

Struggle, Resistance and Liberation

—

Social Justice

Ethnic Literature & Studies 12

Understanding the Principles and Virtues of the United States

Drawn from an examination of human nature, these principles and virtues shape the American republic with ordered liberty and help form the conscience of the nation.

Together, the principles and virtues bind a diverse, self-governing people together in communities and promote a healthy civil society.

The continuation of the American experiment in self-government requires we know and understand these principles and practice these virtues.

Understanding the Founding Principles

The foundations of the government of the United States are oriented around the ideas of liberty and equality as articulated in the natural rights tradition of John Locke and others. This tradition holds that, by nature of their existence, human beings possess rights, independent of any governing or societal power.

In the maintenance of these rights natural rights thinkers saw the greatest possibility for individuals to flourish through the freedom to direct their own lives.

The people maintain their freedom and rights through formal institutions of government and informal community traditions and institutions.

This maintenance requires the people to be vigilant and informed in order to ensure that these institutions are directed towards their right ends.

It was an understanding of these fundamental principles that informed the design of the United States Constitution and Bill of Rights.

Founding Principles

** These are the philosophical principles which provide the focus for the governing structure of the United States. **

Natural/Inalienable Rights: Rights which belong to humans by nature and can only be justly abridged through due process. Examples are life, liberty, and property.

Liberty: The power to think and act as one sees fit without restraint except by the laws of nature and interfering with someone else's rights.

Equality: All individuals have the same claim as human beings to natural rights and treatment under the law.

Justice: Having a political order that protects the rights of all equally and treats everyone equally under the law.

Justice

- Justice is the [ethical](#), [philosophical](#) idea that people are to be treated impartially, fairly, properly, and reasonably by the law and by [arbiters](#) of the law, that laws are to ensure that no harm befalls another, and that, where harm is alleged, a remedial action is taken - both the accuser and the accused receive a morally right consequence merited by their actions (see: [due process](#)).

“Social Contract”

Social contract theory, nearly as old as philosophy itself, is **the view that persons' moral and/or political obligations are dependent upon a contract or agreement among them to form the society in which they live.**

Thomas Hobbes: the social contract is where people give up certain rights to government in exchange for security and common benefits.

An agreement to have order in a society. To make rules for the common good.

Our Constitution can be seen as a fundamental social contract.

***We the People** of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

Social Justice

Social justice refers to a fair and equitable division of resources, opportunities, and privileges in society. Originally a religious concept (morality), it has come to be conceptualized more loosely as the just organization of social institutions that deliver access to economic benefits. It is sometimes referred to as "distributive justice."

- Social justice refers to the fair division of resources, opportunities, and privileges in society.
- It emphasizes fairness in how society divides its social resources.
- One of the most famous examinations of social justice is John Rawls' *A Theory of Justice* (1971).
- Gender inequality, racism, and LGBTQ+ discrimination are frequent subjects of social justice advocacy.
- Some applications of social justice, like critical race theory, have become embattled in the American culture wars.

Social justice is the belief that the social benefits and privileges of a society ought to be divided fairly.

Ethical Principles of Social Justice Today

Access: people should have equal access to education, health care, and employment opportunities.

Equity: resources are distributed in a way that addresses the specific needs of underprivileged communities or people.

Diversity: This means that not only should there be women and people of color in positions of power, but also that minority communities should be equally represented in public institutions.

Participation: the principle that everyone in a community should have a voice in making important decisions.

Human Rights: In addition to political rights, such as freedom of conscience, it also requires freedom from police abuse and respect for one's reproductive rights and bodily autonomy.

Areas of Focus Within Social Justice

Racial Equality

Gender Equality

LGBTQ+ Equality

Social Justice Activism

Activism means engaging in direct, vigorous action to support or oppose one side of a controversial issue. In this case, that activism is directed toward *social justice*, in which people have their human rights and freedoms respected, receive equitable treatment with regard to opportunities and resources, and are not discriminated against because of their class, gender, race, sexual orientation, and similar identity markers.

Types of Activism

Allyship: "an 'ally' is a term used to describe someone who is supportive of LGBT people."

Advocate: one who pleads the cause of another; one who defends or maintains a cause or proposal; one who supports or promotes the interests of a cause or group."

Activist: "one who pleads the cause of another; one who defends or maintains a cause or proposal; one who supports or promotes the interests of a cause or group."

Power and Promise of Social Justice Activism - Zohra Moosa

- https://www.ted.com/talks/zohra_moosa_the_power_and_promise_of_social_justice_activism



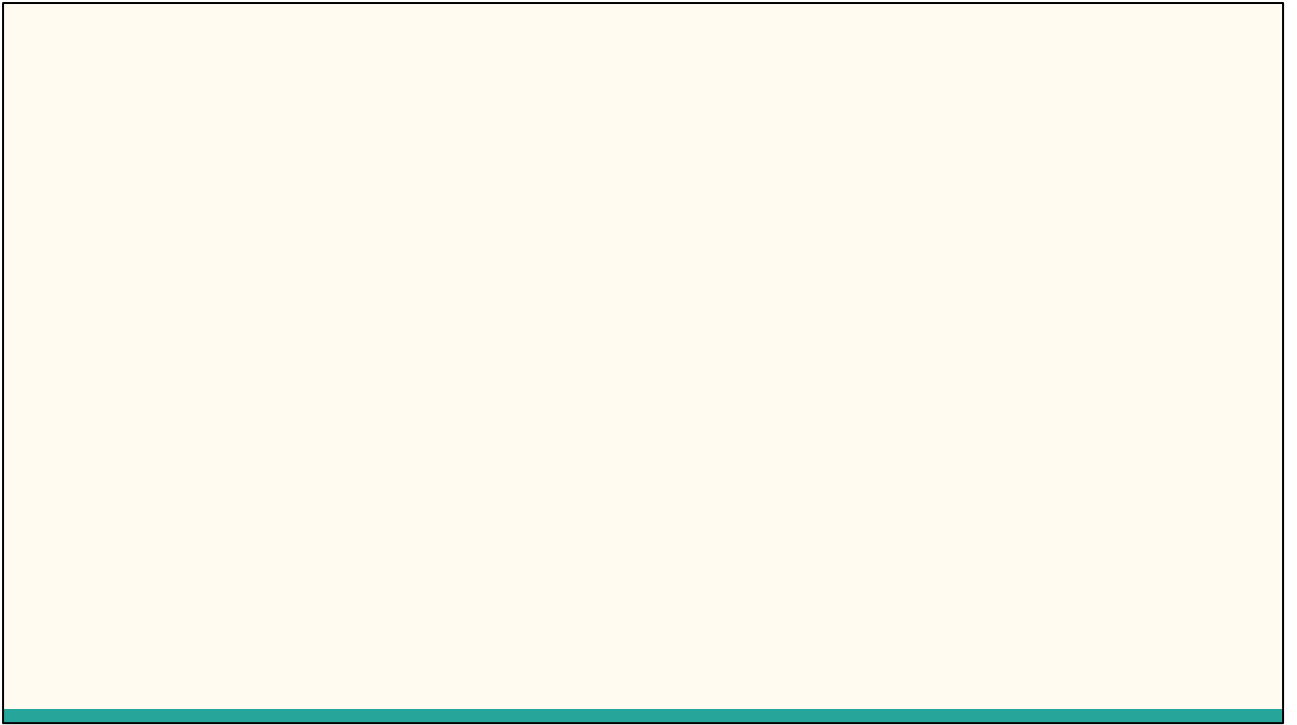
Let's Discuss...

- *How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?*
- *In what ways do individuals persevere against systems of oppression?*
- *How does one's identity contribute to the power they hold in society?*
- *How can individuals or groups of people overcome and dismantle systemic discrimination and marginalization, including systemic racism?*

Day 2

Types of Activism

- See <https://www.goodgoodgood.co/articles/types-of-activism>
- Among the 26 types of activism, choose two types of activism you were unfamiliar with and explain what you found interesting.
- Discuss Types of Activism:
 - Protests: demonstrations, boycotts, petitions, volunteerism, etc.
 - Hashtag activism
 - Kaepernick: https://www.adl.org/sites/default/files/believe-in-something-nike-kaepernick-and-social-change_0.pdf
 - <https://www.britannica.com/biography/Colin-Kaepernick>
 - Hip Hop Explore as assignment: <https://www.cnn.com/2017/12/31/politics/best-hip-hop-2017-politics/index.html>

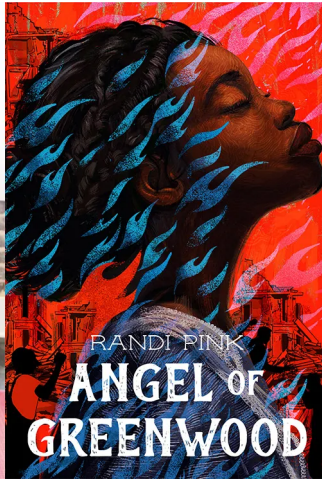


Angel of Greenwood

Randi Pink



Randi Pink



Born in [Birmingham](#), AL, author of three young adult novels.

Pink leverages her unique experience and southern roots.

She is a mother, wife, writer, an advocate, a fighter, a friend.

2013 Published first novel, *Into White*, which stemmed from an assignment from a children's literature course.

2019 Published her second novel, *Girls Like Us*, about women's rights and humanizing the faces behind abortion.

2021 Published her third novel, *Angel of Greenwood*.

Through a platform of encouragement, advice and love, she loves connecting with her community.

 [@randi_pink](#)

Step Outside of Your Comfort Zone - TEDEX



Background & Setting

In 1867, Nathan Bedford Forrest consolidated the Klan into the "Invisible Empire of the South." The Klan resurfaced again in the years preceding the First World War (1914).

In 1896 the High Court legitimized the notion of "separate but equal" societies in America.

The Ku Klux Klan fought to restore white supremacy utilizing intimidation and direct violence against black freedmen and white supporters.

1905, Greenwood, a section of Tulsa, was a small cluster of affluent Black-owned businesses known as "Black Wall Street," after land (formerly Cherokee land) was acquired from the government through land grants after the Emancipation.

1907, Oklahoma became a state, and began implementing strict Jim Crow-type race laws such as anti-miscegenation, segregated facilities, etc.

See <https://www.britannica.com/place/Black-Wall-Street>

Tulsa, OK

This level of very visible economic success and all it brought met with increasing alarm and retrenchment among white Tulsans including city officials.

In 1915, Nathan Bedford Forrest, General Secretary of the Sons of Confederate Veterans and founder of the Ku Klux Klan, visited Tulsa.

Subsequently, the city hosted the 28th Annual Sons of Confederacy Convention in 1918. Forrest was welcomed by one of the city's founders, W. Tate Brady who had modeled his own newly built Tulsa mansion after that of Confederate Gen. Robert E. Lee.

After returning from Europe at the end of World War I in 1917 and 1918, Black soldiers who had famously "closed ranks" to serve their country, came home to communities increasingly threatened.

Their visible efforts to secure freedom and equality were in direct opposition to the hardened system of white supremacy which everyday increasingly grew to a wave of retrenchment and attendant violence.

By the 1920 and through the decade, many elected officials, law-enforcement authorities, judges, business leaders, and teachers were members of the state's Ku Klux Klan. Tulsa's section boasted a women's auxiliary and youth chapter.

The system of segregation ironically allowed for wealth to increase within the Black community of Greenwood against a backdrop of systemic racial segregation, individual acts of terror, and extralegal lynching – bolstered by law.

Oklahoma alone suffered 99 lynchings between 1889 and 1921.

By 1921, the success of Greenwood and the Tulsa area had developed into a powder keg of racial resentment waiting for a spark to ignite.

“Black Wall St.” (coined by B. T. Washington)

“Black Wall Street,” former nickname of the Greenwood neighbourhood in Tulsa, Oklahoma, where in the early 20th century African Americans had created a self-sufficient prosperous business district.

Known as the most successful Black community in the United States.

Included a grocery store, doctors offices, real estate offices, a local newspaper, merchants, schools, and more.



Exterior view of Williams Dreamland Theatre (at 127 North Greenwood Avenue)



Exterior view of the Stradford Hotel (at 301 N Greenwood Avenue)





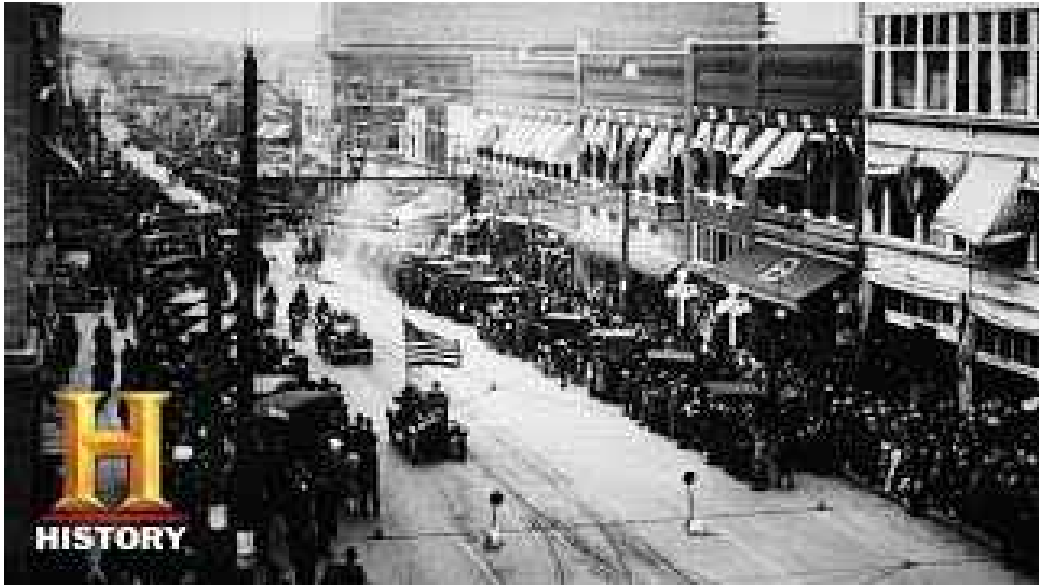
Return of Black soldiers from WWI







Greenwood section, Tulsa, Oklahoma



Synopsis

Isaiah Wilson is, on the surface, a town troublemaker, but is hiding that he is an avid reader and secret poet, never leaving home without his journal. **Angel Hill** is a loner, mostly disregarded by her peers as a goody-goody. Her father is dying, and her family's financial situation is in turmoil.

Though they've attended the same schools, Isaiah never noticed Angel as anything but a dorky, Bible toting church girl. Then their English teacher offers them a job on her mobile library, a three-wheel, two-seater bike. Angel can't turn down the money and Isaiah is soon eager to be in such close quarters with Angel every afternoon.

But life changes on May 31, 1921. Only then, Isaiah, Angel, and their peers realize who their real enemies are.

END

Essential Questions

- *How can individuals or groups of people overcome and dismantle systemic discrimination and marginalization, including systemic racism?*
- *Whose voices or perspectives have been historically emphasized when studying this topic/event? Whose voices or perspectives have been historically silenced or marginalized?*
- *How have individual and collective efforts challenged and overcome inequality and discriminatory treatment?*
- *In what ways do individuals persevere against systems of oppression?*
- *How does one's identity contribute to the power they hold in society?*

FRIDAY Discussion:

P. 147: Isaiah, Angel and Ms. Ferris all feel guilt when they ask the rhetorical question, “Why would an otherwise-capable man stay in bondage when he has a choice to leave it?”

- Based on what you’ve learned, how might you answer this question?
- What is the real reason they feel guilt?

P. 148: Analyze the meaning of the following quote: “... neither stolen innocence nor property [outweighs] stolen esteem for one’s own capabilities” (148).

May 31, 1921: Tulsa, OK

On May 30, 1921, a young Black teenager named Dick Rowland entered an elevator at the Drexel Building, an office building on South Main Street. At some point after that, the young white elevator operator, Sarah Page, screamed; Rowland fled the scene. The police were called, and the next morning they arrested Rowland.

By that time, rumors of what supposedly happened on that elevator had circulated through the city's white community. A front-page story in the *Tulsa Tribune* that afternoon reported that police had arrested Rowland for sexually assaulting Page.

May 31, 1921: Tulsa Riot or Massacre

Riot -

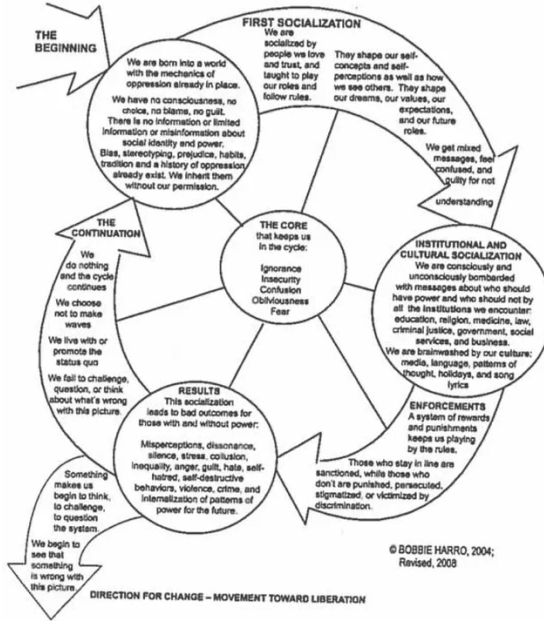
Massacre -

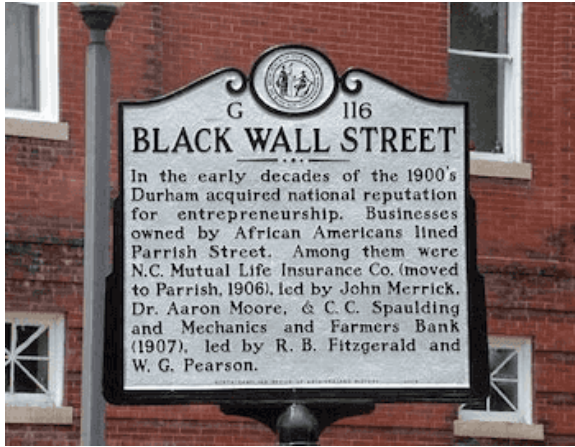
You be the judge. What is the dominant narrative vs counter narrative?



Cycle of Liberation

CYCLE OF SOCIALIZATION





Tuesday, January 3, 2023

Journal: Reflecting on your personal self, describe three lessons that you learned in 2022 and describe three lessons you hope to learn in 2023.

-Discuss

Check-in - Cool things?

NEWS

Argentina World Cup - coming to LA!

Pele - RIP

Jeremy Renner

Trump Taxes

George Santos

Speaker of the House - No vote?

CC - No camping enforcement

No principal

Wednesday, January 4, 2023

HW: Read A New Colossus

Thursday, Jan 5, 2023

Journal: Respond to the phrase “The American Dream” (10 min)

- get into groups (3-4) near you and discuss:

- What is the group’s overall impression about the American Dream?

-How were your opinions similar? How were they different?

-Q: Do YOU have an American Dream? If so, what is it? (15 min)

Now that you’ve thought about the American Dream, read The New Colossus (aloud)

Q: Does this poem still ring true today? (10)

Extra: How do you want to be when you grow up?

Friday, Jan 6, 2023

Watch TEDTalk: [Can The American Dream Be Achieved If You Are Not American? | Diego Corzo | TEDxFSU - YouTube](#)

- What surprised you?
- What impacted you?
- What troubles you?

TERMS: Deferred Action for Childhood Arrivals (DACA)

Discuss

Monday, Jan 9, 2023

Enrique’s Journey Recap

Watch:

La Bestia <https://www.youtube.com/watch?v=JMfUdb9QUpM>

PPT: Chapters of EJ

Tuesday, Jan 10, 2023

Return Books

Notes on the 4 Is of Oppression Assignment

On CANVAS

PART 1: Read the following document while taking notes on a sheet of paper:

The 4 Is of Oppression

[The Four I's of Oppression \(grcc.edu\)](https://www.grcc.edu/~lmcgovern/4IsOfOppression.pdf)

PART 2: The following tutorial is designed for teachers. However, it does an excellent job at teaching the 4 Is of Oppression. You will need volume to conduct this tutorial as well as the same notes from the reading in Part 1.

Take notes on information that will help you fully understand the framework. You are expected to know this framework well as we engage in next week's readings. Only go up up to the section called "Using the 4 Is." **I will collect your notes and grade you based on thoroughness and quality of notes.**

ADL Four Is of Oppression Lesson (up to the section "Using the 4 Is")

[Teaching the 4 I's of Oppression \(adl.org\)](https://www.adl.org/resources/lesson-plans/4-is-of-oppression)

Wednesday, Jan 11, 2023

Read: The Five Faces of Oppression by Marion Young.

Notes Assignment

Thursday, Jan 12, 2023

Return Notes of the 4 Is

Take out 5 Faces Notes (if not, open doc and familiarize yourself quickly)

Get into Groups of 4 (count 8) [15 min]

Watch: [JIM | Comedy Short Film by Chris Black | A Black Student Deals with Implicit Racism - YouTube](#) (7 min) [22 min]

In groups, analyze the film using the 5 Faces of Oppression.

Using the 5 Faces of Oppression, watch carefully to see where you might see some of these 5 faces operating in the scenario. Have paper ready to jot down ideas.

After the film, in your groups, discuss what each of you came up with. [15 min]

Class Discussion: Share out what you found.

NOTES on FILM

Exploitation - teacher uses Charles to read the n-word: the teacher's lesson "Profits" by not having a white person say the word aloud; but Charles is only used for this as he is asked to stop after each time.

Marginalization - being treated differently

Powerlessness -

Cultural Imperialism

Violence -

HW: Give Handout - write instances

Friday, Jan 13, 2023

Group Activity using HW and posters

In five groups (count to 5), share out ideas of various instances of the 5 Faces. Using post its, write out the ideas and post them on the corresponding poster. Next, do a Gallery Walk. Done. List will be made.

Let it Rip!

Wednesday, Jan 25, 2023

Read *I Forgot the Words to the National Anthem* - Seilsopour

-Answer Qs on Canvas

Native American Stereotypes

Thursday, Jan 26, 2023

Complete the PPT on Dysconscious Racism

Urban Outfitters article

Show other forms of inappropriate clothing -

Let it Rip!

Friday, January 27, 2023

SUB

Reading on Residential Schools - Canvas

Monday, Jan 30, 2023

[Blood drive absences]

Research Paper Prompt

Let it Rip! - using news articles from Thurs

Tuesday, February 1, 2023

PPT - Intro Indian Horse

General Quiz?

Research Paper prompt

Intro Indian Horse

Tuesday, January 31, 2023

Start Indian Horse

Monday, Jan 23, 2023

Get into groups of 4,

Read "Immigrants" by Pat Mora

- In groups of 4, discuss.

Discuss:

According to the poem, what does an American look like?

Where might this stereotype come from?

Who is “their” in line 1 and “they” in line 12?

What is implied in the speakers’ use of “speak” and “whisper”? Why?

What is the source of the parents’ “dark” fears? Does this exist today?

Why type of oppression(s) correlate with this poem?

What does this poem say about the American Dream?

Discuss as a class

PPT: Start at Slide 22-40: Assimilation vs Acculturation

Melting Pot vs Salad Bowl

America continues to be an experiment. It is based on an idea where we agree on certain agreed upon principles and norms. Can we reach a point where we can clearly define what it is to be American? Can we define what an American is if we live as a Salad Bowl?

What now?

HW: Read “The Real Problem with Native American Mascots”

Tuesday, January 24, 2023

Structured academic controversy: Navajo Designs

Friday, Jan 20, 2023

Monday, Jan 23, 2023

Discuss “The Real problem with...”

Show PPT

Read “Urban Outfitters” article

Call to end mascots (Psych Today)... <https://www.apa.org/pi/oema/resources/indian-mascots>

Cultural Appropriation of Indigenous: <https://hiplatina.com/indigenous-style-appropriated-uncredited/>

<https://floridaseminoletourism.com/cultural-appropriation-vs-cultural-appreciation/>

When Mascots are Removed

<https://www.washington.edu/news/2021/12/16/bias-against-native-americans-spikes-when-mascots-are-removed/>

Urban Court Decision: <https://www.thefader.com/2016/07/15/urban-outfitters-navajo-nation>

Tuesday, Jan 24, 2023

Missing Children in Canada - articles

Intro - Indian Horse

Use the Five Faces of Oppression for analysis

Friday, Jan 27, 2023

End Movie

Dominant Narrative?

Visual Interpretation: Show a picture

1. Examine only observations of pic.
2. Read the Dominant Narrative definition (students write)
3. Read the Counter narrative definition
4. Which picture represents the dominant narrative? Counter narrative?

Use media content to show these narratives: ex: show pictures and ask which continent?
Ask, who does the dominant narrative serve? How does it reinforce white supremacy?
News. Refugees from Ukraine but did we accept refugees from Sudan, Syria, Haiti?

Watch the video about the soccer boy being deported. Oppression?

Miss Representation - a system of power

Power of the Media - oppressive

[How Social Media Can Silence Instead Of Empower \(forbes.com\)](#)

[Power Privilege and Oppression - YouTube](#)

Immigrant interview?

Check in with Students

<https://jamboard.google.com/d/1EJv4htgtTRX3khCmW7exVuPw2KdqVyjxiNGB2cbvPKI/viewer?f=1&pli=1>

Podcasts (Variety)

<https://www.youtube.com/playlist?list=PLJ8cMiYb3G5fR2kt0L4Nihvel4pEDw9od>

[The American Dream Value Menu | Harrison Scott Key | TEDxSavannah - YouTube](#)

['My people have always been here': A Native American wants you to know her American dream - YouTube](#)

[Does the American Dream include Black Communities too? - YouTube](#)

Patel movie?

RESISTANCE UNIT

https://media.newsela.com/article_media/extra/Black_History_Month_Lessons_Resistance_and_Liberation.pdf

LESSON 1: What is justice? Liberation? How do you define struggle?

Journal + Discuss

Define terms

Image analysis: Introduce: Use the Image Analysis graphic organizer

https://media.newsela.com/article_media/extra/2018-1-Image-Analysis.pdf

(included on next slide) to record your thoughts about this photo

https://nails.newsela.com/s3/newsela-media/article_media/2018/02/lib-convo-sanctuary-cities-fugitive-slaves-bdf649d7.jpeg?crop=0%2C77%2C1343%2C832&height=497&horizontal_focal_point=center&vertical_focal_point=center&width=885

from one of the included articles. Post a few of your responses on

Read and Learn: As you closely read, Before sanctuary cities, how black Americans protected fugitive slaves highlight efforts to gain freedom for African Americans.

<https://theconversation.com/before-sanctuary-cities-heres-how-black-americans-protected-fugitive-slaves-72048>

Annotate questions and connections that arise. -Group work?

Discuss: Share your annotations on your group, and discuss answers to the following questions.

Note the differences or similarities of your ideas with your peers':

- What do these stories show about the resilience of African Americans who were once enslaved?
- What were a fugitive enslaved Africans and free Black Americans truly seeking?
- What connections do you see between kidnapping clubs and issues around police brutality today?
 - Connect with struggle and resistance.

Create: Research and design a Virtual Museum exhibit that displays a timeline representing the journey from enslavement to freedom.

LESSON 2:

Introduce Booker T Washington & WEB Dubois - make PPT

- How they struggles, resisted, found liberation

READ: Booker T Washington: [Booker T. Washington | Tuskegee University](#)

<https://www.blackpast.org/african-american-history/1895-booker-t-washington-atlanta-compromise-speech/>

READ: Excerpt from Up From Slavery (1901 Autobiography) [Rosenwald3.pdf \(nh.gov\)](#)

READ: Character Building (Growth is good too) - BT Washington eBook [The Project Gutenberg eBook of Character Building, by Booker T. Washington.](#)

EXTRA

BT Washington quotes: [Top 15 Quotes to Remember by Booker T Washington - Tom Joyner Foundation](#)

[Booker T. Washington Quotes \(Author of Up from Slavery\) \(goodreads.com\)](#)

READ:

Intro

Other Lessons

Explore Songs of Resistance

Other Readings

<https://newsela.com/read/lib-ushistory-black-native-resistance/id/30646/>

<https://newsela.com/read/school-fights-for-racial-equity/id/44370/>

<https://newsela.com/view/ck9noon4g088s0iqj898bb70a/?levelId=ck7ecxtxc16w914p7dyxrhcwq>

<https://newsela.com/read/lib-organizations-civil-rights-movement/id/52202/>

Wednesday, February 9, 2023

Accept research papers

Relax

Thursday, February 10, 2023

Do Research Paper - Reflection (CANVAS)

In groups of 4, share responses with each other.

Large group: what did you hear?

Monday, February 13, 2023

Equity vs Equality Lesson

- (see <https://culturesofdignity.com/blog/navigating-politics-lesson-plans/equity-and-equality-lesson/>)

Tuesday, February 14, 2023

PPT: Basic Rights of citizens, constitution and Declaration of Ind promises, social contract, define justice, define social justice,

<https://edtechbooks.org/democracy/principles>

- Power and Promise of Social Justice Activism:
[https://www.ted.com/talks/zohra moosa the power and promise of social justice activism](https://www.ted.com/talks/zohra_moosa_the_power_and_promise_of_social_justice_activism) Q: Where do you think social justice is needed?
- Types of Activism:
 - Protests: demonstrations, boycotts, petitions, volunteerism, etc.
 - Hashtag activism
 - Kapernick: https://www.adl.org/sites/default/files/believe-in-something-nike-kaepernick-and-social-change_0.pdf
 - Hip Hop


Read: Types of Activism, American Social Movements, take notes on PPT

Please Read: <https://www.goodgoodgood.co/articles/types-of-activism>

- Among the 26 types of activism, choose two types of activism you were unfamiliar with and explain what you found interesting.

- Which type of activism do you believe is most effective? Explain

or of Black History Month, please watch the Youtube video of

Clint Smith - Rap & Hip Hop and Black American History

<https://www.youtube.com/watch?v=RHCA5b9TkVg>

Watched PBS: Fight the Power Documentaries: Under Siege and The Foundation

Tuesday, February 21, 2023

- .

Wednesday, February 22, 2023

Types of Activism - cont PPT

Read about American Social Movements

Thursday, February 23, 2023

How much do you value freedom, liberty and democracy? Explain.

-Discuss

Happy Birthday: WEB Dubois

Go over Types of Activism - see/open article

Go over American Social Movements - see/open article

What surprised you?

PPT: Resistance (Slide 16-36)

Friday, February 24, 2023

Finish Slides PPT

Your notes should reflect equity/equality, social justice, types of activism, American social movements.

Share: types of social justice jobs: <https://careers.uw.edu/blog/2021/07/30/working-in-social-justice-why-90-of-people-would-sacrifice-money-for-meaning-with-example-career-paths-shared-article-from-indeed-career-guide/>

<https://onlinedegrees.sandiego.edu/social-justice-careers/>

Monday, February 27, 2023

Write up: Honors vs College Prep

Booker T Washington vs WEB Dubois

-
- PPT: bios of Washington and Dubois; time period; issues of the day; accomplishments; known works; public reception, memorable quotes
- WATCH: https://www.youtube.com/watch?v=L_uXk4DZLQA

HW: Read and Outline the main points of each essay

READ: for a background on Reconstruction

[https://www.history.com/topics/american-civil-war/reconstruction#:~:text=Reconstruction%20\(1865%2D1877\)%2C,people%20into%20the%20United%20States.](https://www.history.com/topics/american-civil-war/reconstruction#:~:text=Reconstruction%20(1865%2D1877)%2C,people%20into%20the%20United%20States.)

- READ: Excerpt from **Souls of Black Folk** (Dubois)
- The Forethought & Of Our Spiritual Strivings: <https://www.gutenberg.org/files/408/408-h/408-h.htm#chap03>
 -
- READ: Read *Helping Others* & *The Highest Education* Excerpt from **Character Building** - BT Washington eBook [The Project Gutenberg eBook of Character Building, by Booker T. Washington.](https://www.gutenberg.org/files/408/408-h/408-h.htm#chap03)

Tuesday, February 28, 2023

- COMPARE & CONTRAST Washington vs Dubois - Venn
- Determining Preference: Whose advice do you mostly agree with?
 - Have students pick a favorite
- Reflection: Booker T Washington firmly believed in, while WEB Dubois believed in Do you find a preference for one of these figures more appealing than the other? Explain your answer.

Thursday, March 2, 2023

In groups of 3-4, go to PAGES, see Further Resources on Dubois & Washington

READ: WEB Dubois: <https://www.ushistory.org/us/42e.asp>

READ: Booker T: <https://www.ushistory.org/us/42d.asp>

- Create VENN Diagram (do it together!) - each student creates one; use notes, readings, and each other.

Class Discussion

- Determining Preference: Whose advice do you mostly agree with?
 - Have students pick a favorite
- Canvas Reflection: Booker T Washington firmly believed in, while WEB Dubois believed in Do you find a preference for one of these figures more appealing than the other? Explain your answer.

- COMPARE & CONTRAS T Washington vs Dubois - give Venn

Journal: How active have you been? In what ways have you served as an activist for a cause? What causes can you see yourself supporting in the future?

Colin Kapernick?

Monday, April 10, 2023

Journal: How active have you been? In what ways have you served as an activist for a cause? What causes can you see yourself supporting in the future?
-discuss

Finish Presentations: ??

Return Essays

Meet with “dropped quotes” students

Meet w/ plagiarism students

Survey: Angel of Greenwood (make Google form)

Talent Show April 21

39 days until Prom

60 days until graduation

Tuesday, April 11, 2023

Please take the Angel of Greenwood Review Google form - 20 minutes

Psychology of Citizenship and Civic Engagement - Group Activity - Start today by forming groups of 4. Count to 8.

Wednesday, April 12, 2023

Finish Assignments from Yesterday

Show ASB Video

Announce Drag Show

Watch “Reflections”

Meet with Students about grade

Thursday, April 13, 2023

PPT - YPAR

Show: PPT on YPAR

Begin by taking an interest inventory - areas of interest - topics you're interested in - passionate about - want to learn more about.

Show examples of past students: Civic Action Projects

READ: <https://www.benjerry.com/whats-new/2018/05/youth-activists>

<https://www.kqed.org/lowdown/30275/the-kids-are-all-right-a-timeline-of-youth-led-movements-that-changed-the-nation>

Doing Further Research: In groups of 2, choose one of these movements and dissect:

Who were the leaders?

How did the movement begin?

What was the main cause of the movement?

What action did youth take?

What outcomes resulted?

Wednesday, April 13, 2023

Develop overview of movement and share out

Thursday, April 14, 2023

Finish sharing out

Choosing an area of concern: human, social, environmental, economic, technological, political, historical, etc.

Finding and building coalitions within the classroom - create small groups

Thursday, April 20, 2023

Sub Plans - Hiring committee

Friday, April 21, 2023

Take out Chromebooks - Proposal #1

Using the posters around the room, please go and seat yourselves in that vicinity. Next, look at who you are. These are people who believe strongly about an issue as you do.

Please share out your idea. Everyone else listen. Take note of what you hear. Listen to the reader's concern. See if your concern gels well or seem to relate to perhaps your idea.

When finished, ask students to make offers to each other if you think you should work together. Remember, you're not deciding the course of action yet, you're building community.

Take note of teams: write team names on an index card along with the issue/problem you will design a YPAR project around.

Monday, April 24, 2023

In teams, give the assignment sheet for designing the YPAR project.

Go over Investigation

Types of Research

Tuesday, April 25, 2023

Give update on MOVE

Give update on status of research

Watch YPAR Example - listen to what she says about language

<https://youtu.be/6D492AP9JP4>

Discuss

Search: YPAR Berkeley

Show HUB and Spotlights

Continue Research

- I will come around

ESSENTIAL QUESTIONS:

- *How do we develop a better understanding of other people, cultures, and ethnic groups? Why is this important?*

- *What role do you and I play in the transformation of ourselves, our community and our larger society?*
- *To what extent have members of your community tried to achieve social or political change? To what extent were they successful?*
- *What is civic engagement? What does civic engagement look like?*
- *How can civic engagement lead to or contribute to social change?*
- *How have different ethnic groups contributed to your community?*

Can reels be amplified on screen?

How is social media influencing social change in America and the world?

- find examples
- What do you find effective

Find a current grassroots movement - define each

Find a statewide movement

Find a national issue

Theoretical Foundations

Lee Anne Bell

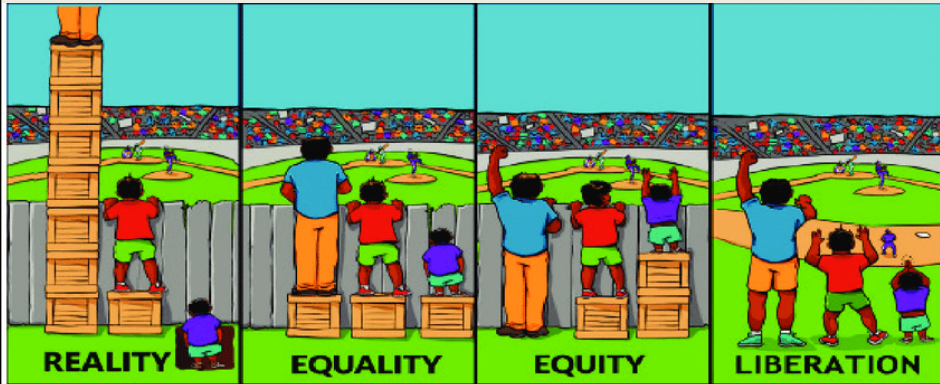
What does *social justice* mean to you?

According to Bell...

- **Social justice** is...
 - A process and a goal.
 - The equal participation of all groups within a society
 - Distribution of resources is equitable.
 - All members of society are physically and psychologically safe and secure.
 - Individuals can reach their full potential
 - Interact democratically
 - Involves “actors who have a sense of their own agency... social responsibility toward others and the world”

Equality vs. Equity

- *Equality* has to do with giving everyone the exact same resources
- *Equity* involves distributing resources based on the needs of the recipients



Theoretical assumptions of *Readings for Diversity and Social Justice* (textbook)

- The world is “steeped in oppression”.
- *Oppression*: the exercise of power in a burdensome, cruel, or unjust manner; the act of oppressing, or the state of being oppressed.
- Oppression operates at the individual, cultural, and institutional levels.
- Conceptual frameworks help us make sense and act more effectively against oppressive circumstances.

Defining Features of Oppression

- Pervasive
- Restrictive
- Hierarchical
- Complex, multiple, cross-cutting relationships
- Internalized
- Shared and distinctive characteristics of “isms”

*Complexity of Identity:
Who Am I?*

Beverly Daniel Tatum

Complexity of Identity: Who Am I? (Tatum)

- Identity is complex shaped by individual characteristics, family dynamics, historical factors, and social and political contexts.
- Begins in adolescence.
- Employs a “process of simultaneous reflection and observation, a process taking place on all levels of mental functioning.”
- The individual just as he/she perceives others perceive him/her

Personality Development in Childhood



Theory of Oppression

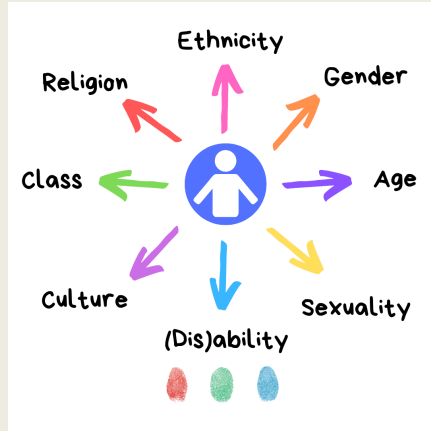
The theory of oppression by which your textbook is framed relies on the social justice work on the broad themes of:

- Racism
- Classism
- Sexism
- Multiple Issues (*intersectionality*)

Intersectionality

- A concept developed from *critical race theory* and *gender studies* by Kimberly Crenshaw in 1989.
- Definition: The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group.
- Oppression affects individuals uniquely based on their intersectionality.
- *Example*: A low-income, Black, Muslim woman vs. a wealthy, White, Christian, gay man. Both experience oppression but at different levels and circumstances.

Intersectionality



***Complexity of Identity:
Who Am I?***

Beverly D. Tatum

Who Am I? Multiple Identities

- Who are you?



- The answer largely depends on how the world around us sees us.
- Our identity is reflected back to us in the interactions with others as they see us.



- What do I learn from the media about myself?



- How am I represented in the cultural images around me?



Who am I?

- Did I grow up speaking English only?
- Did I live in an urban or rural community?
- What has my social context been?
- *The process of integrating the component parts of our self-definition is indeed a lifelong journey.*

Domination and Subordination

- In US society, people are commonly defined as **Other** on the basis of race or ethnicity, gender, religion, sexual orientation, socioeconomic status, age, and physical or mental ability. Each of these categories has a form of oppression associated with it: racism, sexism, religious oppression/anti-Semitism, heterosexism, classism, ageism, and ableism.”
- The **Other**: The idea of ‘*otherness*’ is central to sociological analyses of how majority and minority identities are constructed; the state of being different from the majority identity group.

Domination and Subordination cont.

- When examining our multiple identities, we find that most of us have both dominant and targeted (disadvantaged) identities; our dominant identities often go unnoticed.
- “Dominant groups set the parameters within which the subordinates operate.”
- “The relationship of the dominants to the subordinates is often in which the targeted group is labeled as defective or substandard in significant ways.”
- “The truth is that dominants do not really know what the experience of the subordinates is. In contrast, subordinates are very well informed about the dominants.”

continued...

- “The dominant world view has saturated the culture for all to learn.”
- “... dominant access to information about the subordinates is often limited to stereotypical depictions of the 'other.’”
- These stereotypes can be “internalized by the subordinates, leading to self-doubt or, in its extreme form, self-hate.”

Tatum's Conclusion

- **Tatum Conclusion:** “There is a need to acknowledge each other's pain, even as we attend to our own.”
- “The task of resisting our own oppression does not relieve us of the responsibility of acknowledging our complicity in the oppression of others.”
- “Our on-going examination of who we are in our full humanity, embracing all of our identities, creates the possibility of building alliances that may ultimately free us all.”

