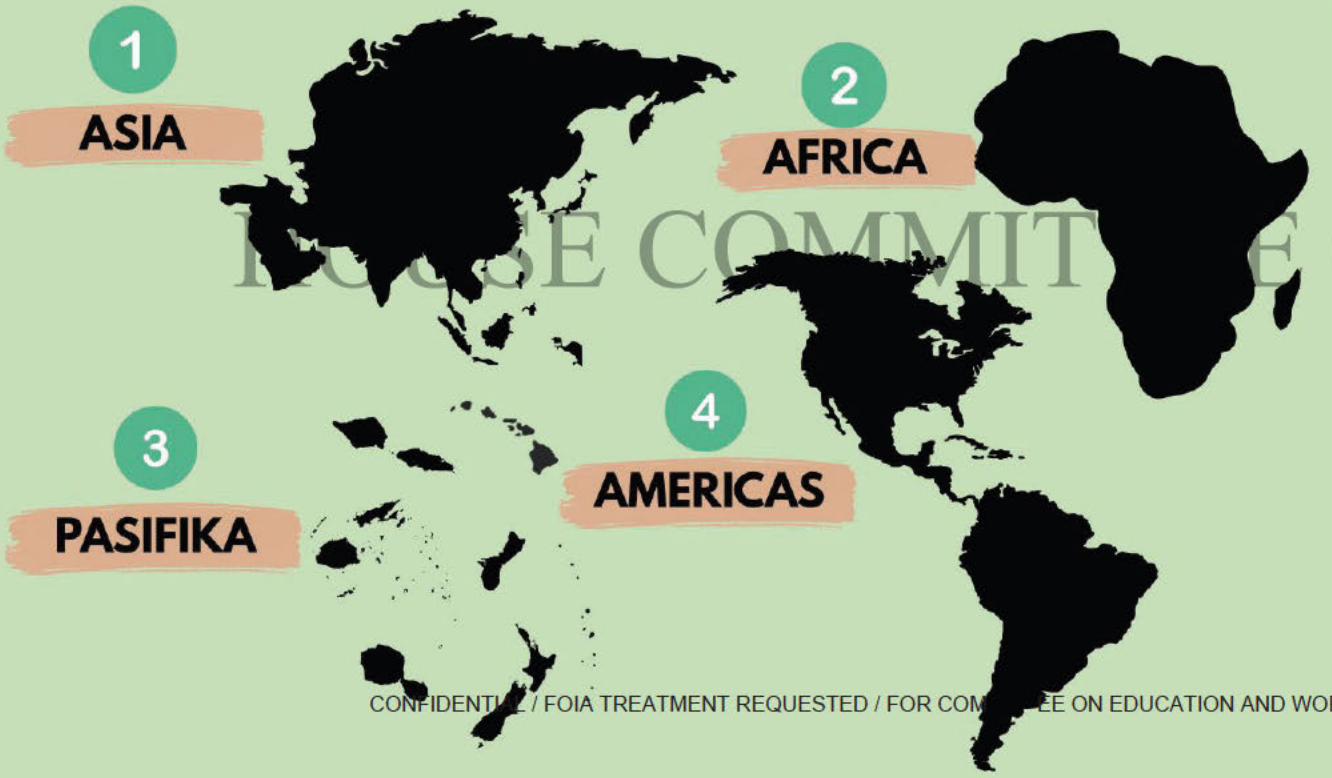
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Infographic is visually appealing. uses at least four colors effectively, and presents information in an engaging and creative format.



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REVISITING REGIONS



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Take 3–5 minutes now to either:

1. Find your region group
2. Or confirm the region you're working on independently

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LET'S GET TO WORK!

How can researching and creating an infographic about a specific region or case study deepen our understanding of colonization and resistance?

- ❑ Step 1: Choose your region
- ❑ Step 2: Research the 7 Pillars
- ❑ Step 3: Plan your infographic
- ❑ Step 4: Create your infographic
- ❑ Step 5: Final Check

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Track your project with this complete Project To Do list: bit.ly/7pil2do

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BUSD - 007367

CHECKING IN - WHERE YOU AT?



I haven't picked a region yet or I'm confused about the assignment.



I picked a region and started my research, but I still have questions or need help.



I know my region, I've started (or finished) research, and I'm ready to begin designing.

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HOW TO TURN IN YOUR INFOGRAPHIC

Step 1: Open the app you used to make your infographic. Download your infographic as a .png, .jpg, or PDF file and save it to your device.

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Step 2: Go to your Google Drive and upload the file. Once it's uploaded, click the file, then click the "Share" button to get the link to your file. Make sure everyone in our school has access to the document.

Step 3: Open the document your teacher gave you to turn in your work. Find your name and paste the Google Drive link into the space your teacher marked.

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COLLECTING SUBMISSIONS SAMPLE DOC

Document on which students paste their infographic URLs:

HERE

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Teachers make your own copy for your own class and then share the link in Google Classroom with your students.

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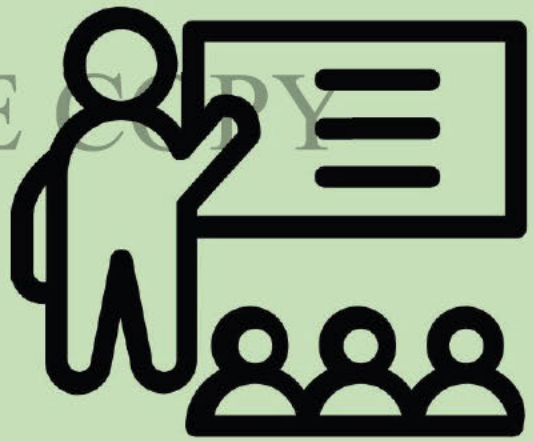
SMALL GROUP PRESENTATIONS

Activity A: Divide into groups of 4-5 and present your infographic to each other.

Activity B: Have small group discussion after presentation

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Activity C: Assess your peers presentation after it is completed.



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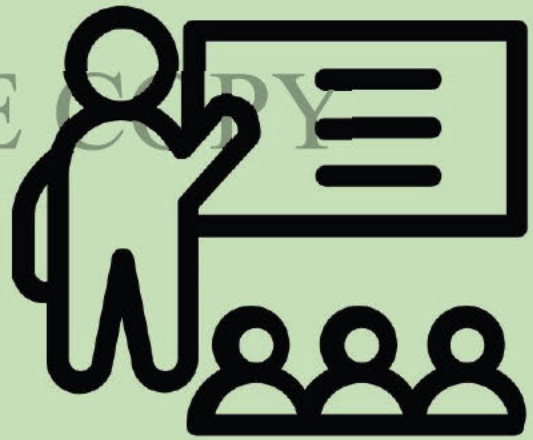
SMALL GROUP PRESENTATIONS

Small group discussion prompts

bit.ly/SmGrDn

Student-to-Student Rubric Assessment form
(link in speaker notes)

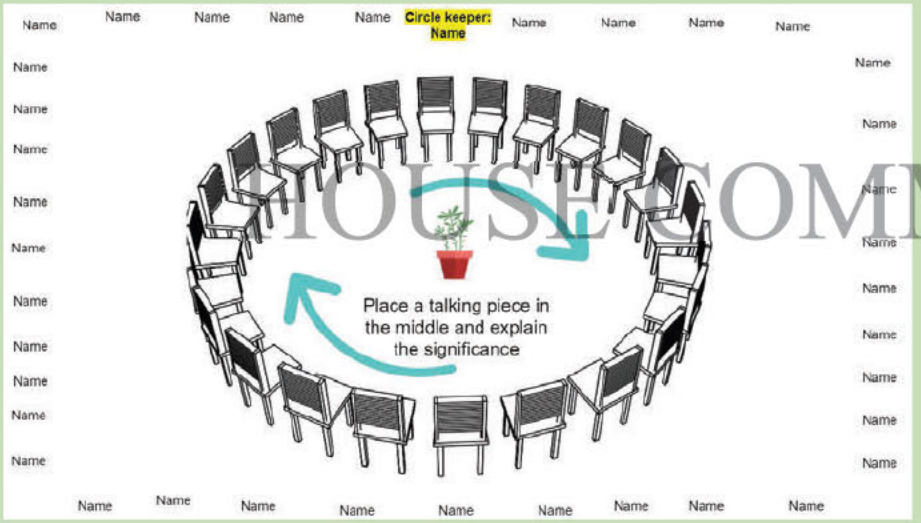
bit.ly/S2SinRu



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CONCLUSIVE DIALOGUE



1. What patterns or shared experiences did you notice across your group's infographics?
2. How did visual elements help make your message clearer or more powerful?
3. What examples of resistance stood out to you, and how do they connect to colonization's impact?
4. How did these motivations compare with what your group members found in their regions?
5. How has your understanding of world history changed or grown after doing this work?

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Liberated Ethnic Studies Model Curriculum Consortium

LESMCC COMMITTEE COPY

We ask that you give LESMCC credit for any portion OF THIS LESSON OR ITS ACCOMPANYING SLIDES used and that you respect the intended use of the material.
ENJOY!

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INQUIRY 4

DECOLONIZATION AND OUR COMMUNITIES TODAY

How are communities today reclaiming and preserving their art, culture, language, and spaces as part of decolonization efforts?

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SPEAKER NOTES STRUCTURE

Below is a preview of the speaker notes in the following slides.

🎯 **Purpose:** Explains why this slide exists and what students should gain from it. Communicates the intention behind showing or using this slide.

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📋 **Facilitation Steps**

1. Outlines how to lead this slid ss.
2. These are teacher-facing directions.
3. Serves as a quick checklist of steps to make facilitation smooth and clear.

🗣️ **Suggested Script:**

"Offers one possible way to present the slide. It's meant as support, not as a script to read word-for-word. Teachers should adjust, rewrite, or remix to fit their own voice, style, and students' needs. Teachers are the experts in delivering this curriculum in their classroom."

💡 **Curriculum Tip:**

Shares optional insights, background context, or strategies to deepen engagement. These are for teacher awareness — use them if helpful, skip them if not relevant.

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Day 1

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Teachers, Remember to check the speaker notes!

BUSD - 007377

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

Print share http://bit.ly/KJKpoem

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Prepare These Materials:

Blank sheet of paper or journal for reflection



Key Vocabulary in this Inquiry:

Resistance
Cultural Preservation
Decolonization
Community Event

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Plan Ahead: Bring in Community Voices

We'll be hosting a Community Organizing Panel during this unit!

You'll invite 2–3 local organizers, artists, or advocates to speak with students about how events are used for activism and care.

COMMUNITY PANEL PREP CHECKLIST + TIMELINE

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Goal of the Panel:

✅ Connect classroom learning to real community action
✅ Empower students to ask questions
✅ Inspire ideas for student-led community events

You don't need to be an expert to make this happen. We've got you covered with a step-by-step checklist, sample emails, and student prep materials.

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INQUIRY 4

DECOLONIZATION AND OUR COMMUNITIES TODAY

How are communities today reclaiming and preserving their art, culture, language, and spaces as part of decolonization efforts?

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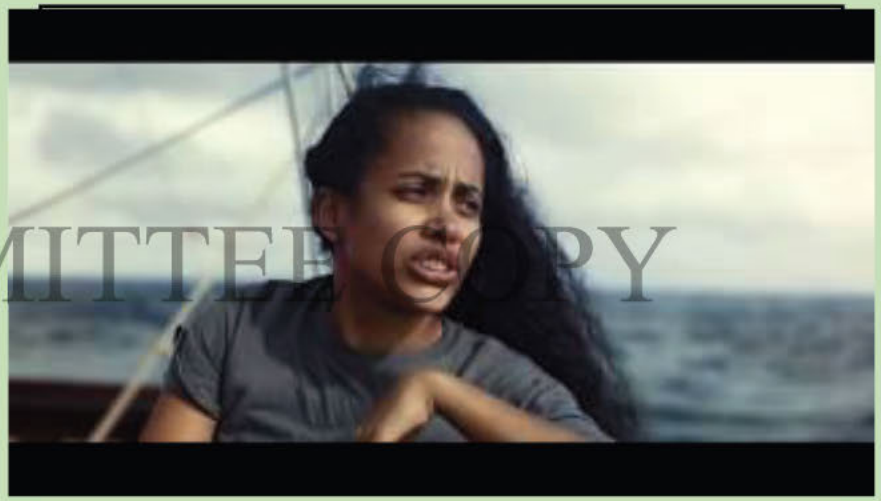





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CULTURAL ENERGIZER

You are about to hear a poem by Kathy Jetñil-Kijiner, a poet and climate change activist from the Marshall Islands. Kathy attended Mills College of Northeastern University in Oakland. These are the three prompts we will discuss after watching the video. (Next Slide)



bit.ly/KJKpoem

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CULTURAL ENERGIZER

Island to Tomb: The poem shows the island changing from a living place to a "tomb" because of nuclear bombs.

How did this harm the land, water, and air?

What does this tell us about how people can destroy nature, and why is it important to protect our Earth?

Hidden Harms & Lies: The poem mentions "leaking nuclear waste" and lies like "[illegible] illnesses are normal."

How does this show that harming the environment also hurts people?

Why is it important to be honest about pollution and to keep people healthy when we talk about protecting the planet?

Who Has the Power? The poem asks, "Who gave them this power? Who anointed them with the power to burn?"

What does this make you think about who gets to decide what happens to our land, water, and air?

How can we use power to protect the Earth instead of harming it?

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CRITICAL CULTURAL PRODUCTION

Rooted in Resistance: Creating a Community Event for Cultural Preservation & Decolonization

In this project, you'll design a website for a hypothetical community event that highlights art, food, space, and local organizations working to protect and uplift cultural identity.

You'll use what you've learned about colonization in world history and connect it to real-life efforts happening today in our communities.

Along the way, you'll grow your skills in:

- Reading and research
- Writing and speaking
- Critical thinking
- Listening and working with others

This project is about imagining change—and learning how to honor culture, build community, and stand up against injustice.



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PROJECT ESSENTIAL QUESTIONS

1. What are the lasting impacts of colonization on people and culture?
2. How are people and communities resisting colonization today?
3. What does cultural preservation look like in our own local context?
4. What is the difference between cultural appreciation and appropriation?
5. How can events help communities heal, connect, and resist injustice?

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Pair share: Which question stands out to you? Why?

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Journal Reflection

Revisit your notes on colonization in different parts of the world (Asia, the Americas, Africa, Pasifika).

- Pick 1–2 examples that inspired you or made you feel something.

Write: How did these communities experience colonization? How did they resist or preserve culture?

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Day 2

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Teachers, Remember to check the speaker notes!

BUSD - 007386

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

GlobalToLocalArticles.pdf - Post around class

Gallery Walk Handout - Print/share enough for each student



Prepare These Materials:

Remind students to bring their Journal entries from last class

Print and cut Inquiry 4 Exit Slip for each student



Key Vocabulary in this Inquiry:

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Global to local: How are Bay Area organizations responding to colonizati~n?

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Goal: Learn about how Bay Area organizations are responding to colonization's legacy and creating change.

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Cultural Energizer - Journal Share Out

- Revisit your notes on colonization in different parts of the world (Asia, the Americas, Africa, Pasifika).
- Pick 1–2 examples that inspired you or made you feel something.
- Think: How did these communities experience colonization? How did they resist or preserve culture?

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Gallery Walk Prep

Print the **articles** and place around the room. There are 16 articles total. Students will only have to read 6.

Print and **share** enough Gallery Walk **handouts** for this activity.

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Gallery Walk

How It Works

1) Move around the room with your partner or group.
2) Stop at an article and read.
3) Answer the 3 prompts on your handout.
4) Rotate when you hear the timer or music cue.

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The 3 Prompts

Look for these things:

1) What is this organization doing?
2) Which Pillar of Colonization does their work respond to?
3) How are they working for change or justice?

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Rotation Reminder

Spend 2–3 minutes at each station.

Write your notes.

Move when the signal goes off.

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Share-Out

1. What did you notice?
2. Which organization stood out to you?
3. Which pillars came up the most?
4. What surprised you?

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Exit Slip

Choose ONE organization you read about today:

- Which Pillar of Colonization are they responding to?
- What action are they taking?
- How could what they're doing inspire the community event YOU will design?

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Day 3

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Teachers, Remember to check the speaker notes!

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

BUSD - 007396

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

Print and share for every student:
Initial Event Brainstorm Sheet

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Key Vocabulary in this Inquiry:



Prepare These Materials:

Prepare a blank note sheets, paper or journals for students to take notes
Chart paper to track checklist
Print and cut Inquiry 4 Exit Slip - Day 3

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What Makes a Powerful Community Event?

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Goals: Learn about what makes community events meaningful. Use what we learn to start brainstorming your own event for the Rooted in Resistance project.

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Cultural Energizer - Think Pair Share

Think of a cultural or community event you've been to (a festival, march, school celebration, etc.).

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What made it memorable?

Share one example with a partner.

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Event Analysis Intro

What do powerful events include?

We'll look at videos of Bay Area events.

Pay attention to:

- What's happening?
- What connects it to culture or resistance?
- Who is involved? Who is it for?

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Event Analysis - Berkeley Juneteenth Celebration

As you watch or look… jot down what you notice.

- 🎶 Music?
- 🍴 Food?
- 🗣️ Language or storytelling?
- 👥 Who's there?
- ✊ Message or purpose?



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Event Analysis - San Francisco Carnaval

As you watch or look… jot down what you notice.

- 🎶 Music?
- 🍴 Food?
- 🗣️ Language or storytelling?
- 👥 Who's there?
- ✊ Message or purpose?

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Event Analysis - Sunrise Gathering on Alcatraz Island

As you watch or look… jot down what you notice.

- 🎶 Music?
- 🍴 Food?
- 🗣️ Language or storytelling?
- 👥 Who's there?
- ✊ Message or purpose?



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Event Analysis - Oakland Lunar New Year X Black History Month

As you watch or look… jot down what you notice.

- 🎶 Music?
- 🍴 Food?
- 🗣️ Language or storytelling?
- 👥 Who's there?
- ✊ Message or purpose?



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Class Discussion

What did you notice?

What made these events feel powerful?

What patterns do you see across all the examples?

(We'll chart your ideas together.)

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Our Event Checklist

Let's list the ingredients for a strong event…

- Food & art
- Music & performance
- Community partners
- Clear purpose/message
- Connection to culture & history

(We'll add more as you brainstorm!)

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Your Turn: Initial Brainstorm

Brainstorm Your Event!

1. What kind of community event could YOU create?
2. Who is it for?
3. What will make it meaningful?
4. Which checklist items will you include?

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Exit Slip

Before you go…

Answer on your Exit Slip:

- ONE thing you know you want in your event now
- ONE thing you still need to figure out

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Day 4

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Teachers, Remember to check the speaker notes!

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In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

Print and share enough for each student Questions to Ask Ourselves Handout

Share Student Question Bank for each small group

HOUSE COMMITTEE COPY



Prepare These Materials:

Print and cut for each student Inquiry 4 Exit Slip - Day 4



Key Vocabulary in this Inquiry:

Cultural Appropriation

Cultural Appreciation

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Mini Lesson: Cultural Appropriation vs. Cultural Appreciation

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How can we create events that celebrate cultures with respect?

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Why This Matters for Our Events

- Some of us will create events for our own culture.
- Some of us will be inspired by cultures different from our own.
- Curiosity is GOOD—but we must avoid causing harm.

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Two Key Terms

Cultural Appropriation – Taking parts of another culture without permission or respect, often removing their meaning.

Cultural Appreciation – Learning about, honoring, and engaging with another culture respectfully.

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Questions to Ask Ourselves

Before using a cultural element, ask…

✅ Do I understand its history and meaning?

✅ Am I including people from that culture in planning?

✅ Could it hurt or offend if taken out of context?

✅ Am I giving credit or support to the community?

✅ Is it sacred or private?

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Which is Appreciation? Which is Appropriation?

Scenario 1: A student uses Indigenous regalia as costumes.

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Scenario 2: A student invites a mariachi group to perform and explains why it matters.

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Exit Slip

How can YOU make sure your cultural event comes from a place of appreciation?

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Next Up: Community Panel Prep

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Tomorrow, we'll be meeting local organizers to see how they use events to make change.

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Why are we meeting these panelists?

- Learn how real organizers plan events
- Get inspiration for our own projects
- Ask meaningful questions about their work

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Small Group Brainstorm

In groups of 3–4, create a list of questions to ask panelists:

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- A ou p anning events
- About challenges & successes
- About working with communities



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Share Out

Let's Share!

Each group shares their top 2 questions.

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Building the Final List

Our Panel Questions

(Teacher writes a running list here—8–10 final questions)

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Next Steps

- Teacher finalizes question list
- Students bring their curiosity to the panel!
- Panel Day: _____ !

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Day 5

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Teachers, Remember to check the speaker notes!

BUSD - 007423

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

Print/share copies for each student
Community Organizing Panel Note Catcher
Print questions for panelists



Prepare These Materials:

Introduction slides for the panelists.
Student created questions
Student facilitator to read questions
Thank you tokens or cards for pannelists



Key Vocabulary in this Inquiry:

Edit

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BUSD - 007424

What's one way you've seen an event make a difference in your community?

Welcome to the Community Organizing Panel

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Goals: Learn how community events can be acts of activism and care. Hear from local organizers & artists who create change.

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Meet Our Panelists

Our Guests

- [Insert Names + Orgs/Art Forms]
- [Insert Names + Orgs/Art Forms]
- [Insert Names + Orgs/Art Forms]

Please welcome our panelists!

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Student-Led Q&A

Student-Led Questions

- Listen carefully.
- Take notes on your note-catcher.
- Be ready to ask follow-up questions later.

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Open Q&A

Your Turn!

- **Do you have a follow-up question?**
- **Is there something you want to know more about?**

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Debrief & Reflection

Quick Reflections:

- What stood out from today's panel?
- How do these organizers show activism and care?
- What ideas can we borrow for our own event?

Let's thank our panelists before we close!

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Days 7-8

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Teachers, Remember to check the speaker notes!

BUSD - 007430

In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

Print/Share the Unit Project Brainstorming Notes
Share http://bit.ly/BrkOrgs
If students need support with local organizations



Prepare These Materials:

Edit/share Rooted in Resistance Community Event Project Rubric



Key Vocabulary in this Inquiry:

Edit

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Planning & Website

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You're going to design a website for a community event that celebrates cultural preservation and resistance.

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Your Goal

Create a community event website that:

- Celebrates cultural preservation and resistance
- Highlights local organizations, artists, and food
- Invites the community to learn, share, and connect

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Your Event Should Include…

1. A theme/title that reflects cultural preservation & decolonization
2. 3+ local organizations to invite as partners
3. 2+ local artists or performers
4. 1 restaurant or caterer that aligns with your event
5. A community space to host your event
6. A detailed invitation section (Who, What, Where, When, Why)
7. A welcome speech to explain your event's purpose
8. (Optional) A flyer or social post

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How Your Project Will Be Graded

🌍 **Connection to Global Research –** Links colonization history to your event

🎭 **Event Content –** + s, 2+ artists, 1+ restaurant, and venue

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🖥️ **Website Design & Organization –** Clear layout, visuals, easy to follow

🤝 **Cultural Awareness –** Shows appreciation vs. appropriation

🎤 **Welcome Speech & Event Purpose –** Explains theme, purpose, connection

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Sample Rubric

Category	Points	Criteria
Connection to Global Research	4 pts	Thoughtfully connects past colonization to local cultural work
Event Content	4 pts	Includes 3+ orgs, 2+ artists, 1+ restaurant, and venue
Website Design & Organization	4 pts	Clear sections, organized layout, visuals added
Cultural Awareness	4 pts	Demonstrates appreciation vs. appropriation; honors culture respectfully
Welcome Speech & Event Purpose	4 pts	Clearly explains event theme, purpose, and personal connection

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Brainstorm Document

Brainstorm First, Build Later

- Title/Theme Ideas
- List of Organizations, Artists, Food
- Possible Venues & Dates
- Draft Your Welcome Message

Brainstorm Document

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Website Structure

Your Website Pages

- **Homepage** = Event Overview + Welcome Message
- **About Page** = Event Purpose + Connection to Global History
- **Partners Page** = Organizations, Artists, Food
- **Invite Page** = Date, Time, Location, Who's Invited, Why It Matters

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Tools You Can Use

Pick Your Platform

- Google Sites
- Canva
- Adobe Express

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Today's Focus

- ❑ Start filling in the Brainstorm Document
- ❑ Share ideas with your group
- ❑ Be ready to start website building next class!

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Optional Resource Reminder

Need Ideas?

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Check: bit.ly/BrkOrgs for local partners & inspiration.

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CHECKING IN - WHERE YOU AT?



I'm not ready yet.
I still need to finish my brainstorm or get more ideas.



I'm almost ready.
I have most pieces but need a little more planning.



I'm ready to go!
My brainstorm is solid and I can start web design today.

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Today's Focus: Build Your Event Website

- ❑ Set up your website pages (Homepage, About, Partners, Invite)
- ❑ Add your brainstorm content to each page
- ❑ Start designing with images, colors, and fonts that fit your event theme
- ❑ Ask for feedback from classmates or teacher as you go

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How You'll Be Graded

Category	Points	Criteria
Connection to Global Research	4 pts	Thoughtfully connects past colonization to local cultural work
Event Content	4 pts	Includes 3+ orgs, 2+ artists, 1+ restaurant, and venue
Website Design & Organization	4 pts	Clear sections, organized layout, visuals added
Cultural Awareness	4 pts	Demonstrates appreciation vs. appropriation; honors culture respectfully
Welcome Speech & Event Purpose	4 pts	Clearly explains event theme, purpose, and personal connection

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CHECKING IN - WHERE YOU AT?



I'm setting things up.
I'm still building pages and figuring out layout.



I'm adding content.
I have my pages and I'm filling in text, images, and info.



I'm refining & designing.
I'm polishing my site—checking colors, fonts, and flow.

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Website Presentations Coming Up!

What you'll do:

- ❑ Present your website to the class
- ❑ Share your welcome speech explaining your event' purpose

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What we'll do as a class:

- ❑ Listen to each presentation
- ❑ Reflect: "What did you learn about decolonization, organizing, or your own values?"

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Day 9

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Teachers, Remember to check the speaker notes!

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In Google Slides, click View → Show Speaker Notes (or drag up the hidden notes bar) to see facilitation tips and suggested scripts.

TEACHER PREP - BEFORE YOU TEACH THIS LESSON



Print/Share Before Class:

Print/Share copies of Peer Feedback Sheet (May need 3-4 copies per student unless being shared digitally)



Prepare These Materials:

Decide if presentations are whole class or small group
Timer(s) for presenters
Blank sheet of paper or sticky notes for reflection



Key Vocabulary in this Inquiry:

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Presentation Day: Community Event

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Websites

Goals: Share your website + welcome speech, Learn from each other, Reflect on our learning

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How You'll Be Graded

Category	Points	Criteria
Connection to Global Research	4 pts	Thoughtfully connects past colonization to local cultural work
Event Content	4 pts	Includes 3+ orgs, 2+ artists, 1+ restaurant, and venue
Website Design & Organization	4 pts	Clear sections, organized layout, visuals added
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Welcome Speech & Event Purpose	4 pts	Clearly explains event theme, purpose, and personal connection

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Two Presentation Options

Option A: Whole-Group

- Each student presents to the whole class
- 3–4 min each + 1 min for questions

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Option B: Small Groups

- Class divides into 3–4 groups
- Students present in small groups for 5–6 min each with time for questions in groups

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Expectations for Presenters

Presenters Will…

- Share your website (Homepage → Invite Page)
- Read or summarize your welcome speech
- Highlight the event theme and why it matters
- Keep it within the time limit!

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Expectations for Audience

Audience Will…

- Listen actively to each presentation
- Take quick notes on a note sheet
- Offer peer feedback (kind, helpful, specific)
- Be ready to reflect at the end

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Peer Note-Taking & Feedback

Peer Feedback Sheet

- One thing you learned about culture, decolonization, or organizing
- One strength of the website/presentation
- One suggestion for improvement

Optional: Quick peer grade (1–4 scale)

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Presentation Order / Group Directions

Presentation Order

[If whole group]:

Names listed in order (or drawn randomly)

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[If small groups]:

Table numbers/groups shown here

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Time Check Reminder

Timing:

Presenters: 3–4 min each
Questions: 1 min (whole group or

5–6 min each (small groups)

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Final Reflection

Whole-Class Reflection After all presentations:

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Reflect in writing or discussion:

- What did you learn about decolonization?
- What did you learn about organizing?
- What did you discover about your own values?

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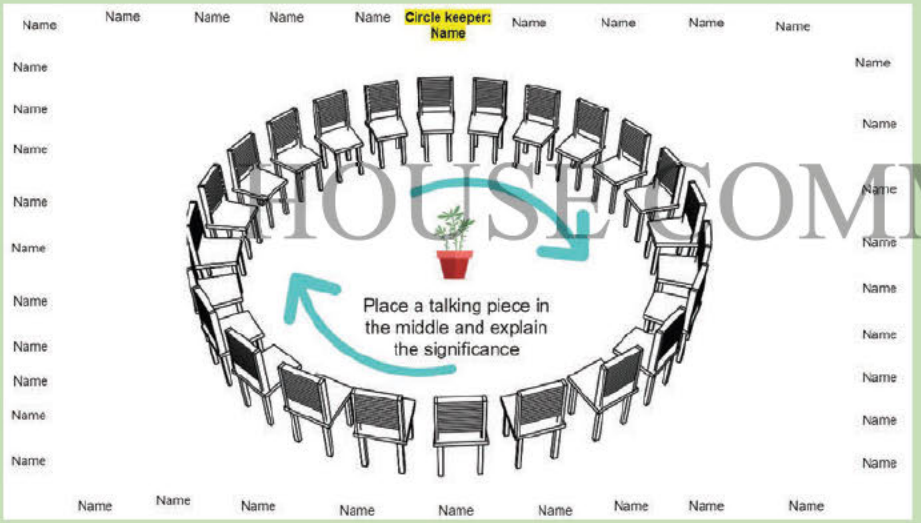
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Day 10

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CONCLUSIVE DIALOGUE



(1) **Reflecting on the world**: Where have you seen examples of colonization, resistance, or decolonization in historical or current events? How do these examples connect to what you learned in this unit about the lasting impacts of imperialism?

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(2) **Reflecting on the community**: How does this unit connec` `o your own commun`y^ `re '' ere `ocal efforts to reclaim language, culture, or land? What role can you play in supporting decolonization and justice in your community?

(3) **Reflecting on the self**: What have you learned about your own identity, values, or perspectives through this unit? How has studying colonization and resistance shaped the way you see your place in history and in movements for justice today?

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Work Doc for Teaching Palestine at Emerson Working Group

2025 Goals
• Families who need support and do they feel safe in our community • Creating plug and play lessons • Accountability Partners • Connecting Lessons to things we are already teaching • Add back matter, author's notes into the slides • Outside ways to support Palestine-information sharing

What are the resources? (with links)	Who linked this in case I have question
Know Your Rights-Feb 27th 5-7pm	Molly
Emerson Slideshow with Palestine Children's Books and Focus Questions	Molly, Katie, Morgan
Historical Foundation Video of Dr. Ussama Makdisi	Joemy
Jewish Voice for Peace	Molly
Bassan's First Hand account and reporting from inside Palestine.	Molly
Teach Palestine	Joemy
Camps Breakerz break dancing crew in Gaza Follow their Instagram account (@campsbreakerz), best place for current videos	Joemy
Siti's Bird Youtube read aloud and lesson **Siti's Bird** Molly's redone Slide Deck (same lesson)	Joemy Molly
Rethinking School (publishes end of Feb, so probably will send out early March) Lesson, articles, and lessons Pre-order Teaching Palestine lessons and resources	Joemy
Zines examples Example 1 (Teach Palestine) Example 2 (A Poppy This Spring) Folding video	Joemy

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Elementary Children's Reading Aloud List

Homeland-My Father Dreams of Palestine by Hannah Moushabeck
These Olive Trees by Aya Ghanameh
Map of Falasteen by Maysa Odeh
Sitti's Secrets by Naomi Shihab Nye
Sitti's Bird, A Gaza Story by Malak Mattar
We are Palestinian by Reem Kassis