

Monday, Nov. 15, 2021 - English I Honors

Announcements

- Blackhawk Bulletin
- Blackhawk Brigade performance at Cathedral City High School tomorrow evening at around 6 p.m.
- Fellowship of Christian Athletes has a meeting on Thursday during lunch in room 611. There will be pizza, games, and a short message from a varsity athlete.
- Red Cross Club is doing a supply drive this week to benefit Amelia Earhart's kindergarten class. More details in the next slide.

Reminders

- Please bring a book to read on block day for D.E.A.R.



Emergency Kit Drive 11/8-11/19

Our Red Cross Club is hosting an emergency kit drive! We are trying to gather materials to create emergency kits for the kindergarten class at Amelia Earhart!

We need the following items:

- Large Ziplock Bags
- Granola Bars
- Fruit cups
- Small Water Bottles
- Canned Foods
- Wet Wipes
- Small Hand Sanitizers
- Band Aids

Mrs. Morales will have a box outside her office in counseling to collect the supplies!

Monday's Agenda

- What's the first rule of life?
- Announcements
- Bellwork
- Google Forms posted on Google Classroom Stream
 - "Teacher Props"
 - Journalism Surveys
- Class Discussion: "I Am Not Your Asian Stereotype" TED Talk
- Mini Lesson: Systems, Power, Privilege + Student Notetaker

Monday's Bellwork

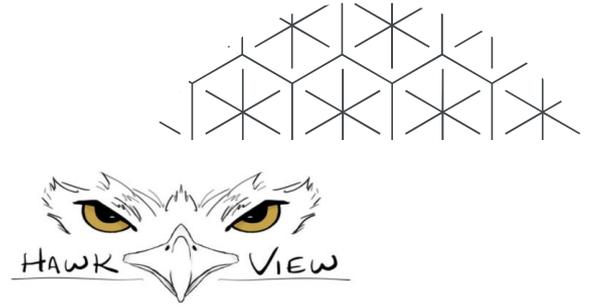
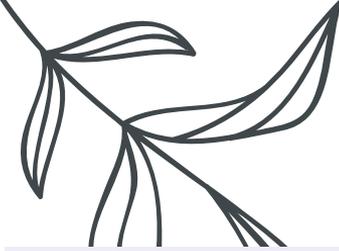
Bellwork for the Week of: 11/15-11/19

- What is one rose from the weekend or the past week? Thorn? A rosebud? Explain why.
 - **Rose** = high point
 - **Thorn** = low point
 - **Rosebud** = something that you're looking forward to in the near future (potentially the upcoming week-long break)

*** A reminder that this prompt invites vulnerability. Share only what you are comfortable with sharing to your classmates and Ms. Cortez.

After a group mate shares, say "thank you" when they finish.





Teacher Props from Students

 jennifer.cortez@desertsands.us (not shared) [Switch account](#) 

* Required

Name *

Your answer



Grade *

- 9
- 10
- 11
- 12

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Editors-in-Chief: Layla Freiberg and Miranda Muir

INTRO

Since its founding in 1994, the Hawkview has seen many transformations; however, our goal has always remained the same. Our mission, as a print and online news publication, is to provide La Quinta High School's student body, staff, parents, and community with accurate, responsible, thought-provoking and timely journalism. You can always contact us with your questions, tips, concerns and feedback: lqhs.journalism@myds.us

SURVEYS

We are seeking to amplify student voices regarding stories we are currently working on. If you would like to share your opinion on one or more of these surveys via Google Forms.

TO PLAY THE VIDEO, USE THE PRESENT BUTTON ON THE TOP RIGHT CORNER OF GOOGLE SLIDES OR THE GREEN HYPERLINK BELOW.

“I Am Not Your Asian Stereotype” TED Talk Video



As you watch, take some bulleted notes on your student notetaker.

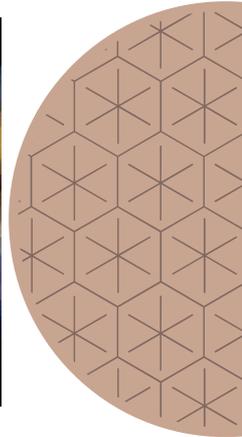
Be ready to answer:

- What stereotypes are presented?
- What impact do these stereotypes have on the narrator?
- How does the narrator respond to these stereotypes?

Canwen Xu, Columbia undergrad,
Asian-American advocate, cat enthusiast.
TEDxBoise, April 2016. [Click here for the transcript.](#)

S2S Partner Share-Out: “I Am Not Your Asian Stereotype”

- With the classmate sitting in front of you, stand up and stand shoulder-to-shoulder with them with your student notetaker.
- Then, compare your notes to your partner’s notes. You have **two minutes** each.
- If your partner has information that you are missing, write it down on your paper. Feel free to use the back.
 - Compare:
 - Content
 - Revisions
 - Questions



Stand-Share-Sit: “I Am Not Your Asian Stereotype”

- Everyone stands in the group.
- Each person takes turns sharing out their responses to the following questions:
 - What stereotypes are presented?
 - What impact do these stereotypes have on the narrator?
 - How does the narrator respond to these stereotypes?
- Sit down after you share and select one group member to share out to the class.



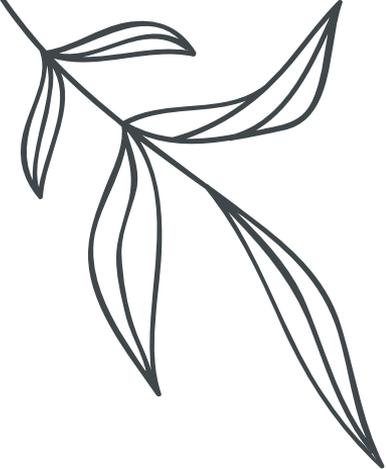
Class Notes: “I Am Not Your Asian Stereotype”

Answer 1 question (below) or share something from your notetaker:

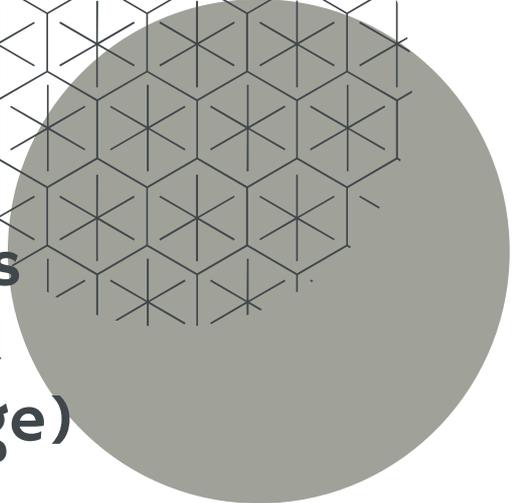
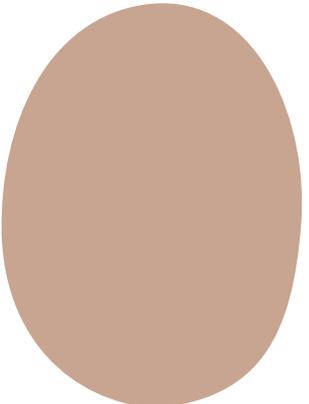
- What stereotypes are presented?
- What **impact** do these stereotypes have on the narrator?
- How does the narrator **respond** to these stereotypes?

CLASS NOTES:

- Canwen has had to conform or reject her stereotypes
 - Consciously and/or subconsciously, white became the norm
 - She distanced herself from stereotypes by degrading her race to assimilate and raise her social standing
- The video started with stereotypes → ends with who she really is (she takes control of her own narrative)
- Video is relatable for people of other races. If we take stereotypes for face value, it's an attempt of the dominant group to devalue positive stereotypes
- stereotypes about Asian people: rice, good at math, everyone is smart, bad at driving, ambitious parents “tiger parents”, strict family, “perpetual foreigners”, play piano and violin
- stereotypes drove her away from who she was; she wanted to become white
- She talks becoming “Americanized”—she creates the perfect family that has blonde hair and blue eyes; self-hate; why wouldn't Canwen represent a Chinese family in her Sims game?
- “the more I rejected my Asian/Chinese identity, the more popular I became”
- internalized whiteness as the norm; society whitewashed her view of the world
- at the end of the video, she tells her true, authentic story
- **counter narrative** of Asian Americans



Stereotypes are part of a **dominant narrative** that is perpetuated by the media (film, TV, etc), people in power and oftentimes our elders.

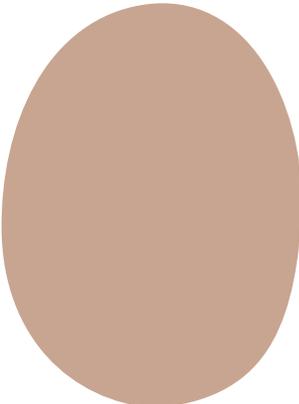


Notice that all of those groups have some kind of power and privilege (economic, political, age) over others.

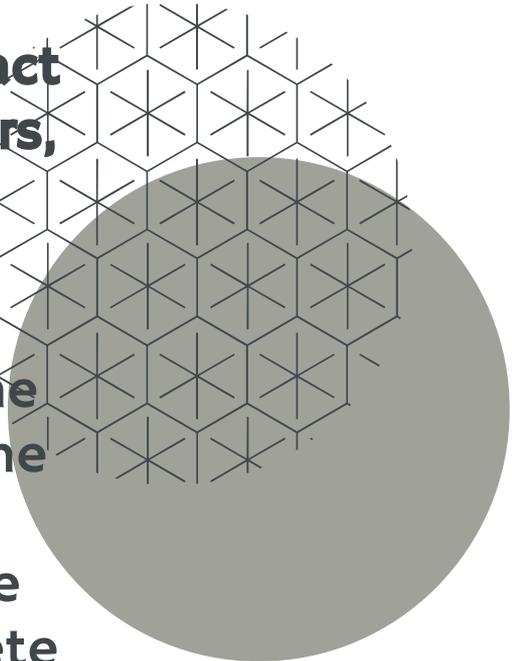
>> This power maintains stereotypes.



In what ways do “single stories” impact our own identities, how we view others, and the choices we make?



Recognize that it is a natural and common human behavior to group the people and things we encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others.



Think back to “The Danger of a Single Story”

Author Chimamanda Ngozi Adichie uses the phrase “single stories” to describe the overly simplistic and sometimes false perceptions we form about individuals, groups, or countries. Her novels and short stories complicate the single stories many people believe about Nigeria, the country where she is from.

Adichie recounts her experiences as the subject of the “single stories” others have created about groups to which she belongs, as well as times when she herself has created single stories about others. She says:

I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person. The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.

The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.

Adichie’s speech provides a framework for discussing stereotypes, prejudice, and discrimination with your students. A *stereotype* is a belief about an individual based on the real or imagined characteristics of a group to which that individual belongs. Stereotypes can lead us to judge an individual or group negatively. Even stereotypes that seem to portray a group positively reduce individuals to categories and tell an incomplete or inaccurate “single story.” *Prejudice* occurs when we form an opinion about an individual or a group based on a negative stereotype. When a prejudice leads us to treat an individual or group negatively, *discrimination* occurs.



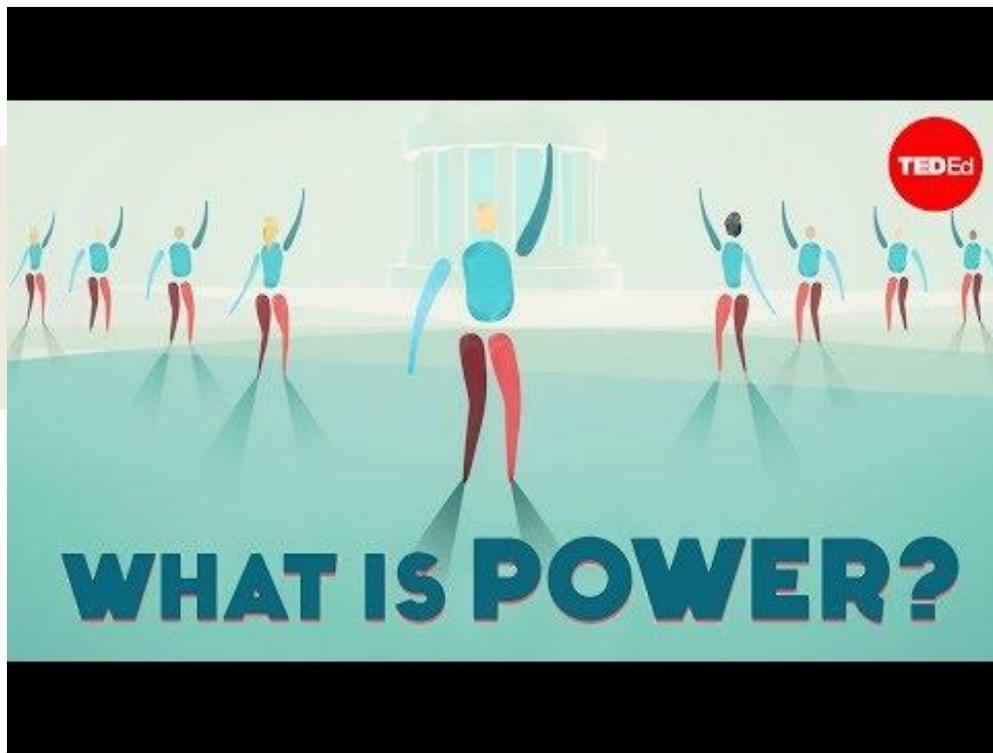
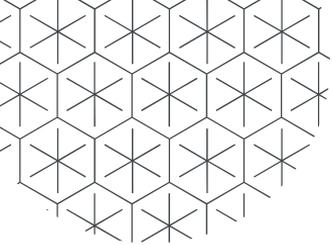
AS I LECTURE, YOU WILL:

**TAKE NOTES USING
Unit 2 Student
Notetaker, Page 3**

Systems, Power, Privilege

A Mini Lesson



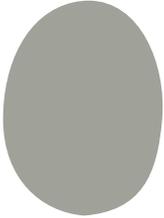




SYSTEMS

[noun]

A group of interacting or interrelated entities that form a unified whole.



The systems in our nation uphold our country.

The Three Systems



Socio-Cultural

Our society's various ways of *seeing* and *being*.
Guidelines for people's behavior. Ex: Jobs,
communication



Political

Organized way groups of people make decisions to
influence power. Ex: Democratic, Autocratic



Economic

Organized way that goods and services are
produced and distributed to fulfill people's needs
and wants. Ex: Capitalism, socialism





POWER

[noun]

The **capacity** of an individual to influence actions, beliefs, or conduct of others.



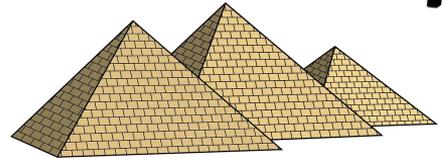
The term **authority** is often used for power that is perceived as legitimate by the social structure/system.

The Three Elements of Power

1. The ability to control **circumstances**
2. The **freedom** to do as you please
3. The ability to **impact** and control what is, and what is not, possible

Answer the following questions in your student notetaker:

- *How do ladders/pyramids symbolize a hierarchy of power?*
- *What happens as a result of abuse of power?*

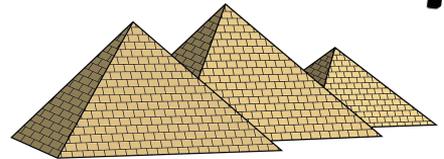


Systems of Power

Systems of power are the beliefs, practices, and cultural norms on which individual lives and institutions are built.

- They are rooted in social constructions of race and gender
- They are embedded in *history* (colonization, slavery, migration, immigration, genocide) as well as *present-day policies and practice*

These systems of power reinforce the structural barriers that are the root causes of inequality experienced by people of color.



Tuesday, Nov. 16, 2021 · English I Honors

Announcements

- Blackhawk Bulletin
- Fellowship of Christian Athletes is meeting on Thursday in room 611 at lunch: pizza, games and a speech from a varsity athlete
- Improv Club is meeting on Wednesday in room 303 at lunch
- Thespian Society is meeting on Friday at lunch in room 303
- Red Cross Club raising supplies through Friday

Reminders

- Please bring a book to read on block day



Tuesday's Agenda

- What's the first rule of life?
- Announcements
- Bellwork
- Continue Monday's Mini Lesson on Systems and Power
- Mini Lesson: Oppression, Resistance, Solidarity & Allyship
- Introduce Quickwrite Reflection

Tuesday's Bellwork

Bellwork for the Week of: 11/15-11/19

Create your own holiday. What would you celebrate? How would you get others to join in on the fun?



PRIVILEGE

[noun]

Unearned access to social power based on membership to a dominant group







Two Elements of Privilege

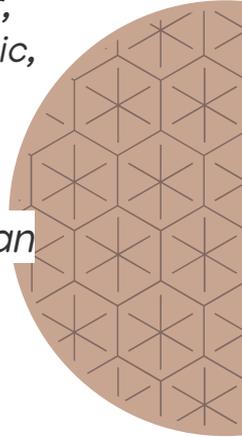


1. A special advantage or benefit that everyone does not have

Types of privilege (no specific order): education, class, sex, gender, cisgender, white, wealth, well-connected family, adult/age, employed, first-world, linguistic, native English speaker, no speech impediment, sexuality, born in country of residence, ability/able-bodied, mental health... **there are many more!**



2. In systems of power, privilege is *unearned* or *denied* by one's birth (an individual is either born into privilege or they're not)



There are many different kinds of privilege...

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If you can use public bathrooms without stares, fear or anxiety, you have cisgender privilege.

CHECK YOUR PRIVILEGE:

<input type="checkbox"/> WHITE	<input checked="" type="checkbox"/> CISGENDER*
<input type="checkbox"/> MALE	<input type="checkbox"/> ABLE-BODIED
<input type="checkbox"/> CLASS	<input type="checkbox"/> HETEROSEXUAL
<input type="checkbox"/> CHRISTIAN	

*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align.

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If while growing up, college was an expectation of you, not a lofty dream, you have class privilege.

CHECK YOUR PRIVILEGE:

<input type="checkbox"/> WHITE	<input type="checkbox"/> CISGENDER*
<input type="checkbox"/> MALE	<input type="checkbox"/> ABLE-BODIED
<input checked="" type="checkbox"/> CLASS	<input type="checkbox"/> HETEROSEXUAL
<input type="checkbox"/> CHRISTIAN	

*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align.

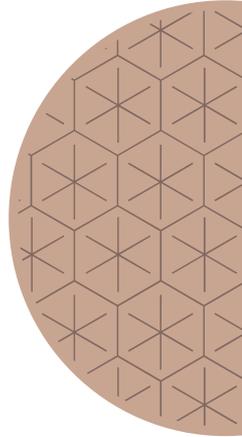
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If you don't have to think about it, it's a privilege.

CHECK YOUR PRIVILEGE:

<input checked="" type="checkbox"/> WHITE	<input checked="" type="checkbox"/> CISGENDER*
<input checked="" type="checkbox"/> MALE	<input checked="" type="checkbox"/> ABLE-BODIED
<input checked="" type="checkbox"/> CLASS	<input checked="" type="checkbox"/> HETEROSEXUAL
<input checked="" type="checkbox"/> CHRISTIAN	

*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align.



Becoming aware of **privilege** should not be viewed as a burden or source of guilt, but rather, **an opportunity** to learn and be responsible so that we may work toward **a more just and inclusive world.**

CHECK YOUR PRIVILEGE:

- WHITE
- MALE
- CLASS
- CHRISTIAN
- CISGENDER*
- ABLE-BODIED
- HETEROSEXUAL

*CISGENDER: a description for a person whose gender identity, gender expression and biological sex all align

privilege: unearned access to social power based on membership in a dominant social group

Presented by Dr. Walker (Psychology Dept.), Dr. Poole (School of Management, Marketing Dept.), Professor Murray (Design Program), and Student Life. Poster designs by Camille Esposito, Ray Choi, Veronica Cabanayan and Cat Bagg.

Activity: Notes Interaction

Three Elements of Power
<p>The three Elements of Power include:</p> <ol style="list-style-type: none">1. The ability to...2. The freedom to...3. The ability to...
<p>Answer (2+ sentences): How do ladders/pyramids symbolize a hierarchy of power? What happens as a result of abuse of power?</p>
Two Elements of Privilege
<p>Two Elements of privilege include:</p> <ol style="list-style-type: none">1. A special advantage or... <i>Examples:</i>2. In systems of power...
<p>Answer (1-2 sentences): What privilege from the list do you have and are able to exercise?</p> <p>One privilege...</p>

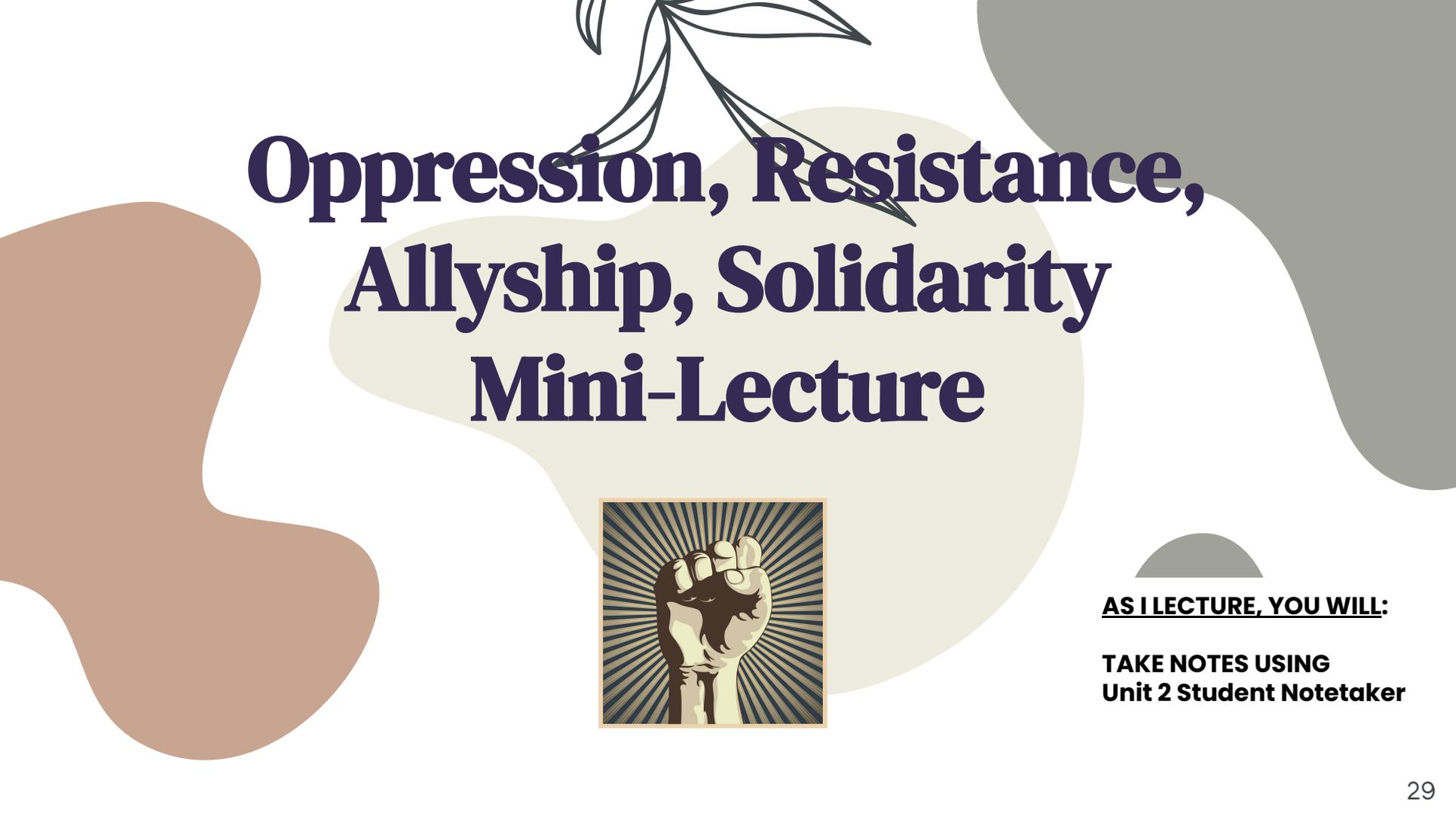


**FILL IN
THE
SHADED
BOX**



**FILL IN
THE
SHADED
BOX**





Oppression, Resistance, Allyship, Solidarity Mini-Lecture



AS I LECTURE, YOU WILL:

**TAKE NOTES USING
Unit 2 Student Notetaker**



OPPRESSION

[noun]



The combination of prejudice and institutional power which creates a **system** that discriminates against target groups and benefits other dominant groups.

PREJUDICE + POWER = OPPRESSION

Oppression can be **overt** (done openly) or **covert** (hidden).



RESISTANCE

(N) The active fight against oppression; the response to oppression through words and/or actions

Solidarity: Unity within group, mutual agreement

Allyship: Practice of emphasizing social justice, inclusion, and human rights by members of a group; the action of advancing the interests of an oppressed or marginalized group

Allyship



Unity within group,
mutual agreement.

Examples: Clubs on LQHS campus that practice allyship (emphasizing social justice, inclusion, and human rights)



- GSA Club
- Red Cross Club
- CSF Club



Solidarity



Practice of emphasizing social justice, inclusion, and human rights by members of a group; the action of advancing the interests of an oppressed or marginalized group.

Examples: Clubs on LQHS campus that show unity within a group. Note: You can join as an ally!

- MEChA Club
- Stigma Free Club
- Black Student Union



Activity: Writing Reflection

Privilege, Oppression, and Allyship Writing Reflection

Instructions:

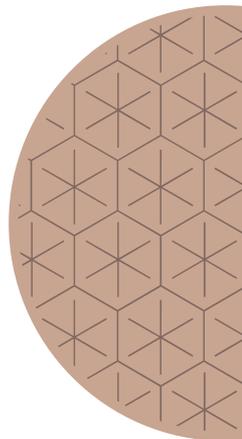
1. Review weekly slides and/or student notetaker and review systems, power, privilege, oppression, and resistance.
2. Write a reflection about your identities as they connect to privilege, oppression, and allyship. Please **choose at least two of the guiding questions to thoughtfully respond to in at least 2-3 paragraphs and in MLA format**, i.e. Times New Roman, size 12 font, double-spaced, and heading.

Guiding Questions for Reflection:

1. All of us have at least **one** form of privilege. Discuss a privilege that you hold. How does this privilege influence your daily life? How can you use this privilege to advocate for and be in solidarity with those who do not have it?
2. Reflect on a historically oppressed identity that you hold. Do you see yourself as a member of the “oppressed”? Why or why not? What do you need from yourself, your family, your peers, your teachers to feel empowered holding this identity?
3. What does allyship mean to you?



Note, you will have time during our next class to work on this.



Block Day, Nov. 17-18, 2021 - English I Honors

Announcements

- Blackhawk Bulletin
- FCA is meeting on Thursday at lunch in room 611
- Red Cross Club's emergency kit drive to benefit the kindergartens at Earhart ends on Friday
- Thespian Club is meeting at lunch on Friday in room 303
- Car Club meeting on Friday at lunch in room 701

Reminders

- You're awesome and I appreciate you all. 😊



Block Day's Agenda

- What's the first rule of life?
- Announcements
- Bellwork
- Quickwrite Activity: Writing Reflection
- Mini Lesson: Bias, Objectivity, Subjectivity
- D.E.A.R.

Block Day's Bellwork

Bellwork for the Week of: 11/15-11/19

How does bias affect us on a day to day basis?

Optional:

- Tell me about the book you're reading for D.E.A.R. What are you enjoying?
- How would you describe this week in three words?



Privilege, Oppression, and Allyship Quickwrite

Privilege, Oppression, and Allyship Writing Reflection

Instructions:

1. Review weekly slides and/or student notetaker and review systems, power, privilege, oppression, and resistance.
2. Write a reflection about your identities as they connect to privilege, oppression, and allyship. Please **choose at least two of the guiding questions to thoughtfully respond to in at least 2-3 paragraphs and in MLA format**, i.e. Times New Roman, size 12 font, double-spaced, and heading.

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2. Reflect on a historically oppressed identity that you hold. Do you see yourself as a member of the “oppressed”? Why or why not? What do you need from yourself, your family, your peers, your teachers to feel empowered holding this identity?
3. What does allyship mean to you?

Please submit to Google Classroom





Bias, Objectivity, Subjectivity Mini-Lecture



AS I LECTURE, YOU WILL:

**TAKE NOTES USING
Unit 2 Student Notetaker**

Bias: Explicit & Implicit



Bias

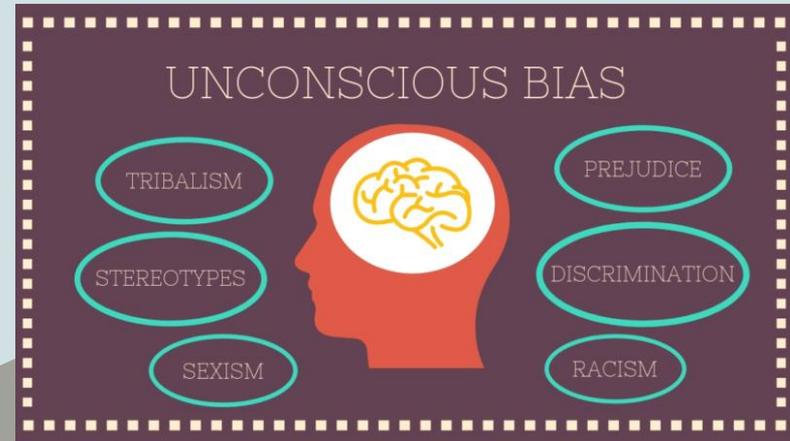
- Definition: (noun) Inclination of temperament or outlook
 - *Related words:* prejudice, one-sided
- Every human is **biased!**
 - It is a biological function of the brain
 - It helps us quickly assess people and/or situations to make judgments/decisions
 - In the past, it used to help us survive

<u>Explicit Bias</u>	<u>Implicit (Unconscious) Bias</u>
<ul style="list-style-type: none">- Refers to bias that shows a person's clear feelings, attitudes, and intentional behaviors (on the surface, outside)	<ul style="list-style-type: none">- Refers to bias that is subtle, under the surface, unconscious, or hard to pin down- We may think we are making decisions based on objective facts, but biases could be creeping in (often based off of stereotypes)

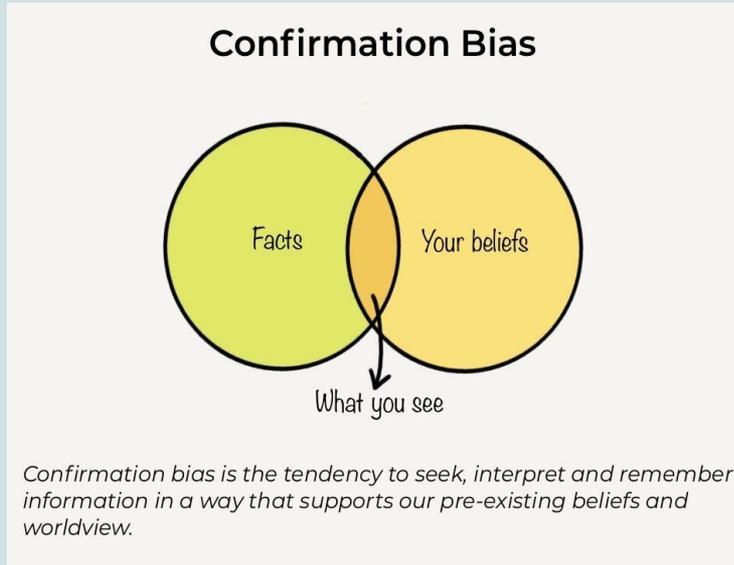


Overcoming Implicit {Unconscious} Bias

- **Disclaimer: There is no easy answer to this.**
- **Awareness** → Noticing when your responses, decisions, or behaviors might have been caused by bias or stereotypes
- **Effort** → Assessing and thinking about members of stereotyped groups as individuals, considering + being open to the counter narrative (Think the “other story”)
- **Challenge** → Your own thinking and calling yourself in when you notice bias.



+ Confirmation Bias



Confirmation bias while RESEARCHING:

- **Looking for information that validates your thinking or beliefs and therefore “confirming”** that your beliefs must be true
- Examples:
 - Movie critiques (“This acclaimed critic posted exactly what I was thinking!”)
 - Debate breakdowns (“This accredited news reporter thinks exactly what I thought, too!”)

Confirmation bias while SHARING:

- Posting information and seeking validation/confirmation from people who share similar beliefs
 - More than 2/3 share information with people who hold views similar to theirs
 - Fewer than 1/3 share info with those who hold differing views

Source: knightfoundation.org



+

How Can I Check for Bias?



As you read or listen to anything in your daily life (articles, etc)...

Keep the following questions in mind:

- **What is the dominant narrative vs. counter narrative (not addressed?)**
 - Does it offer alternate points of view?
 - If so, are those views presented objectively?
 - What facts were omitted?
 - What additional info is necessary to get a full perspective?
- **Who is the author and what are their views and what's the purpose of the message?**
 - Is the author credible with credentials?
 - Who is paying for the website (if applicable)?

Pay close attention to the writing & language used:

- Does the language sound extreme or generalized?
 - Does the argument appeal more to the emotions than to logic?
 - What **words** create positive or negative impressions?
 - What impression would I have if different **words** had been used?
- 

How Can I Check for Bias?



Look for objective & subjective language.

Subjective

- Based on personal opinions, POV, interpretations, emotions, or judgment
- Cannot necessarily be fact checked
- Biased, connotative words
- "it seems"

vs.

Objective

- Fact-based, measurable, quantifiable, observable
- Can be checked, evaluated, verified
- Unbiased, Neutral / Denotative words
- "it is"



+ Subjective vs. Objective Signal Words

SUBJECTIVE

good/better/best
bad/worse/worst
is considered to be
it's likely that
it suggests
may mean that
would seem
possibly
maybe
could
apparently
... think of your own!

OBJECTIVE

It is
They are
It proves
This shows

In fact

Introduction of evidence / citations
... think of your own!



+ Word Connotations



What is a **connotation**?

- “Emotional” coloring that affects reader’s response
- Positively or Negatively charged words



Why are they important?

- If you do not understand what your words **imply**, they may lead to inappropriate interpretations of your intentional meaning

Example:

She was **curious**; she asked many questions. → More neutral/objective than subjective

She was **nosy**; she asked many questions. → More subjective than neutral/objective



Activity: Fill in the Blanks

Positive Connotation	Neutral	Negative Connotation
Self-Confident	Proud	
	Inactive	Lazy
Persevering	Persistent	



+

How can I check for bias?



Subjective writing often appears in...

Blogs, forums

Literary Analysis Reviews
Critique

Memoirs, Narratives

Your Example?

Objective writing often appears in...

News Reporting *

Textbooks *

Encyclopedias (Wikipedia)

Instructions, User Manuals

Documentaries *

Your Example?

**NOTE = Subjective writing can find its way into these items, but it's intent is to remain objective.*





Warning!



SOME TEXTS INCLUDE:



Stretch Break



D.E.A.R. (Drop Everything And Read) Reading Expectations

1. **You are reading.** No napping or putting your head down, completing missing work, texting, etc.
2. **No cell phones.** You can use your phones for music while reading if you want. However, I require that you have a playlist (you can't touch the phone once the timer starts, so make sure your music is good to go). The volume must be LOW, and the phone should be upside down on the table so incoming notification messages aren't distracting you or others near you.
3. **We are silent.** It is important to be silent and focused. This includes tapping and kicking desks.



15:00

Friday, Nov. 19, 2021 · English I Honors

Announcements

- [Blackhawk Bulletin](#)

Reminders

-



Friday's Agenda

- What's the first rule of life?
- Announcements
- Bellwork
- *Newsela Article Activity: "The 1977 disability rights protest that broke records and changed laws"*
- Mini Lesson: Informational Writing
- Collect Unit 2 Student Notetakers
- Introduce English 1 Honors Final Project
 - Google Form

Friday's Bellwork

Bellwork for the Week of: 11/15-11/19



Newsela Article Activity: “The 1977 disability rights protest that broke records and changed laws”

Search Election 2020 News Library Your Content ▾ Assignments 4 Binder ▾ SP ▾

MAX

1190L

1080L

810L

580L

Government & Economics

The 1977 disability rights protest that broke records and changed laws

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Image 1. Sit-in demonstrators Karen Emerson and Chris Brewer of San Francisco, California, rejoice after hearing the news that rights regulations for the disabled had been signed on April 28, 1977, in Washington, D.C. They were among the 125 protesters who occupied the regional HEW office in San Francisco over demands that HEW Secretary Joseph Califano sign the regulations. Photo by: JP/AP

By Atlas Obscura, adapted by Newsela staff
Published: 04/01/2018 Word Count: 1394
Recommended for: Middle School - High School
Text Level: 9

- Log into www.newsela.com with your DSUSD Gmail email address.
- The article (pictured on the left) should be assigned.
- Choose your Lexile/reading level.
 - ~1080 is 9th–grade level.
 - MAX = the most challenging.

IF WE DO NOT FINISH IN CLASS TODAY,
WE WILL CONTINUE ON FRIDAY.

Newsela Article Activity: “The 1977 disability rights protest that broke records and changed laws”

1. Log into www.newsela.com with your DSUSD Gmail email address.
2. Read the article and **make at least 10 annotations/interactions**.
 - a. **Highlight key details** and explain the significance.
 - b. Connect with Unit 2 topics/concepts/vocabulary from your student notetakers.
3. Take the QUIZ (under “Activities” > “Quiz”)
4. Complete the two question WRITING ACTIVITY (under “Activities” > “Write”)
 - i. Why is the event described in the article taught in schools today? What are the lasting lessons that we can learn from studying this event? Support your response with evidence from the text.

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Thanksgiving Holiday

Have a restful break!

Week of: 11/22-11/26