



DO NOW: Share what you  
would do in the chat!

**YOU INHERIT THIS**



**DO YOU KEEP OR SELL?**

## Developing Practice through an Ethnic Studies Lens



Art by Shepard Faire



# Land Acknowledgement



Whose land are you on?  
What land is your family coming from?  
Who is an ancestor you would like to  
bring with you as we do this work today?

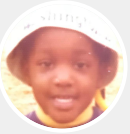


Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams and energy to making the history that led to *this moment*. Some were brought here against their will, some were driven to leave their distant homes, and some have lived on this land for more generations than can be counted. *Truth* and *acknowledgement* are critical to building mutual respect and connection across all barriers of heritage and difference. We begin to honor the truth by acknowledging that we are on the ancestral lands of the Kumeyaay People. We pause to reflect on the legacy of displacement, migration and settler colonialism that bring us together today.





# Community Agreements



- Live into your values
- Seek to understand by listening without judgement to every member of your brave space, accepting others' realities
- Examine what you think you know - inviting voices that push you beyond comfort
- Speak for yourself and do not make assumptions about others
- Be explicit - don't use coded language. Own your intent and your impact.
- Ask questions of others when you are unsure of what they are intending to communicate
- Call each other in, not out
- Be patient and flexible, persisting even when the work is difficult or messy.
- Take care of yourself





June 9th, 2015

**SDUSD School Board**  
Passes Resolution to  
establish **Ethnic  
Studies Advisory  
Committee**

April 11th, 2019

SDUSD board votes to make **Ethnic Studies** a graduation requirement.

2020 - 2021

## The Multi-Year Plan Continues:

- \*Courses
- \*Capacity Builders
- \*Professional Development
- \*Graduation requirement begins for Class of 2024





# Learning Outcomes

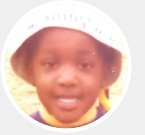


- I understand what Ethnic Studies is and I am able to articulate that understanding to others (students, teachers, leadership)
- I can make connections with ethnic studies to QLI/QTP's, critical self awareness, multilingual learners, students with disabilities and restorative justice practices--all with an ABAR framework
- I can understand the importance of centering my practice through an Ethnic Studies lens





# Road Map



Storying

What is  
Ethnic  
Studies?

Scavenger  
Hunt

Final  
reflections

In Lak'ech







**Drop in the chat**



Why doesn't the eagle fly?

How does this story remind you of yourself? Our students?

How do we get the eagle to fly again?





Clips from  
SDUSD, Precious Knowledge &  
Little Manila Rising





# What is Ethnic Studies?

ES is the study of the perspectives, knowledge, experiences, and contributions of people of color within the context of **indigeneity** and **roots, colonialism, hegemony, and regeneration** (Tolteka Cuauhtin, 2019). Its purpose is the development of:

Positive  
academic  
identities

Positive  
social  
identities

Respectful  
engagement  
with diverse  
people

Social  
justice  
conscious-  
ness

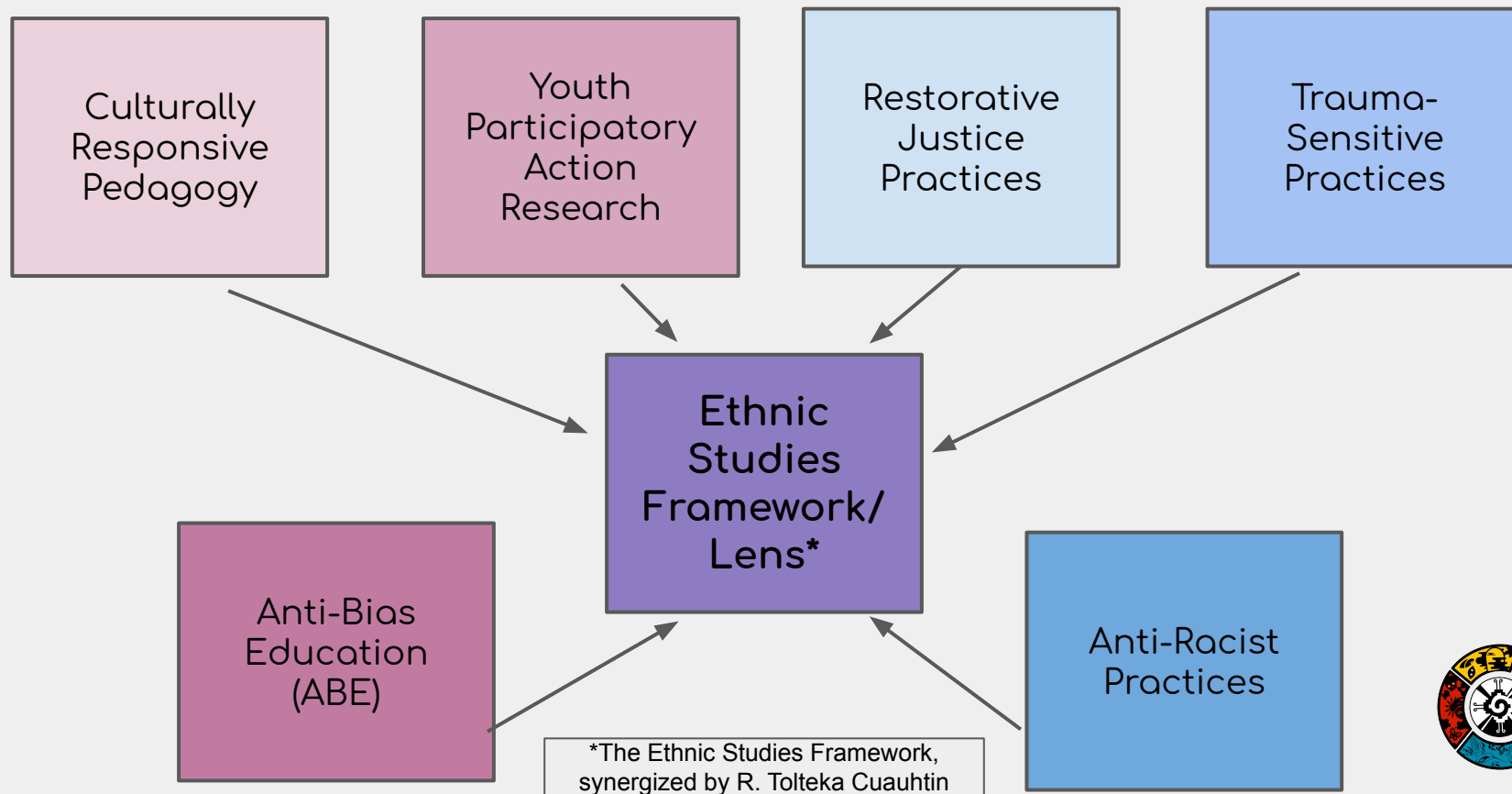
Social  
justice  
action

(Sleeter, Acuff, Bentley, Guzman Foster, Morrison, & Stenhouse, 2019)



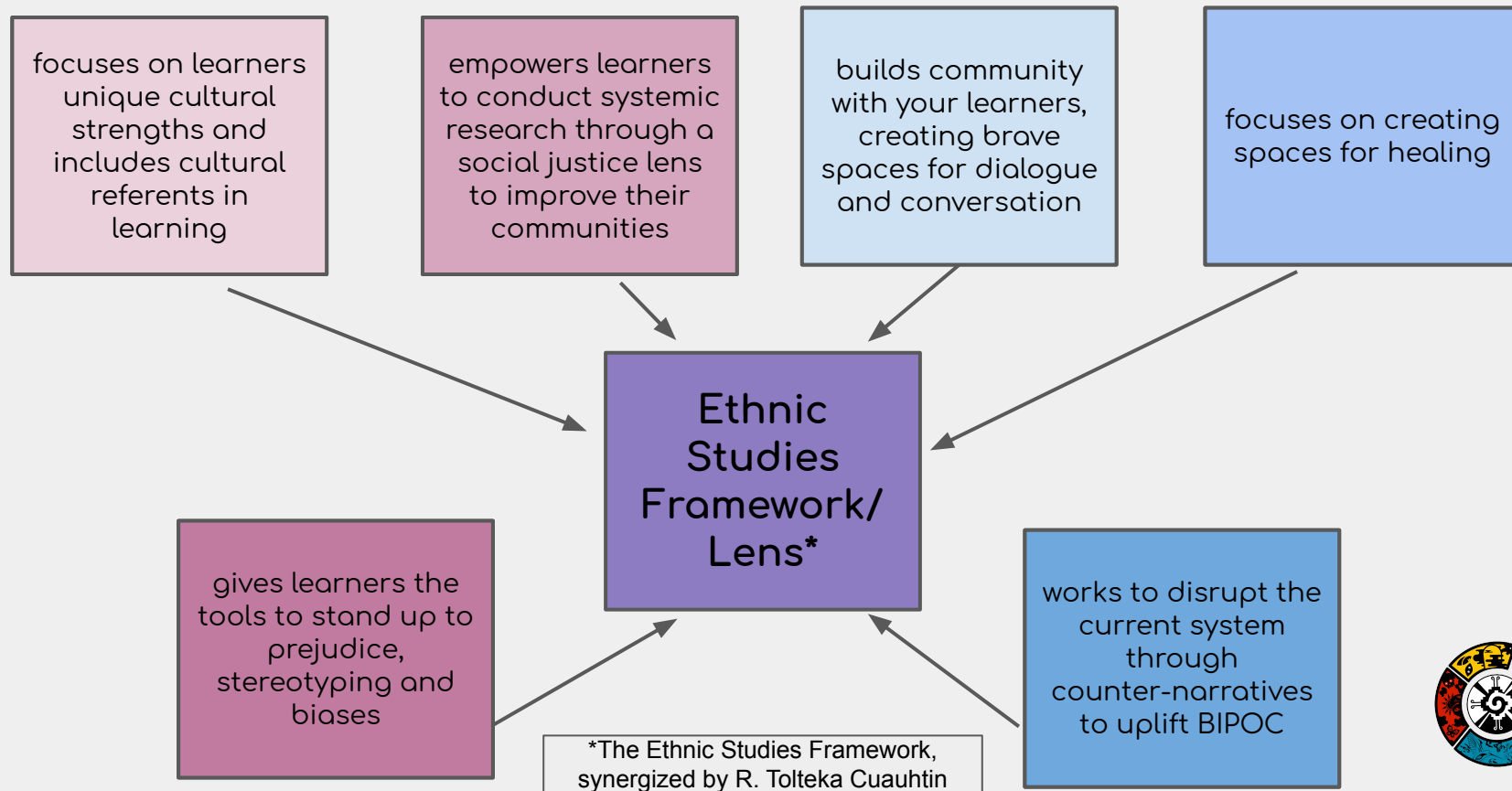


# How do all of these Practices Connect?





# How Do all of these Practices Connect?







# Ethnic Studies Double Helix

## HUMANITY

Who are we as holistic human beings and communities?



## CRITICALITY

How do we understand ourselves and our world better to help bring about transformational change?





# Developing an Ethnic Studies lens



Multicultural  
Education

Culturally  
Relevant/Responsive  
Practices

(Ladson-Billings, Gay)

Ethnic Studies  
CxRxPx  
(Cuauhtin)







# Let's Connect!



It's time to process with each other.  
Reflecting on what you now know about Ethnic Studies,  
We will get into breakout rooms and discuss:

What strikes you?

What questions emerge?

What connections can you make?



Before leaving, click on link in chat for  
a resource to help anchor your discussion!





# Recap - What is Ethnic Studies?



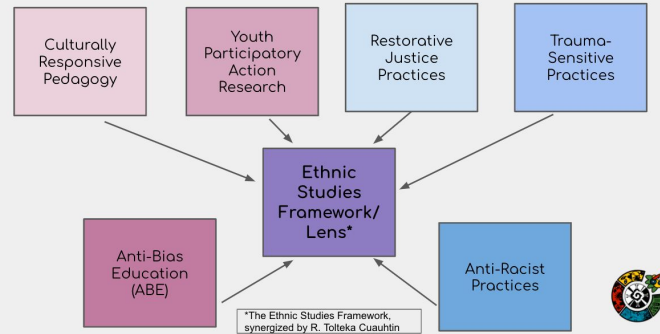
Impact

Theory

Practice



## How Do all of these Practices Connect?

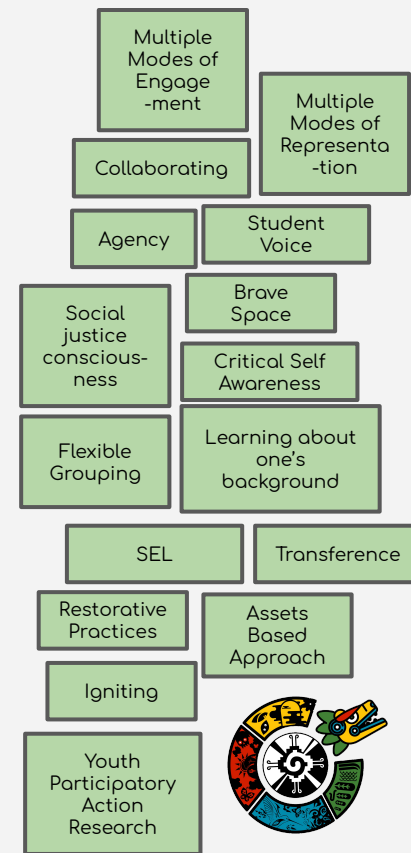




# What does a day in an Ethnic Studies Classroom look like?



You will engage with a narrative about an Ethnic Studies classroom by “hunting” for connections to the ideas and concepts that were covered during Kick Off week.





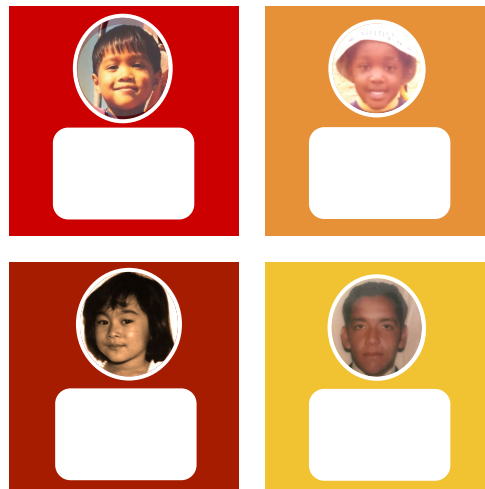
# "Day in the Life" Scavenger Hunt



## Step 1: Build Community

Introduce Self - Name, pronouns, role in district, check in with your mood and energy level

You will be put into breakout rooms in groups of 4





# "Day in the Life" Scavenger Hunt



Each part of the reading is labeled with a #

## Step 1: Build Community

Introduce Self - Name, pronouns, role in district, check in with your mood and energy level

## Step 2: Assign Roles

Your group will jigsaw the reading. There are 4 parts. Agree which parts that each will read.

### A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt

[Part 1]

Ana, a 9th grade student, walks into her ethnic studies classroom. Immediately she is greeted by her teacher Ms. Shakur with a fist bump, eye connection, and a "Welcome Ana." The teacher connects with each student as they walk into the space, mindful that each individual holds value, importance, and sacredness. All students come with different lived experiences and challenges, and equally important each have assets and funds of knowledge. Ms. Shakur realizes that each student brings these aspects into the classroom and welcomes them, ALL of them.

As Ana finds her seat in the classroom, she has the opportunity to sit in a space arranged to promote dialogue, discussion, and co-teaching. On the wall she sees academic vocabulary such as oppression, ideology, institutional, interpersonal, internalized, colonialism, and a list of other terms. There are lesson objectives that state, "1. Students will examine how perceptions shape systems, as well as how systems shape society. 2. Students will examine Western and non-Western beliefs and systems." There are pictures and images on the walls related to the current themes of the unit, and charts that support various classroom processes and protocols that the students can refer to. In the front of the classroom there is a Land Acknowledgement poster offering thanks and recognition to the original caretakers of the land in San Diego, the Kumeyaay.

### A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt

[Part 3]

In order to provide extra access to the task directions, Ms. Shakur displays the slide and refers to it on occasion. The students begin to work by reading the text and completing the graphic organizer. Because Ms. Shakur is mindful about literacy and accommodations, she recorded a read aloud of the articles if any student needs or prefers this format. She also points students to the annotation chart on the wall, supporting students with reading and text analysis protocols.

As Ms. Shakur moves throughout the room, she notices students reading attentively. She also sees students completing the graphic organizer. She approaches Nick, one of her Native students. He is examining an illustration from the "Mitakuye Oyasmin - To All My Relations" article. Ms. Shakur prompts, "Do you think that medicine wheel illustration is similar to what you shared about the Navajo concept of Hózhó?" She is intentional about her approach with Nick. He is an emerging multilingual whose primary

### A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt

[Part 2]

"Alright class, today's learning objective is a continuation of yesterday. Our essential question is, "Does the earth belong to us or do we belong to the earth?" Let's start with our cultural energizer. On this side of the classroom is AGREE and the opposite side is DISAGREE. This is a forced choice activity. In this activity you will need to walk to the side of the room that best fits your belief."

Ms. Shakur uses a series of slides to provide students with visual images. On the first slide is a picture of a huge tree in a park. The picture shows that someone has largely carved their initials on the tree. Ms. Shakur prompts the class, "Carving your name on a tree is no big deal. AGREE/DISAGREE?" The students in the class begin to walk to their chosen sides. She continues by showing the next slide. It is a picture of a wall with graffiti. She states aloud, "Writing your name on a public wall is no big deal. AGREE/DISAGREE?" The students once again walk to their chosen side. Ms. Shakur continues to show 6 more slides. Her slide deck consists of other pictures such as political signs plastered all over a street corner, huge alcohol billboards in communities, the U.S./Mexico border wall, oil pipelines, and deforestation. At strategic points throughout this activity, Ms. Shakur has her students pair share with individuals around them or she holds a whole group discussion allowing students to share perspectives. She listens to students articulate their perspectives about property, land ownership, rights to land, capitalism, economic privilege, and the interpretation of law.

### A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt

[Part 4]

After the allotted time, Ms. Shakur brings the class back together. The students re-arrange the chairs and are tasked with a quick discussion reflection activity. She reminds, "Please take 2 minutes to complete the group discussion reflection tool towards the bottom of the graphic organizer. This is your opportunity to reflect on how everything went. How did your group do? How was your participation in the discussions? Were you able to get your questions answered? Did everyone use the discussion protocols?"

For the remainder of the class, the students are paired up with a classmate that read the opposite article. During this activity the students share in the responsibility of co-teaching and articulating content understanding. Students share their graphic organizers and highlight the main talking points of the article. Ms. Shakur moves around the room listening to students.

Co-teaching is an integral part of Ms. Shakur's class. She holds a belief system that students are not "empty vessels" waiting passively for the teacher to deposit information and knowledge. Co-teaching invites voice, agency, and active learning while providing opportunities for students to learn in ways that reflect their realities.

At the end of class, Ms. Shakur provides the students with the following exit slip:





# "Day in the Life" Scavenger Hunt



## Step 1: Build Community

Introduce Self - Name, pronouns, role in district, check in with your mood and energy level

## Step 2: Assign Roles

Your group will jigsaw the reading. There are 4 parts. Agree which parts that each will read.

## Step 3: Explore

Decide on a timekeeper.

On your own, take time to read your section

(4 minutes)

Give yourselves ~4 minutes to read

**A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt**

[Part 1]

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As Ana finds her seat in the classroom, she has the opportunity to sit in a space arranged to promote dialogue, discussion, and co-teaching. On the wall she sees academic vocabulary such as oppression, ideology, institutional, interpersonal, internalized, colonialism, and a list of other terms. There are lesson objectives that state, "Students will examine how perceptions shape systems, as well as how systems shape society." Students will examine Western and non-Western beliefs and systems." There are pictures and images on the walls related to the current themes of the unit, and charts that support various classroom processes and protocols that the students can refer to. In the front of the classroom there is a Land Acknowledgement poster offering thanks and recognition to the original caretakers of the land in San Diego, the Kumeyaay.

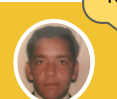


**A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt**

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I'll be time keeper!

**A Day In the Life: Ethnic Studies in the Classroom Scavenger Hunt**

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At the end of class, Mr. Shukur provides the students with the following exit slip:





Tip: Make comments on your google doc to keep track of what you find.



As Ana finds her seat in the classroom, she has the opportunity to see a space arranged to promote dialogue, discussion, and co-teaching. As she sees academic vocabulary such as oppression, ideology, interpersonal, internalized, colonialism, and a list of other terms, she reads lesson objectives that state, "1. Students will examine how power and systems, as well as how systems shape society. 2. Students will examine Western and non-Western beliefs and systems." There are posters on the walls related to the current themes of the unit, and to support various classroom processes and protocols that the students will use. In the front of the classroom there is a Land Acknowledgement poster offering thanks and recognition to the original caretakers of the land, San Diego, the Kumeyaay.

The bell rings and everyone recites in unison, "En Lak'osh, **you are my other me...**"

After En Lak'ech, Ms. Shakur shares with the class, "Hey folx, let's take some time to orient, ground, and center. Let's start with some diaphragm breaths. Take a nice deep breath inhaled. 1...2...3, let's hold, 1...2...3. Perfect let's do that again..." Ms. Shakur releases the breathing exercise for a minute, allowing individuals to close eyes and own breathing rhythm, and to explore their own sense of orientation.

"Ok, class if your eyes are closed, please open them. We are going to be looking around the room. Take a look around you... Let your eyes wander throughout our classroom space. Maybe you are looking to the back of the room? I invite you to look behind you... Wherever your eyes are looking, I invite you to allow them to land and freeze somewhere. Try eliminating breath, allowing arms time to explore where your eyes land. What do you see?" Ms. Shakur pauses for a few seconds, then says, "Let your eyes wander... for a few seconds, then freeze." She repeats the instruction three times, allowing individuals to close eyes and explore their own sensations with hands and feet. Ms. Shakur repeats the instruction to allow for freezing. Ms. Shakur

**REMINISCE** from the scavenger hunt to select and/or are focal points of action.

[Part 1]

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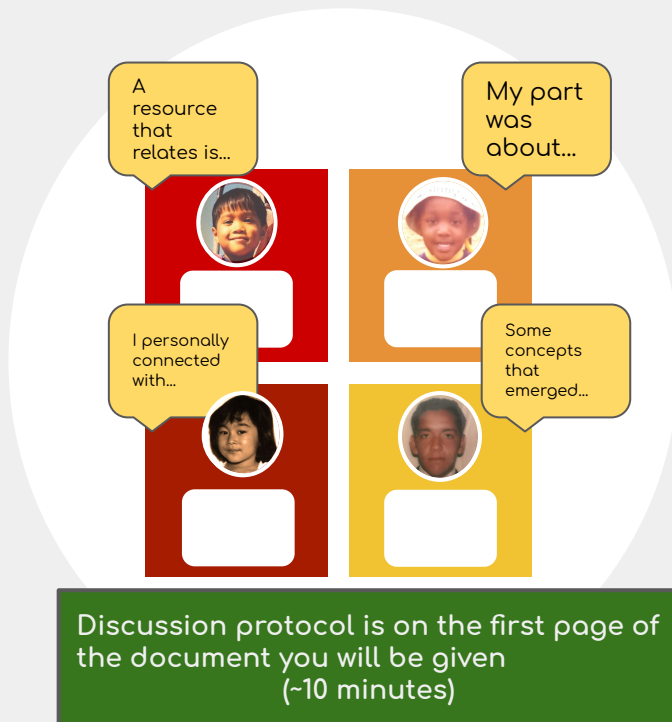
Scavenger Hunt List	
Identity	Rich and academic language
Social identity	Flexible Grouping
Social justice consciousness	Learning about one's background
Anti racism	SEL
Anti bias	Youth Participatory Action Research
Welcoming	Restorative Practices
Connecting	Transference
Access	Critical Self Awareness
Indigenous/Indigeneity	Brave Space
Perspectives and Knowledge of BIPOC	
Empathy	

Choose words from the scavenger hunt list that connect to your section and/or are focal points of your section.

(5 minutes)



# "Day in the Life" Scavenger Hunt



## Step 5: Share out

- 1) In one sentence, what was your part about?
- 2) What are some of the concepts that emerged?
- 3) Personal connections? Probing questions? Challenge your thinking? Can you suggest a resource that relates?





# Day in the Life Scavenger Hunt

Step 1: Build  
Community

Step 2:  
Assign Roles

Step 3:  
Explore  
(4 minutes)

Step 4: Make  
Connections  
(5 minutes)

Step 5: Share  
out!  
(10 minutes)



You will be released into breakout rooms in groups of 3-4



Click on link in chat to access the scavenger hunt google doc.

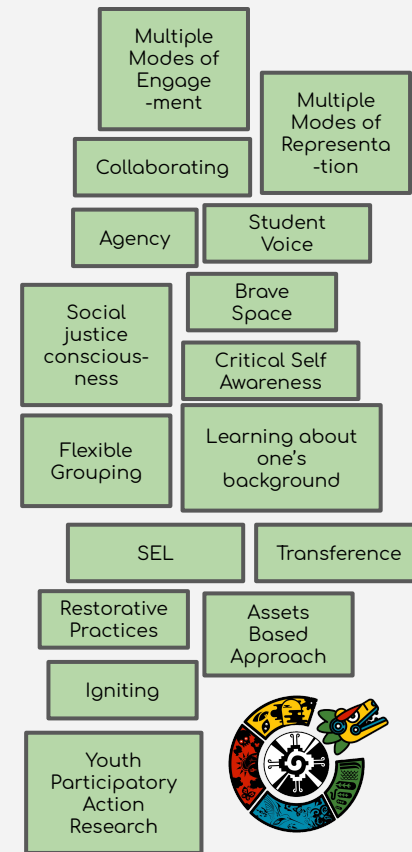




# What does a day in an Ethnic Studies Classroom look like?

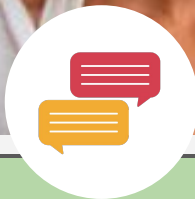


We invite folx to Drop in the Chat or Unmute and share some of the connections you found



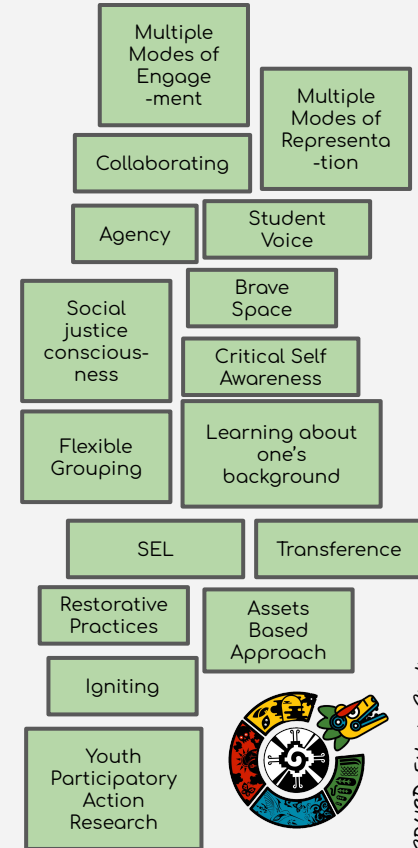


# What is Ethnic Studies?



Drop a one word reflection in the chat

## Ethnic Studies is \_\_\_\_\_.







# Brave Space

We invite folx to Drop in the Chat or  
Unmute and Share your reflection to:

How can Ethnic Studies heal  
and liberate ourselves and  
*our students?*





# Next Steps...

## Apply What You've Learned

- What were key takeaways from today's sessions?
- What new understandings do we collectively have about our role in becoming an **anti-bias, anti-racism, restorative district**?
- What is our plan for incorporating today's learning into our work plan?

## Review Resources

- Articles:
  - [What is Ethnic Studies Pedagogy?](#)
  - [10 Misconceptions About Ethnic Studies](#)
- Review ethnic studies [FAQ](#)

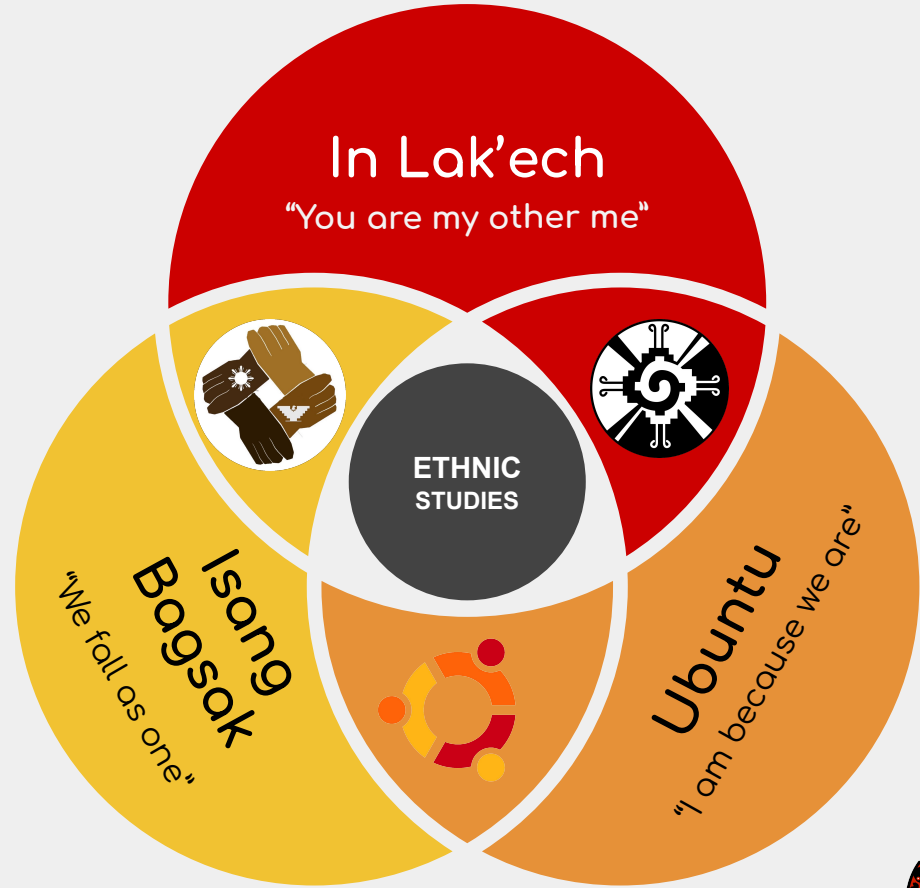
Complete the [Survey](#)



Photo by Kiana  
Bosman



# Critical Mindsets







We invite you to  
join us in the  
reading of  
In Lak'ech.



To avoid sound  
feedback, please  
mute your  
microphone as you  
read along.



You may also  
choose to  
participate by  
listening to these  
words and  
reflecting on what  
they mean to you

# In Lak'ech



Tu eres mi otro yo.

You are my other me.

Si te hago daño a ti

If I do harm to you

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto

If I love and respect you

Me amo y respeto yo.

I love and respect myself.





# Closing with Cindy Martin

