

English 9 Ethnic Studies Course

Grades:	9
Length:	Full Year
Environment:	Classroom-based
Honors:	None
Subject:	English (“b”)
Discipline:	English
Institution:	Santa Ana Unified School District

Course Overview

Overview, unit titles and format adopted from Pajaro Valley High School approved UC “a-g” course titled “English: Ethnic Studies” & Santa Ana Unified School District’s approved UC “a-g” course titled “English 9.” Revision to course content was updated, since some links were no longer available. The selection of updated content was decided with assurance that the rigor of the curriculum was maintained.

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 Through texts that range from essays, speeches, articles and historical documents to novels, plays, poetry and short stories, students analyze the use of elements of literature and nonfiction using the Ethnic-Studies framework and a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

Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global narratives and histories through the interdisciplinary lens of Ethnic Studies. By studying the histories of race, indigeneity, ancestry, national origin, diaspora, racism, hegemony, ethnicity, and culture, students will develop respect and empathy for individuals, groups of people locally, nationally, and globally. By participating in a student/community-centered Project Based Learning Assignment or Youth Participatory Research, students will build self-awareness, solidarity, self-determination and foster active conscious, social engagement and agency.

Core Texts

- *Santa Ana's Fairy Tales* by Sarah Rafel Garcia (Fiction, Short Stories)
- *The Hate You Give* by Angie Thomas (Fiction, Novel)
- *The Distance Between Us* by Reyna Grande (youth edition, memoir)

- *The Best We Could Do, An Illustrated Memoir* by Thi Bui (Graphic Novel & Memoir)

Unit 1: Race, Ethnicity, and Identity in America

The first unit provides an introduction to the key terms of race, ethnicity, racism, hegemony, master-narrative, oppression, assimilation, acculturation, nativism, discrimination, and integration. With a focus on identity, students find ways to recognize what ethnic studies is and its role in current events. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- What is identity? How do we define ourselves?
- What is the difference between race, ethnicity, national origin?
- What are the origins of race, racism and white supremacy in the United States?
- How has race been socially constructed?
- What does it mean to be "colorblind?"
- How have people of color challenged racist laws in the United States?
- What does oppression mean and how is it carried out?
- What is prejudice, stereotype, and discrimination?
- How can stereotypes affect our thinking of different social groups
- How does social media impact how a person identifies themselves?

Guiding questions for "When the Mural Speaks" in *Santa Ana's Fairy Tales* by Sarah Rafael Garcia may include:

- What are Mr. Harry's assumptions about the muralist in the story, and the young men from Logan Neighborhood?
- Research the history of the Logan neighborhood in Santa Ana, particularly the history of the mural: why is it significant that it is the setting for this short-story?
- What is the difference between "topic" and "theme" in literature? What are some topics in the short-stories by Sarah Rafael Garcia that you learned about in the informative texts? What are the themes in each of the short stories?
- How are Mr. Harry's racial assumptions changed by the end of the story? What are the implications the author is making to the reader about the power of learning history from the point-of-view of the marginalized?

Guiding questions for "Just a House" in *Santa Ana's Fairy Tales* by Sarah Rafael Garcia may include:

- What are the assumptions and stereotypes that others have about the narrator in the story?

Guiding questions research the historical figure from Orange County: Modesta Avila may include:

- Why is she a historical figure in Orange County?
- What role does she play in the short-story?
- Identify the topics and themes in the story. How do some of the themes relate to the non-fiction articles we read in this unit that introduce ideas such as oppression, prejudice, stereotype, racism, etc.?

- What changes happen to the neighborhood in the story? What is gentrification and how does it affect the characters in the story?
- Identify symbols in the story that represent a significant part of the narrator's identity. How do those "places" change in the story, and who has the power to make those changes?

Core Assignments

1. At the end of the unit, using information from group discussions, research and readings, students will write a personal narrative, video, storyboard, or timeline in which they reflect on their national origins, family ethnic roots, as well as past experiences with discrimination, privilege and disadvantage.
2. Students will write an "I am" autobiographical poem in which they reflect on how race, national origin, and culture have shaped their identity. Students may also create a class-mural with personal-symbols that represent various aspects of their personal identity. The mural could be a visual response to the "I am" poem and should represent how students want to be seen, or how they want to be seen by others rather than how others judge or define them. The class mural could be a collage-combination of each of the student's images/symbols. Students could write a reflective paragraph or artist statement for this assignment.

Core Text:

- "When the Mural Speaks" and "Just a House" in *Santa Ana's Fairy Tales* by Sarah Rafel Garcia (fiction, short stories)

Supplemental Text:

- *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki, Chapter 1 (non-fiction)
- *A Young Peoples' History of the United States* by Howard Zinn (non-fiction)
- The Zinn Education Project (website) relevant articles (non-fiction)

Unit 2: African American Literature

In the second unit, students will explore the experience of African Americans through literature both historically and in terms of contemporary issues. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- What role does African American literature play in the identity development of the United States?
- How has African American literature reflected the struggles that African-American communities have experienced by region?
- What role did youth play in the Civil Rights Movement? What role do the youth play in the modern Black Lives Matter movement?
- What role does self-determination play in the trajectory of the African American community?
- What are some narratives about the school-to-prison pipe-line and policing of young African Americans in the United States?

Guiding questions for *The Hate You Give* by Angie Thomas:

- How does the sequence of the plot in *The Hate you Give* by Angie Thomas affect the reader's response to the story?
- What are the narrator's identity conflicts in *The Hate you Give* by Angie Thomas and *Between the World and Me* by Te-Nehisi Coates? What role does racism play in those identity conflicts?
- How do the voices of the characters developed by the author in *The Hate you Give* affect the purpose of the story?
- How does the narrator in *The Hate you Give* develop throughout the story?

Core Assignments

1. In the beginning of the unit, students will create a group oral presentation using google-slides, prezi, a video, or poster on one of the following topics: the role of African-American Literature, the role of African-American youth in the Civil Rights movement; the Black Lives Matter Movement, or the role of youth and social media in the modern Black Lives Matter Movement. The purpose of the presentation will be for students to research and inform each other on various introductory topics that segway to reading the core text for the unit.
2. Using the novel *The Hate you Give*, by Angie Tomas and excerpts from the memoir *Between the World and Me* by Ta-Nehisi Coates or from two other authors on the contemporary lives of African Americans, students will compare the novel and excerpts of the memoir to write a well-developed essay. Students may choose to write an expository essay regarding the school-to-prison pipeline and/or the policing of African American youth; a response-to-literature essay about comparing the way both authors discuss similar themes throughout the books; or a narrative essay where students may write about their own experiences with racial profiling or harrassment by referring to the text. Students will expand and incorporate their understanding of the terms from Unit 1 to analyze the main events of plot in the novel *The Hate You Give* by Angie Tomas and to analyze the ideas presented by Ta-Nehisi in *Between the World and Me*.

Core Texts:

- *The Hate You Give* by Angie Thomas (Fiction, Novel)
- *Between the World and Me* by Ta-Nehisi Coates (excerpts from the memoir)

Supplementary Texts:

- "The School-to-Prison Pipeline", by Marilyn Elias, Learning for Justice Issue 43, Spring 2013 (nonfiction)
- October 1966 Black Panther Party, Platform and Program, Website
- The School-to-Prison Pipeline: Time to Shut it Down (Flannery)

Unit 3: Chicano/a and Latinx Literature

In the third unit students will inquire histories, current narratives, and topics relating to Chicano/a and Latinx communities through-out the United States. By reading and

analyzing primary nonfiction and fiction texts written by Chicano/a and Latinx authors, as well as a variety of supplementary texts, students will be asked to discuss and respond to the following questions:

- What is the historical context of Chicano/a and Latinx literature?
- How did the various ethnic and language identities within this community develop?
- Who are some major authors during the period of major literary art production in the Chicano/a and Latinx community?
- How do various Chicano/a, and Latinx authors write on the topic of identity in their work?
- What are some contemporary issues affecting the Chicano/a and Latinx communities?
- What are various themes in contemporary Chicano/a and Latinx literature?
- How does the media portray the issue of immigration and crime?

Guiding questions for *The Distance Between Us* by Reyna Grande may include:

- How does economic-poverty affect Reyna's family in the beginning of the novel?
- How are the children in the story affected by their parents' migration to the U.S.?
- How does the author's use of figurative language impact the reader's understanding of the setting, plot and characters throughout the novel?
- What are some major symbols that are significant to understanding how Reyna feels as a child in Mexico and in her journey to the U.S.?
- How does immigration status, language, and belonging to multiple nationalities impact Reyna's identity development in the second half of the novel?
- What is the role that education plays in Reyna's self-empowerment and journey to independence?

Core assignments:

At the end of the unit, students will choose one of the following:

A. Argumentative essay

(Part 1 of the book) Write an argumentative essay taking a viewpoint on whether Reyna's grandmother is helping or harming Reyna and her siblings. Use textual evidence to defend your view-point.

(Part 2 of the book) Write an argumentative essay taking a viewpoint whether Reyna Grande is still part of her hometown, or has disconnected from her hometown. If your viewpoint is that Reyna Grande is still part of her hometown, use textual evidence to support what parts of her identity are still connected to her place of origin. If your viewpoint is that Reyna Grande is no longer part of her hometown use textual evidence to support your viewpoint to show how Reyna Grande is no longer part of her hometown.

- B. Write a research paper on the topic, "How does the media portray the issue of immigration and crime?" (Expository)
- C. Create a newscast about a social issue currently affecting the Chicano/a or Latinx community.
- D. Start the Youth Led Participatory Action Project (Y.P.A.R.) or Action Civics Project - Have students begin thinking about what issues in their community

and in their lives affect them the most or that they are most passionate about. One day a week will be dedicated to working on their YPAR project. The final will be their YPAR authentic audience presentation. Teachers can also choose to use Project-Based Learning.

Core Texts:

- *The Distance Between Us* by Reyna Grande (memoir, nonfiction)

Supplementary Texts:

- *The House on Mango Street* by Sandra Cisneros (Study-Sync/adopted text, a novel in vignettes, fiction)
- “A Voice” Poem by Pat Mora (Study-Sync/adopted text, poetry)
- “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (Study-Sync/adopted text, literary essay, nonfiction)
- “A Celebration of Grandfathers” by Rudolfo Anaya (Study-Sync/adopted text, literary essay, nonfiction),
- “Freeway 280” and other poems by Lorna Dee Cervantes (Study-Sync/adopted text, poetry)

Unit 4: Asian American Literature

In this unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the United States within the Asian-American minority and read texts from various Asian American authors. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- What is the history of the term, “model minority”? What political purposes did it have in its formation?
- What does the term “monolithic ethnic minority” mean? How does lumping all Asian groups under the category “Asian American” affect the specific ethnic groups within the Asian American community such as the Pacific Islanders and Southeast Asian communities?
- How does the Asian-Diaspora present itself in Asian-American Literature?
- Why is it important to understand the role of the U.S. in the Vietnam War in order to understand the Southeast Asian refugee experience?
- What role did Asian Americans play in the growth and development of our community? Focus on the development of Little Saigon in Orange County.
- What opportunities do students have to enact positive change for Asian Americans, especially with the rise of Anti-Asian Violence across the U.S.? (Discuss the hurtful stereotypes that have led to scapegoating Asian Americans which has caused violence and displacement in the past)

Guiding questions for *The Best We Could Do, An Illustrated Memoir* by Thi Bui (Graphic Novel & Memoir) may include:

- Analyze how the illustrations and the text work together to develop the memoir, including what is emphasized in each depiction of events.

- Identify the central or main idea of the memoir and analyze its development over the course of the text.
- What are the various depictions and point-of-views of the characters to their ancestral homeland, Vietnam? How do these various point-of-views represent conflict in the text? How is the conflict developed or resolved?
- Analyze and explain how the text and illustrations in the memoir show the impact of the past on the present life of the author.
- What does the reader learn about the impact that the Asian-American diaspora has in the various generations of Asian-immigrants and their progeny?

Core Assignments

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

Core text:

- *The Best We Could Do*, An Illustrated Memoir by Thi Bui (Graphic Novel & Memoir)

Supplementary Texts:

- *Vietnamese Americans: Lessons in American History* Anthology by various authors (nonfiction)
- *First They Killed My Father, A Daughter of Cambodia Remembers* by Loung Ung (Study-Sync/adopted text, literary essay/ nonfiction)
- 'Model Minority' Myth Again Used As A Racial Wedge Between Asians And Blacks by Kat Chow (Code Switch, NPR)
- “Little Saigon, a Cultural Heritage Site” by Christy Ko Kim (Preserve Orange County)
- Atlanta Attack Exposes Dangerous Sexualization of Asian Women by Soo Kim (Newsweek)

Unit 5: Gender Identity and LGBTQ+ Community

The fifth unit examines power through different genders and the discrimination of the LBGTQ community. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- How has women's inequality been enforced throughout U.S. history?
- What does liberation and justice for women of color look like in the U.S.?
- How does heterosexism discriminate against the LGBTQ community and how have people organized for the representation LGBTQ rights?

- How does patriarchy affect the lives of men?
- What is patriarchy, sexism, homophobia?
- What are statistics that show discrimination of transgender people in the United States?

Guiding Questions “Zoraida and Marisol” (short-story) from *Santa Ana's Fairy Tales* by Sarah Rafael Garcia (fiction, short stories)

- How does the author’s use of magic realism affect the development of the plot and the development of the character, Marisol?
- How does the use of imagery, tone and symbolism affect the purpose of the story?
- How does the author’s choice for the narrator’s voice affect the reader’s impact of the story?
- How does the author’s choice for the narrator’s voice affect the purpose of the story?

Core Assignments

1. Students will write a literary analysis of a poem or short story written by a woman of color or LGBT+ author. Students may choose to write their own poem inspired by themes/topics introduced in this unit.
2. Students will write a short informational paper that reflects on key issues faced by LGBTQ+ famous people in history that have challenged sexism and/or heterosexism.
3. Continue to work on their YPAR, Civic Action or Project Based Learning Project

Core text:

- “Zoraida and Marisol” (short-story) from *Santa Ana's Fairy Tales* by Sarah Rafael Garcia (fiction, short stories)

Supplementary Texts:

- “Sabado Gigante”, by Daniel Chacon (Study-Sync/adopted text, short-story/fiction),
- “Go Tell it on The Mountain” by James Balwin (Study-Sync/adopted text, literary essay/ nonfiction),
- “Hunger: A Memoir of (My) Body” by Roxanne Gay (Study-Sync/adopted text, literary essay/ nonfiction)

Unit 6: Indigenous/Native American Literature

In this unit, students will study and explore the experience of First Nations/Native American People both historically and in terms of contemporary issues by reading and interpreting informational and literary texts. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- How has cultural conflict affected First Nation peoples?
- What role has cultural and language assimilation played in the experience of First Nations peoples?

- What role has the removal of ancestral-land played in the experience of First Nations people as told by Native American authors?
- What do textual accounts written by Native American authors say about the effects of boarding schools on First Nations people?
- What are common themes in Native American literature?
- Who were key players in the Native American civil rights, human rights, and religious rights movement?
- Why was the argument for “human-rights” integral to the struggle for civil rights of Native American tribes?
- What challenges continue to face First Nations?
- What opportunities do students have to enact positive change for First Nations?

Guiding questions for “This Is What it Means to Say Phoenix Arizona” short story by Sherman Alexie, *Smoke Signals* (Film) by Sherman Alexie may include:

- How do the details in the development of the plot for the short-story “This Is What it means to Say Phoenix Arizona” compare and contrast to the film adaptation, *Smoke Signals* (Film) by Sherman Alexie?

Core Assignments

1. Using research-based methods students will create a powerpoint presentation after accessing primary texts to report on any of the following time-periods/topics of Native American history: Invasion; Removal and Relocation; the Last Battles; The Formation of Native American Reservations: The Formation of the Mission System, Native American Boarding Schools for Children, and Local History.
2. Students will compare and contrast two selected writings from Native American Writers to determine the perspective and theme and how it is shaped and refined by specific details.
3. Continue to work on their YPAR, Civic Action or Project Based Learning Project

Core Texts:

- “This Is What it Means to Say Phoenix Arizona” short story by Sherman Alexie (fiction)
- *Smoke Signals* (Film) by Sherman Alexie

Supplementary Texts:

- *Crazy Brave: A Memoir* by Joy Harjo (memoir, non-fiction), *American Sunrise* by Joy Harjo (poetry)
- “An Indian Father’s Plea” by Robert Lake-Thom (Study-Sync/adopted text, non-fiction)
- *Bury My Heart at Wounded Knee* by Dee Brown (Study-Sync/adopted text, historical non-fiction)
- *News from Native California* (magazine, nonfiction articles, interviews, and poetry)

Unit 7: Arab/Muslim Americans

In this unit, students will study and explore the experience of Arab/Muslim Americans both historically and in terms of contemporary issues. Through different readings and sources, students will be asked to discuss and respond to the following questions:

- How does religion play a factor in the personal or communal identity of some Arab/Muslim Americans?
- How do stereotypes work to dehumanize people?
- How do negative stereotypes of Arab/Muslim Americans affect them emotionally?
- What are the positive contributions of Arab/Muslim Americans?
- How has immigration affected the political, social and economic realities of Arab/Muslim Americans?
- How has the Patriot Act affected their rights to privacy?
- What is Xenophobia and Islamophobia?
- What is the difference between Sunni and Shi'a Muslims?
- How were Arabs/Muslims involved in labor strikes/conflicts?
- What are some themes in literary works written by Arab-Americans?

Guiding questions for “My Grandmother Washes Her Feet in the Sink at the Bathroom at Sears” by Mohja Kahf may include:

- What are the various points of view of the grandmother’s actions in the poem? How are these points of views different from one another?
- How does Xenophobia impact the way the grandmother is judged by the witnesses described as the “*respectable Sears matrons*”?
- What does the poet mean by “*The Clash of Civilizations*” in the poem?
- According to the author, why does the granddaughter occupy a position of power?

Core Assignments

1. Students will create a digital "Mythbusters" handbook on common stereotypes of the Arab and/or Muslim population. The handbook will incorporate a “Top Five” list of some the most prevalent stereotypes and misconceptions related to Islam with accompanying counter- stereotypes or counter-narratives for each. They should include specific examples of these stereotypes in action (as evidenced in advertising, popular film, cartoons, news media, etc.) as well as a way to counteract or deconstruct it. Handbooks should include a diverse range of topics and sources (news media, print media, advertising, textbooks, popular media (film, music, visual art, etc.).
2. Students present the results of their YPAR, Civic Action or Project Based Learning Project - (authentic audience preferred)

Core text:

- *My Grandmother Washes Her Feet in the Sink at the Bathroom at Sears* by Mohja Kahf (poetry)

Supplementary Texts:

- (Literary Texts) *Looking for Palestine: Growing Up Confused in an Arab American Family* by Najla Said (Study-Sync/adopted text, literary nonfiction essay)
- *My Body is not Your Battle Ground*, by Mohja Kahf (Study-Sync/adopted text, literary nonfiction essay)
- (Non Fiction Texts) *Driving My Own Destiny* by Manal al-Sharif (Study-Sync/adopted text, nonfiction),
- Article: “Decades After a Palestenian American was Assassinated in California, Two Suspects in His Killing are Living Openly in Israel” by David Sheen, (nonfiction news article)

Textbook and Resources:

Books & Literary Texts				
Title	Author	Publisher	Edition	Website
Does My Head Look Big in This	Randa Abdel-Fatta	Orchard Books	2008	
Driving My Own Destiny	Manal al-Sharif	Can be found in Study-Sync/adopted text, ,	2012	
This is What it means to Say Phoenix Arizona	Sherman Alexie	Teacherpress	1994	https://www.enl.auth.gr/files/Sherman_Alexie.pdf
Take The Tortillas Out of Your Poetry	Rudy Anaya	Warner Press	1995	
A Celebration of Grandfathers”	Rudolfo Anaya	Rudy Anaya Study-Sync/adopted text, literary essay, nonfiction	1981	http://ptisd.org/upload/page/2882/Team%20Drive%20Copy%20of%20A%20Celebration%20of%20Grandfathers%20PreAPE2%20Google%20Doc%201.pdf
Contortionist Tongue	Dania Aya Alkhoul	Moon Tide Press	2020	
Borderlands: La Frontera	Gloria Anzaldua	Aunt Lute Books	1987	
Go Tell it on The Mountain	James Baldwin	Knopf Can be found in Study-Sync/adopted text	1953	

Bury My Heart at Wounded Knee	Dee Brown	Henry Holt and Company Can be found in Study-Sync/adopted text	1970	
The Best We Could Do	Thi Bui	Abrams Comic Arts	2017	
Sabado Gigante	Chacon, Daniel	Can be found in Study-Sync/adopted text, ,	2013	
Woman Hollering Creek	Sandra Cisneros	Penguin Random House LLC.	1991	
House on Mango Street	Sandra Cisneros	Arte Publico Press	1984	
Between the World and Me	Ta Nehisi Coates	Random House Books	2015	
Freeway 280	Lorna Dee Cervantes	University of Pittsburg Press	1981	https://poets.org/poem/freeway-280
Hunger: A Memoir of (My) Body	Roxanne Gay	Harper Perennial Can be found on Study-Sync/adopted text, ,	2018	
American Sunrise	Joy Harjo	WW Norton and Co.	2019	
Crazy Brave	Joy Harjo	WW Norton and Co.	2012	
My Body is not Your Battle Ground	Mohja Kahf	Can be found on Study-Sync/adopted text, ,	2016	https://www.marwinvos.nl/texts/my-body-is-not-your-battleground/
My Grandmother Washes Her Feet in the Sink at the Bathroom at Sears	Mohja Kahf	University Press of Florida	2003	https://www.poetryfoundation.org/poems/54253/my-grandmother-washes-her-feet-in-the-sink-of-the-bathroom-at-sears

<i>Vietnamese Americans: Lessons in American History</i> Anthology	by various authors (nonfiction)	Inc. Orange County Asian and Pacific Islander Community Alliance	2001	
Mountain Movers The Student Activism and the Emergence of Asian American Studies	Russell Jeung, Karen Umemoto, Harvey Dong, Eric Mar, Lisa Hirai Tsuchitani, Arnold Pa	UCLA Asian American Studies Center	2019	
An Indian Father's Plea	Robert Lake (Medicine Grizzlybear)	Education Week Can be found in Study-Sync/adopte d text	1990	https://www.edweek.org/leadership/an-indian-fathers-plea/1990/09
Beyond Heroes and Holidays	Enid Lee, Deborah Menkart, Margo Okazawa-Rey	Teaching for Change	2007	
A Voice	Pat Mora	Communion	1994	https://studylib.net/doc/25243594/a-voice---pat-mora
Born a Crime	Trevor Noah	Spiegel & Grau	2016	
SanTanas Fairy Tales	Sarah Rafael Garcia	Raspa Press	2017	
Infinite Divisions: An Anthology of Chicana Literature	Tey Diana Rebolledo, Eliana Suarez Rivero	University of Arizona Press	1993	
Looking for Palestine: Growing Up Confused in an Arab American Family	Najja Said	Penguin Random House Can be found in Study-Sync/adopte d text	2013	
In-Between Cultures, A Grandaughter's Advantage	Hayan Sharara	Can be found in Study-Sync/adopte d text		
The Hate U Give	Angie Thomas	Harper Collins	2017	
First They Killed My Father, A Daughter of Cambodia Remembers	Loung Ung	Mainstream Publishing	2001	

A Young Person's History of the United States	Howard Zinn	Seven Stories Press	2007	
News and Scholarly Articles				
Title	Journal	Authors	Vol/Issue/Date	Website
News from Native California	Blog/Journal	Various Authors	Quarterly	http://newsfromnativecalifornia.com/
Model Minority Myth again used as a wedge between Asians and Blacks	NPR	Kat Chow	19-Apr-17	https://www.npr.org/sections/codeswitch/2017/04/19/524571669/model-minority-myth-again-used-as-a-racial-wedge-between-asians-and-blacks
The School-to-Prison Pipeline	Learning for Justice Issue 43	Marilyn Elias	Spring 2013	https://www.learningforjustice.org/magazine/spring-2013/the-school-to-prison-pipeline
California Apologize to Chinese Americans	TIME	Ling Woo Liu	22-Jul-09	http://content.time.com/time/nation/article/0%2C8599%2C1911981%2C00.html
How to reduce negative stereotypes of Muslims in the media	Duke Today	Steve Hartside, Forrest Norman	29-Mar-17	https://today.duke.edu/2017/03/how-reduce-negative-stereotypes-muslims-media
Islam in America	PBS			https://www.pbs.org/opb/historydetectives/feature/islam-in-america/
Who are Arab Americans?	Arab American	Helen Hatab Samhan		https://drive.google.com/file/d/1-0xCOTLKiy2NKi9mO4cMbik6_nMFPwl/view
Civil Liberties and the Otherization of Arab Americans		Amaney Jamal		https://drive.google.com/file/d/1HcxQCGoarZX5IG329v1dn8aWOC9iaMwl/view

Hate Crimes Against American Muslims Most since 9/11	New York Times	Eric Lichtblau		https://www.nytimes.com/2016/09/18/us/politics/hate-crimes-american-muslims-rise.html
The School-to-Prison Pipeline: Time to Shut it Down	Mary Ellen Flannery	National Education Association	5 Jan 2015	https://www.nea.org/advocating-for-change/new-from-nea/school-prison-pipeline-time-shut-it-down
Little Saigon, a Cultural Heritage Site	Christy Ko Kim	Preserve Orange County	12 Feb 2020	https://www.preserveorangecounty.org/tracts/2020/2/13/little-saigon-conservation-of-a-cultural-community
Atlanta Attack Exposes Dangerous Sexualization of Asian Women	Soo Kim	Newsweek	18 Mar 2021	https://www.newsweek.com/georgia-atlanta-shootings-sexualization-asian-women-1577131
Decades After a Palestinian American was Assassinated in California, Two Suspects in His Killing are Living Openly in Israel	David Sheen	The Intercept	06-Feb-20	https://theintercept.com/2020/02/06/alex-odeh-bombing-israel/
Websites				
Title	Author	Organization		Website
The danger of a single story	Chimamanda Ngozi Adichie	Ted Talk		https://www.youtube.com/watch?v=D9lhs241zeg
October 1966 Black Panther Party Platform and Program		Sixties Project	1993	http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Panther_platform.html

Teaching Tolerance to help teachers		Teaching Tolerance		www.tolerance.org
Zinn Education Project		Zinn Education Project		https://www.zinnedproject.org/if-we-knew-our-history/whose-history-matters-faino
Same Love	Macklemore	Macklemore		http://www.youtube.com/watch?v=hIVBg7_08n0
This is what LGBTQ is like around the world		Ted Talk		https://www.ted.com/talks/jenni_chang_and_lisa_dazols_this_is_what_lgbt_life_is_like_around_the_world#t-592764
Coming Out Queer People of Color		Mini documentary		https://www.youtube.com/watch?v=EQ9ZITGXzOM
De Colores		Vimeo		https://www.youtube.com/watch?v=EQ9ZITGXzOM
What are some typical misperceptions and stereotypes Westerners hold about Islam and the Middle East and visa versa?		PBS		http://www.pbs.org/wgbh/globalconnections/mideast/questions/types/index.html
Stereotypes and American Educators		Arab American Anti Discrimination Committee		https://www.adc.org/arab-stereotypes-and-american-educators/

Films

Title	Author	Organization		Website
Smoke Signals	Sherman Alexie	Shadow Catcher Entertainment		