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| **BOSTON PUBLIC SCHOOLS ETHNIC STUDIES PROGRAM** |
| **UNIT 3: Resistance, Transformation, Action, and Change** |
| **Unit Overview:** Building upon the foundation of oppression, we will contrast it with resistance. A definition for resistance is: non-cooperation with the desires of one group.Resistance can also be action(s) that lead to transformation and change.While it is important to understand, analyze, and call out the system and methods of power and oppression we have learned about in the previous unit, their identification and our understanding of them is not enough. It is important for students to learn that they have the right to resist these forces. Through past and present examples, students will understand how marginalized groups strive for liberation and change through resistance. They will study groups and movements that have resisted systemic changes, individual actions, and methods of oppression. Students will also learn the different strategies and practices that help resist oppression and bring about transformation, action, and change. Students will learn how different marginalized groups come together in solidarity to resist change, despite having different needs, wants, and interests. Students will culminate this unit by putting the understandings they have learned to work on an informed action that resists oppression and can bring change in their own communities. |
| **Enduring Understandings** |
| **After this unit, students will:**   * Understand the stories of past groups and movements that have resisted and enacted change against systems and methods of oppression. * Evaluate approaches (including artistic and creative means) to resisting oppression and healing from it, and how they manifest themselves in praxis. * Be inspired to go into their own healing, analyze how to resist oppression, and enact change and healing in the Boston Community (school, neighborhood, and city-wide). * Communities can acknowledge each others’ struggles and come together to oppose systemic oppression and white supremacy. |

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| **Topics that Support this Unit Through Diverse Lenses and Experiences** | | | |  |
| **Boston** | **Latinx** | **Africana** | **Asian American** | **Indigenous** |
| * Tent City (1968) * People Before Highways (1960s) from the perspective of Communities of Color * Parcel 19, the History of Villa Victoria, Inquilinos Borinquen en Acción, Carmen Pola, DNI Land Trust * Boston Desegregation and Busing (Freedom Schools, METCO) * Roxbury Secession * Black Panther Party in Boston (\*consider locating former members or info on BPP office in Boston) * “Mandelaville” / Roxbury * [Lewis Hayden](https://yipp.yale.edu/bio/bibliography/hayden-lewis-1811-1889) * Bilingualism in BPS   + Una Escuela, Dos Lenguages (Rafael Hernandez K-8, Margarita Muñiz) | <https://wearealldominicannyc.wordpress.com/>   * Railroad/Resistance * African agriculture, architecture, religion, spiritual practices in diaspora (how were these aspects of African culture were maintained in the Americas) * Gullah, Garifuna, Maroon Communities in US, Latin and Caribbean * Indigenous cultural maintenance over time * Independence movements * Marxism | * Railroad/ Resistance * African agriculture, architecture, religion, spiritual practices in diaspora (How these aspects resisted Colonialism in Africa) * Cimmaronaje / Maroon settlements across diaspora (Jamaica, Colombia, Ecuador, Panama, Brazil, Dismal Swamp - Carolinas, USA, etc.) * Pan-Africanism * Black Power Movement * Marxism * Independence movements/ Postcolonial politics in Africa * Afro-futurism | * Third World Liberation Front * Indian Independence Movement * Bhutan and resistance of imperialism * Philippines occupation, resistance, independence movements * Post-WW2 movements to end US military bases and occupation Japan / Korea / Pacific Islands * Asian lending circles (Japanese and Chinese in West Coast) * US v. Wong Ark Kim * Islamophobia resistance * Japanese Internment * Korematsu | * American Indian Movement (AIM) * Popé and the Pueblo Revolt * Tupac Amaru and the Incan Revolution * Native American Community Academy * Metacom * King Phillip’s War * Battle of Little Big Horn * Ghost Dance * Occupation of Alcatraz * Standing Rock & the Dakota Access Pipeline Protests * Tribal Nations in US & Mexican border fight Wall * Zapatistas (EZLN) |

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| **UNIT 3: Resistance, Transformation, Action, and Change** | |
| Essential Question(s): **How can we use movements and acts of resistance from the past to guide change in the present?** | |
| Social Studies Standards and Practices |  |
| Staging the Question |  |

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| Supporting Question 1 (Josue) | Supporting Question 2 (Jeremy) | Supporting Question 3 (Raquel) | Supporting Question 4 |
| **Time:** |  |  |  |
| **How can I resist oppression and affirm my community?**   * Does everyone define resistance in the same way? * Do our experiences with systems of power and oppression impact how we resist? | **What is the history of resistance and solidarity in our communities?**   * How have immigrant communities built on the resistance in their countries of origin to resist in Boston? * What are different means communities have used to resist forces of oppression in the past? | **How can I work with my community to resist oppression and transform society currently?**   * What have made individual and collective acts of resistance and/or community transformation effective or ineffective in the past? * What means of resistance can be used sustainably to ensure our collective survival currently? * Who are the stakeholders that I can engage to create change? | **How do we continue to carry on the legacies of resistance and solidarity into the future?**   * How can we create change in our communities through action? * What is my role in creating change? |
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| **Content | Vocabulary** | **Content | Vocabulary** | **Content | Vocabulary** | **Content | Vocabulary** |
| * Resistance * Consciousness * *Freire’s 3 Stages of Consciousness* * *Community Cultural Wealth* * *Four Models of Resistance (Delgado Bernal and Daniel Solórzano)* * Self-defeating resistance * Transformational Resistance * Reactionary Behavior * Conformist Resistance | Proactive  Self-Defense  Active Resistance  Passive Resistance  Covert Resistance  Overt Resistance  Symbolic Resistance  Pragmatic Resistance  Cultural Resistance  Revolution  Satire  Protest  Boycott  Solidarity  Revolution  Overturn  Subversion  Uprising  Rising  Riot | Collective  Transformation  Sustainability  Critical consciousness  Stakeholders  Theatre of the Oppressed  Legal Resistance  Cultural sustainability | Activism  Community engagement |
| Formative Performance Task | Formative  Performance Task | Formative Performance Task | Formative  Performance Task |
| 1. Students will establish a working definition of what resistance means (a definition that builds meaning as students receive information and gain clarity on the topic. 2. Resistance could be defined as...**“The refusal to accept or comply with something; the attempt to prevent something by action or argument.”** In small groups students will create their own working definitions of resistance. 3. Poetry to understand resistance...Students will read the following works to further enhance their working definition of Resistance:    1. Ways of Rebelling, Nathalie Handal    2. You, if No one Else, Tino Villanueva    3. If We Must Die, Claude McKay    4. Passive Voice, Laura Da’    5. Resistance Is, Haim Guri and Monia Avrahami 4. Students will complete a double-entry journal to annotate and connect with the poems and rework their definitions of resistance. 5. Students will look at how people are motivated to resist and how their identities factor into resistance by looking at profiles of individuals from the Teaching For Change 6. What keeps people from resisting...Freier   Make an annotated timeline of different ways communities in different places have resisted structures of oppression over time | Creative a resistance narrative collage relating to students’ communities. Representations should include historical and modern resistance in the community. Include a one page artist statement. | 1. Students will research past and present movements in their community (i.e. Tent City, Freedom Schools, Busing in Boston; United Farm Workers; Black Lives Matter; anti-globalization movement). 2. Using the Bernal and Solorzano’s Four models of resistance, students will then categorize past and present examples of resistance in their communities through a visual representation poster. 3. Students will present one method of resistance through forum theater (theater of the oppressed) 4. Socratic Discussion: Through a Socratic discussion, students will present their initial ideas for solutions or suggestions to create change with other students providing feedback and responding to questions asked by the presenting student, considering past movements and the impacts of those movements. | Make a claim with evidentiary support for a particular community issue, explaining why it is problematic for the community and potential means for creating change around this issue with supporting evidence from previous movements. This could be done as a paper or creatively (theatre of the oppressed, comic, etc.), expressing different stages of the plan and possible results. |
| Featured Sources | Featured Sources | Featured Sources | Featured Sources |
|  | “Captivity and resistance” by Romare Bearden (including an example of a historical collage that explains each of the pieces)  <https://docs.google.com/presentation/d/1iFxgiSWrxIM8a4l_cIux2wRMxqQOfNKJgjSfP6KCJ-8/edit?usp=sharing>  <https://drive.google.com/file/d/15ILl-BjGP-zrkumg1ARLjSeEo1hHOItt/view?usp=sharing>  BPP International Solidarities:  <http://credo.library.umass.edu/view/zoom/muph057-b002-sl216-i005> | Holding Ground (DSNI): <https://www.newday.com/film/holding-ground-rebirth-dudley-street>  DSNI Neighborhood Tour (contact Jose Barros for tours [jbarros@dsni.org](mailto:jbarros@dsni.org))  BPP Boston Member Interview: <http://openvault.wgbh.org/catalog/V_ECDA92772C3A44D2B1D3AC5E651318F9> |  |
| **Africana** | **Africana** | **Africana** | **Africana** |
| -Independence Movements  -Black Panther Party | -BPP Community Programs | -ANC |  |
| **Asian American** | **Asian American** | **Asian American** | **Asian American** |
| -Independence Movements |  | -UFW | <https://www.npr.org/2014/10/31/360500749/latino-and-asian-american-solidarity>  <https://solidarity-us.org/atc/138/p2034/> |
| **Boston** | **Boston** | **Boston** | **Boston** |
|  | -DNI Land Trust  East Boston Community Soup Kitchen ([ebkitchen.org](http://www.ebkitchen.org))  <http://bostonvoyager.com/interview/meet-east-boston-community-soup-kitchen-east-boston/> | -DNI land trust  -IBA  -Freedom School |  |
| **Latinx** | **Latinx** | **Latinx** | **Latinx** |
| -Independence Movements  -Young Lords Party  -Chicano Movement  -EZLN  -FMLN  -FSLN  -Cuban Revolution | -Popular Education  -Young Lords Community Programs  <http://www.historyisaweapon.com/defcon1/fidelyank.htm> | -UFW |  |

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| Summative Performance Task | **“We stand on the shoulders of those who came before us” Project**  Can movements and acts of resistance from the past guide change in the present? Construct an argument (poster, essay or presentation) to evaluate the needs of the community in the present and means for creating sustainable change based on an examination of effective methods used in the past. |
| Can movements and acts of resistance from the past guide change in the present? Identify an issue in your school/community that you can address through a means of resistance that draws upon the histories of resistance. Summative task should include a reflection on the degree of inclusivity, sustainability, and strive towards transformative resistance vs reactionary or self-defeating resistance (chart). This Final project shall include a plan (research, historical connections, goals/intention of the project, reflection). This Summative Performance Task Project may take the form of artistic performance, community organizing, decolonization of oppressive systems in surrounding environment, educational workshop/ teach-in/ free school, occupation of space/ distribution resources, addressing community food/health needs, fighting a systemic or cultural wrong. |
| Taking Informed Action | Implement a project in the community based on the means that you found for creating sustainable community-based change (i.e. create a community garden, mural, community workshops, etc.), Encourage students to work with local community organizations. |

Elements of this Unit Template are adapted from: Swan, K., Lee. J. & Grant, S.G. *Inquiry Design Model: Building Inquiries in Social Studies*. Silver Springs, Md, National Council for the Social Studies & C3 Teachers, 2018

Building historical context for resistance - students define resistance / learn historical context / use knowledge to identify an issue in their community that they can address. Culminating project should be inclusive - possibly collaborative and draw upon the histories of resistance that were established throughout the unit.

African Diaspora - syncretism / preserving African identity in the Americas (Via song, art, food ways, philosophy, religion)

Cimarronaje - building black nations / free societies in diaspora /palenques/mocambos/ Cockpit Country Maroons in Jamaica / Fort Mose / Dismal Swamp

Responses to enslavement across the Americas (every day resistance)

Destruction of the slavocracy / Reconstruction / Partido Independiente de Color (Cuba) / Black Nationalism

Zora Neale Hurston vs the “New Negro” / documenting and preserving the African heritage in the Americas

Civil Rights movements and protest - evolution of tactics into the Black Power era / “the Ballot or the Bullet”

Black Panther Party for Self-Defense / Black Arts Movement / Black Feminism / Young Lords Party/Organization

BLM / Struggle against marginalization, state violence, and displacement in Brazil / Colombia / etc.

Revolution as an incarnation of resistance in an ethnic studies lens

* Haitian Revolution (add I hope this will include the role of vodou during the rebellions.)
* Cuban Revolution
* Bolivarian Revolution of Venezuela
* FMLN
* EZLN
* FSLN

The Non-aligned movement

Marshal Josef Tito (Yugoslavia)

Boston

Mel King

Tent City

Lewis Hayden and the rescue of Shadrach Menkins

Bilingualism in the Boston Public Schools

Freedom Schools

Summative task: project / individual/group? Identify an issue in your school/community that you can address thru a means of resistance that draws upon the histories of resistance. Summative task should include a reflection on the degree of inclusivity, sustainability, and strive towards transformative resistance vs reactionary or self-defeating resistance (chart).

Final project includes plan (includes research, historical connections, goals/intention of the project, reflection)

Project may take the form of artistic performance, community organizing, decolonization of oppressive systems in surrounding environment, educational workshop/ teach-in/ free school, occupation of space/ distribution resources, addressing community food/health needs,

<https://www.youtube.com/watch?v=IVIoC5ROaHk>

6 weeks 13/14 - 20

To Do:

Calendar

Resources

Supporting questions (Each take one question and develop it out)

* Make sure each question and summative assessment aligns with formative assessment