

History 10 Ethnic Studies World Histories Course

Course Title: Ethnic Studies World Histories

Length of Course: Full Year (Two semesters)

Subject Area: College Preparatory Required “a” Credit – History

Grade: 10th

Prerequisites: Not required

Overview

Ethnic Studies World Histories explores the evolution of people through an intersectional lens that includes the expanded voices of those groups previously marginalized within Eurocentric textbooks. An emphasis is placed on developing a classroom environment that is grounded in the concept of creating safe, brave, and empathic spaces for students and their teacher. It is vital that an emotionally and mentally secure learning climate is established to support this contemporary way of interacting with world history through counter and expanded narratives.

Unit one begins with an extensive recognition of pre-colonial indigenous peoples and their cultural roots. A space will be created that exhibits respect for and understanding of belief systems that exist throughout the world. Students examine those who participated in the Indian Ocean Trade, their impact on world history, and how many of the industries that ignited European domination had their origins in the southern hemisphere.

Students will also recognize how groups became marginalized through various colonial processes that had dehumanizing effects and were normalized through the dominant narrative. This established a worldwide mindset that was justified by global racism, bigotry, and discrimination whose effects can still be seen today. Rudimentary advancements in technology created a need for raw materials, labor, and markets. This desire produced an appetite that could only be satisfied by reaching far beyond the European sphere into non-European orbits. Students will learn how the concept of racism was invented to categorize and segregate groups into silos of discrimination,

thus providing a rationalization for the inhumanity demonstrated by the Transatlantic Slave Trade, world-wide genocides, global wars, and the destruction of the environment.

Furthermore, this course will identify how marginalized groups are presenting parallel-narratives that promote collective healing and acceptance through social justice and building coalitions. Colonization and imperialism was met with resistance as the colonized fought back to regain their humanity through a collective struggle to resist domination by drawing on their collective histories, knowledges, and resources. The colonized were determined to be included in the rhetoric of the Enlightenment thinkers and initiated revolutions that spread on a global scale.

Finally, students will analyze the content of the course and create projects that conceptualize, imagine, and create new possibilities in society that challenges systemic racism and promotes radical healing through civic action and community connections.

Core Texts (Teachers)

- *Rethinking Ethnic Studies. Rethinking Schools. Cuauhtin, W., Zavala, M., Sleeter, C. E., & Au, W. (2019).*
- *A History of the World in Seven Cheap Things: A Guide to Capitalism, Nature, and the Future of the Planet (First). Patel, R., & Moore, J. W. (2018). University of California Press.*
- *Impact California Social Studies World History, Culture, & Geography The Modern World TE. Spielvogel, J. J. (n.d.) (District Adopted Textbook)*

Core Texts (Students)

- *World History for Us All: The Big Eras. (n.d.). Retrieved November 2, 2022, from <https://whfua.history.ucla.edu/bigeras.php>*
- *Impact California Social Studies World History, Culture, & Geography The Modern World. Spielvogel, J. J. (n.d.) (District Adopted Textbook)*

Course Outline

Semester 1

Unit 1: Ethnic Studies Foundation (2 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS HR.2, HSS HI.1

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10, ELA.RI.10.10, ELA.RL. 9-10, ELA.L.9.10.6, ELA.WHST.9-10.4

Community Building: This unit focuses on building a sense of community and will foster trust and cooperation between the students as well as between the teacher and students. According to the California Ethnic Studies Framework, “Ethnic Studies (ES) is the xdisciplinary, loving, and critical praxis of holistic humanity as educational and racial justice. It is from communities of color and our intergenerational worldviews, memories, experiences, identities, narratives, and voices. It is the study of intersectional race, ethnicity, Indigeneity, coloniality, hegemony, and a dignified world where many worlds fit.” In the spirit of “In Lak’ech”, students and their teachers will work together in building a classroom community that allows students to feel safe and confident in their educational environment. When students are given a sense of belonging, safety, and trust they are more likely to contribute to a class discussion by sharing their thoughts which in turn creates a sense of empowerment and agency over their academic and personal lives.

Six Pillars: Additionally, this unit provides students with an initial introduction to the Six Pillars which serve as the foundational approach of this course. Knowing these concepts are crucial in understanding the importance of power and systems such as colonialism, racial hierarchies, gender hierarchies, capitalism, and class in the study of history.

Essential Questions

1. What does it mean to be a member of a community/classroom?
2. Do all members of the community/classroom need to like each other for the community to be successful?
3. What is the individual's responsibility to the community/classroom and the community's/classroom's responsibilities to the individual?
4. Why is it important to look at an issue from different perspectives?
5. What is Indigeneity?
6. What is coloniality?
7. What does it mean to dehumanize a person, or a group of people?
8. What would you describe genocide?
9. How are the 4 I's of Oppression related to hegemony?
10. What is intersectionality?
11. What is decoloniality?

12. What do regeneration and social justice have in common?
13. Why should I participate in community engagement?

Performance Task(s)

1. Students will exchange thoughts about their community building activities with class members on a Canvas discussion board activity.
2. Students will express their cultural identity by writing a personal poem inspired by the poem “Where I’m From” by George Ella Lyon.
3. Students will demonstrate comprehension of the 6 Pillars through a variety of Nearpod activities.

Resources

- [Building a Belonging Classroom. \(2019, February 28\). YouTube. https://www.youtube.com/watch?v=Q6niuYToam4&feature=youtu.be](https://www.youtube.com/watch?v=Q6niuYToam4&feature=youtu.be)
- *Rethinking Ethnic Studies. Rethinking Schools. Cuauhtin, W., Zavala, M., Sleeter, C. E., & Au, W. (2019).*
- [10 Easy Middle School Icebreakers. MoneyMinder. Meuchel, C. \(2021, August 16\). https://moneyminder.com/blog/10-easy-middle-school-icebreakers/](https://moneyminder.com/blog/10-easy-middle-school-icebreakers/)
- [Ethnic Studies Six Guiding Pillars](#)
- [“I Am From” Activity Guide: A Tool to Foster Student Interaction in the Classroom](#)
- “I Am From” poem template
https://docs.google.com/document/d/1bBxVY6B6tqQpph0b_nMtlafSR8DudP7PQ-AN4yt1kjM/edit?usp=sharing

Unit 2: The Wealth and Contribution Indigenous Peoples and Early Societies–Pillar 1 (5 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS CS.2, HSS CS.3, HSS HR.3, HSS HI.1, HSS HI.1.5

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10.3, ELA.RH.9-10.5, ELA.RH.9-10.9, ELA.RI.9-10.8, ELA.SL.9-10.1, ELA.SL.9-10.5, ELA.WHST.9-10.6

This unit will cover several topics beginning with worldwide Indigeneity in which students will recognize, respect, and value the original peoples of the land and to acknowledge their pre-colonial civilizations, contributions to world history, and present day global impact. Furthermore, students will engage in activities that display

understanding of and respect for and of belief systems that exist throughout the world. Next, students will be reintroduced to many of the empires they studied as part of their 6th grade social studies instruction. Finally, students will review the vibrant international Indian Ocean Trade network that preceded European colonization as well as the concept of southernization which both laid the foundation of knowledge used by Western Europe to gain prominence on the world stage.

Essential Questions

1. Who are the Indigenous peoples of the world?
2. Why is it important to recognize Indigenous peoples and their cultures?
3. How does the power of belief systems shape the views of individuals, as well as help to forge a country's identity?
4. Why do different belief systems lead people to view issues differently?
5. How do belief systems begin?
6. Do belief systems change over time and place?
7. In your opinion, what are those certain qualities and/or characteristics that a society needs to possess in order to be considered a great society?
8. What were some of the unique characteristics found within these great societies?
9. How did the civilizations of the ancient world contribute to the development of Western civilization?

Performance Task(s) Student/Teacher choice

1. [Students will be put into groups of 4 to 5 in order to produce a digital Indigenous Peoples project.](#)
 - a. Students will use the above link to go to the Survival International website.
 - b. Students will click the Tribes and campaigns tab and select one of the tribes from the list.
 - c. Teachers should give students the opportunity to select from at least three digital formats to complete their project. Include the following information:
 - i. Geographic location of group on a map
 - ii. History of the Indigenous group
 - iii. Environmental issues
 - iv. Other interesting details
 - d. Each group will present their findings to the class in a 5-7 minute presentation.
2. Students will create a poster that shows the characteristics shared by the religions and philosophies they studied.
3. Students will produce a journal of their Indian Ocean travels.

Resources

- *Big Era Four: Landscape Unit 4.1.6* (n.d.). https://whfua.history.ucla.edu/units/four/landscape/Era04_landscape1.php
- *Big Era Four: Closeup Unit 4.2.1*. (n.d.). Retrieved November 2, 2022, from https://whfua.history.ucla.edu/units/four/closeup/Era04_closeup421.php
- *Big Era Five: Landscape Unit 5.2*. (n.d.). Retrieved November 2, 2022, from https://whfua.history.ucla.edu/units/five/landscape/Era05_landscape2.php
- *Big Era Six: Landscape Unit 6.7*. (n.d.). Retrieved November 2, 2022, from https://whfua.history.ucla.edu/units/six/landscape/Era06_landscape7.php
- Hancock, J. (2022, November 2). *Indian Ocean Trade before the European Conquest*. World History Encyclopedia. <https://www.worldhistory.org/article/1800/indian-ocean-trade-before-the-european-conquest/>
- [Indian Ocean in World History](#)
- *Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade: Crash Course World History #18*. (2012, May 24). YouTube. <https://www.youtube.com/watch?v=a6XtBLDmPA0&feature=youtu.be>
- [Shaffer, Lynda. "Southernization." *Journal of World History*, vol. 5, no. 1, 1994, pp. 1–21. JSTOR, http://www.jstor.org/stable/20078579. Accessed 27 Sep. 2022](#)
- *Why Indigenous Cultures Around the World Matter*. Shah, A. (2021, November 3). YouTube. <https://www.youtube.com/watch?v=dOe366d1o7k&feature=youtu.be>
- Survival International. (n.d.). *Home - Survival International*. Retrieved November 2, 2022, from <https://www.survivalinternational.org/>
- *Protecting the rights and well-being of indigenous peoples*. United Nations. (2018, April 2). YouTube. <https://www.youtube.com/watch?v=DXz96CvgEy4&feature=youtu.be>

UNIT 3: Coloniality, Dehumanization, and Genocide—Pillar 2 (5 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS CS.3, HSS HR. 1, HSS HR. 2, HSS HR. 3, HSS HR. 4, HSS HI.1, HSS HI.2, HSS HI.3, HSS HI.4

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10.3, ELA.RH.9-10.5, ELA.RH.9-10.9, ELA.RI.9-10.8, ELA.SL.9-10.1, ELA.SL.9-10.5, ELA.WHST.9-10.6

Grade 10 History-Social Science Content Standards: 10.2.1, 10.2.2, 10.2.3, 10.3, 10.4, 10.5, 10.5.5, 10.6

In this unit students will explore the connection between racism and Enlightenment thinkers and how those ideas helped to promote empire-building that was rooted in eurocentric power, oppression, and feelings of superiority. This unit will also investigate how countries, driven by power and wealth, benefited from colonizing locations that provided them with forced African and Indigenous labor; stolen land and natural resources; and destroyed local markets. Additionally, students will analyze the relationship between colonization, the Industrial Revolution, and World War I. Lastly, students will learn how the colonizers justified their actions through systemic and structural racism that resulted in dehumanization, genocide, and ecological destruction.

Essential Questions

1. What connections can be made between the concept of racism and the European Enlightenment thinkers?
2. Why was eurocentric power and oppression rooted in racism?
3. How does systemic and structural racism contribute to dehumanization, genocide, and ecological destruction?

Performance Task(s) Student/Teacher Choice

1. Students are investigative journalists and they are tasked to expose the truth about colonization. What was the relationship between colonization, the Industrial Revolution, and World War I?
2. Create a Wakelet that contains the following information about the triangular trade routes established across the Atlantic Ocean. Each question must have images, primary sources, and a video. End with a minimum one page write up that reflects what you have learned from your research.
 - a. Where did the ships originate, where were enslaved Africans embarked,
 - b. Where were they disembarked?
 - c. Describe the conditions aboard the ships?
 - d. What factors influenced the transatlantic slave trade?
3. Students will create a short documentary that shows how racism, and racist, ideology leads to genocide. Also, the connection between racist ideology and World War II.

Resources

- *A broader perspective on the war.* (2020, May 7). Leiden University. <https://www.universiteitleiden.nl/en/news/2020/05/a-broader-perspective-on-the-war>
- *Big Era Eight: Landscape Unit 8.1.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/eight/landscape/Era08_landscape1.php (Lessons 4 and 5)

- *Big Era Eight: Landscape Unit 8.2.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/eight/landscape/Era08_landscape2.php (Lessons 3,4, and 6)
- *Big Era Eight: Landscape Unit 8.3.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/eight/landscape/Era08_landscape3.php Lesson 1)
- *Big Era Eight: Landscape Unit 8.4.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/eight/landscape/Era08_landscape4.php
- *Big Era Eight: Landscape Unit 8.5.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/eight/landscape/Era08_landscape5.php (Lessons 2, 3, and 5)
- *Big Era Eight: Landscape Unit 8.6.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/eight/landscape/Era08_landscape6.php
- The Enlightenment's Dark Side. Bouie, J. (2018, June 6). *Slate Magazine*. <https://slate.com/news-and-politics/2018/06/taking-the-enlightenment-seriously-requires-talking-about-race.html>
- *British Library.* (n.d.). The British Library. Retrieved November 3, 2022, from <https://www.bl.uk/world-war-one/themes/race-empire-and-colonial-troops>
- *Teaching Guide: Exploring the Transatlantic Slave Trade.* Digital Public Library of America. (2021, January 29). PBS LearningMedia. <https://ca.pbslearningmedia.org/resource/dpla-tg-043/teaching-guide-exploring-the-transatlantic-slave-trade/>
- *Lessons by Grade Level: High School.* (2022, August 22). California History-Social Science Project. <https://chssp.ucdavis.edu/homeschool/highschool>
- *MX-M4070_20221026_094729.pdf.* (n.d.). Google Docs. Retrieved November 3, 2022, from https://drive.google.com/file/d/1_sJl3CU_yTMDAK9sKo-FrwxoU65Ayk8E/view?usp=sharing
- *MX-M4070_20221026_094729.pdf.* (n.d.-b). Google Docs. Retrieved November 3, 2022, from https://drive.google.com/file/d/1NsD_fmYckxHDeKxIXI5ei8oTTTErsKGI/view?usp=sharing (TE)
- *Newsela | Sign In.* (n.d.). Newsela. Retrieved November 3, 2022, from <https://newsela.com/signin/?next=/subject/other/2000633989/>
- *Slave Voyages.* (n.d.). <https://www.slavevoyages.org/>. Retrieved November 2, 2022, from <https://www.slavevoyages.org/>
- *The Top 10 Worst Genocides in History.* Slawson, L. (2022, July 11). Owlcation. <https://owlcation.com/humanities/The-Top-10-Worst-Genocides-in-History>
- [The Doctrine of Discovery lesson plan](#)
- *UNTAG | Universitas 17 Agustus 1945 Samarinda.* (n.d.). Retrieved November 2, 2022, from <http://untag-smd.ac.id>

UNIT 4: Challenge Hegemony and Normalization—Pillar 3 (5 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS CS.3, HSS HR. 1, HSS HR. 2, HSS HR. 3, HSS HR. 4, HSS HI.1, HSS HI.2, HSS HI.3, HSS HI.4

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10.3, ELA.RH.9-10.5, ELA.RH.9-10.9, ELA.RI.9-10.8, ELA.SL.9-10.1, ELA.SL.9-10.5, ELA.WHST.9-10.6

Grade 10 History-Social Science Content Standards: 10.1.3, 10.2.3, 10.2.4, 10.4.1, 10.4.3, 10.5.4, 10.5.5, 10.6.2, 10.7

This unit will investigate the methods used to normalize the master narrative through the Four I's of Oppression (ideological, institutional, interpersonal, and internalize). Then, interrogate those positions by challenging racist, discriminatory, and imperialist beliefs that have led to the depiction of colonized people as being inferior to the colonizers. Finally, the dissections of the various revolutions that sprung up as a result of European oppression. This examination will seek to uncover the motivating factors that pushed certain groups beyond their zones of comfort to confront lords of the status quo and to begin the dismantling of the odious colonial system.

Essential Questions

1. Why are colonized people willing to accept the master narrative?
2. What is hegemony?
3. What impact does the Four I's of Oppression have on those who have been colonized and the colonizers?
4. Why is it important to challenge hegemony?

Performance Task(s) Student/Teacher Choice

1. Students will create a multimedia presentation that shows the connection between the Four I's of Oppression and 4 of the revolutions.
2. Discuss at least 3 characteristics that were shared by each group that led them to revolt. Do you see any of those characteristics present in any country today? Explain your response.

Resources

- *Big Era Seven: Landscape Unit 7.2. (n.d.). Retrieved November 3, 2022, from https://whfua.history.ucla.edu/units/seven/landscape/07_landscape2.php*

- *Closeup Unit 7.5.1. (n.d.). Retrieved November 4, 2022, from <https://whfua.history.ucla.edu/units/seven/closeup/closeup751.php>*
- *Newsela | Sign In. (n.d.-b). Newsela. Retrieved November 3, 2022, from <https://newsela.com/signin/?next=/subject/other/2000636553/>*
- *Los-Angeles-LGBT-Center-September-Female-Impersonation-WWI-v2.pdf | Powered by Box. (n.d.). Retrieved November 3, 2022, from <https://ucla.app.box.com/v/hgp-female-impersonation>*

Semester 2

Unit 5: Reestablish Classroom Community (2 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS HR.2, HSS HI.1

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10, ELA.RI.10.10, ELA.RL. 9-10, ELA.L.9.10.6, ELA.WHST.9-10.4

The purpose of this unit is to reestablish a sense of belonging by beginning the semester with two weeks of community building activities. When the classroom environment is warm, inclusive and inviting, students are more likely to speak up in class and feel like valued members of the classroom community. Students and their teacher will evaluate the norms that were established at the beginning of the first semester to determine if those norms should remain or if adjustments need to be made.

Essential Questions

1. What does it mean to be a member of a community/classroom?
2. Do all members of the community/classroom need to like each other for the community to be successful?
3. What is the individual's responsibility to the community/classroom and the community's/classroom's responsibilities to the individual?
4. Why is it important to recognize that people have multiple identities?
5. Why is it important to understand intersectionality?

Performance Tasks

1. Students will participate in community building activities.
2. Students will evaluate classroom norms to determine if they should remain or if adjustments need to be made.
3. Students will create a poster that represents their many identities.

Resources

- <https://docs.google.com/document/d/1Qtqz8ESnoHkJPvnB8yLgxf-E6jO8SDc4GnGtVFmGmL8/copy>
- How to Create Classroom Norms with Students. Kruse, M. (2021, July 8). *Reading and Writing Haven*.
<https://www.readingandwritinghaven.com/how-to-create-classroom-norms-with-students>
- <https://www.edutopia.org/article/10-powerful-community-building-ideas/>
- <https://mn.gov/mnddc/parallels/one/1.html>
- *5 Strategies for Building Community in the Classroom* National Society of High School Scholars. (n.d.). | *National Society of High School Scholars*. Retrieved November 3, 2022, from <https://www.nshss.org/blog/5-strategies-for-building-community-in-the-classroom/>

UNIT 6: Intersectionality–Pillar 4 (5 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS CS.3, HSS HR. 1, HSS HR. 2, HSS HR. 3, HSS HR. 4, HSS HI.1, HSS HI.2, HSS HI.3, HSS HI.4

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10.3, ELA.RH.9-10.5, ELA.RH.9-10.9, ELA.RI.9-10.8, ELA.SL.9-10.1, ELA.SL.9-10.5, ELA.WHST.9-10.6

This unit will allow students the opportunity to discuss the importance of understanding the variety of identities we all possess and how many of those identities are assigned to us by society. It will also demonstrate how certain social identities are nested within power and privilege, while others are not. There will be a closer examination of specific groups who have been marginalized throughout history based on the identities assigned by society.

Essential Question

1. How have people with marginalized identities shaped world events?
2. What costs have marginalized groups had to pay due to societal imposed identities?
3. Which individuals within marginalized groups have dared to challenge the status quo and what were the consequences of their actions?

Performance Task

1. In groups, students will create a public service campaign that will inform the public about the histories of women, LGBTQ, and the disabled, and how their struggles relate to societal imposed identities. Additionally, acknowledging those who challenged the status quo and the results of their actions. These PSA will consist of print and television ads, brochures, and social media ads.

Resources

- Big Era Four: Closeup Unit 4.5.3. (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/four/closeup/Era04_closeup453.php
- *Disability in the Modern World: History of a Social Movement*. (n.d.). Alexander Street. Retrieved November 4, 2022, from <https://alexanderstreet.com/products/disability-modern-world-history-social-movement>
- Gharib, S. E. (2022, February 17). What Is Intersectionality and Why Is It Important? *Global Citizen*. <https://www.globalcitizen.org/en/content/what-is-intersectionality-explained/>
- Historic England. (n.d.). *A History of Disability: from 1050 to the Present Day*. Retrieved November 4, 2022, from <https://historicengland.org.uk/research/inclusive-heritage/disability-history/>
- Mark, J. J. (2022, November 3). *LGBTQ+ in the Ancient World*. World History Encyclopedia. <https://www.worldhistory.org/article/1790/lgbtq-in-the-ancient-world/>
- Mark, J. J. (2022a, November 3). *La comunidad LGBTQ+ en el mundo antiguo*. Enciclopedia De La Historia Del Mundo. <https://www.worldhistory.org/trans/es/2-1790/la-comunidad-lgbtq-en-el-mundo-antiguo/>
- Newsela | *Sign In*. (n.d.-c). Newsela. Retrieved November 4, 2022, from <https://newsela.com/signin/?next=/subject/other/2000636545/>
- Veeraraghav, A. (2021, March 10). The importance of understanding intersectionality. *The Daily Campus*. <https://dailycampus.com/2021/03/10/the-importance-of-understanding-intersectionality/>
- *WOMEN IN WORLD HISTORY*. (n.d.). Retrieved November 4, 2022, from <https://chnm.gmu.edu/wwh/>

UNIT 7: Connect and Conceptualize Decoloniality Regeneration, and Social Justice—Pillar 5 (5 weeks)

California Grade 10: History-Social Science Standards Covered in this Unit:

Historical and Social Sciences Analysis Skills 9-10: HSS CS.1, HSS CS.3, HSS HR. 1, HSS HR. 2, HSS HR. 3, HSS HR. 4, HSS HI.1, HSS HI.2, HSS HI.3, HSS HI.4

ELA Standards in History and Social Studies Standards 9-10: ELA.RH.9-10.3, ELA.RH.9-10.5, ELA.RH.9-10.9, ELA.RI.9-10.8, ELA.SL.9-10.1, ELA.SL.9-10.5, ELA.WHST.9-10.6

Grade 10 History-Social Science Content Standards: 10.4.3, 10.6.3, 10.7, 10.8, 10.9, 10.10

This unit provides students with the space and opportunity to examine the connection between their immediate life experiences with systemic oppression and marginalization. Recognizing that, in a post-World War II world, colonialism, hegemony, and imperialism was met with resistance movements that produced counter-narratives. These counter-narratives pushed against the status quo in an attempt to create social justice that promoted collective healing and identity transformation, and continues to be developed today.

Essential Questions

1. How does my personal story connect with systemic oppression and marginalization?
2. How does the articulation of the counter-narrative encourage decolonization and promote collective healing and identity transformation?
3. How do groups and individuals of different social movements approach the struggle for social justice and equity?
4. Why did the end of World War II lead to decolonization throughout the world?

Performance Task(s)

- Students will hold a trial to determine if the United States upheld, or violated, the spirit of the Atlantic Charter.
- Students will explore the connection between the independence movements of the former colonized countries and the Atlantic Charter.

Resources

- *Big Era Seven: Landscape Unit 7.6.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/seven/landscape/07_landscape6.php
- *Big Era Nine: Landscape Unit 9.1.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/nine/landscape/Era09_landscape1.php
- *Big Era Nine: Landscape Unit 9.2.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/nine/landscape/Era09_landscape2.php

- *Big Era Nine: Landscape Unit 9.3.* (n.d.). Retrieved November 4, 2022, from https://whfua.history.ucla.edu/units/nine/landscape/Era09_landscape3.php
- History.com Editors. (2021, December 22). *Atlantic Charter*. HISTORY. <https://www.history.com/topics/world-war-ii/atlantic-charter>
- <https://newsela.com/subject/other/377056>
- <https://newsela.com/subject/other/2000636541/>
- Patrick, S. M. (2011, August 16). *Remembering the Atlantic Charter*. Council on Foreign Relations. <https://www.cfr.org/blog/remembering-atlantic-charter>
- [The Impact of the Second World War on the Decolonization of Africa. Erin Myrice](#)

UNIT 8: Community Engagement–Pillar 6 (5 weeks)

Curriculum Framework (CA Department of Education)

Appendix E: Educating for Democracy: Civic Education in the History-Social Science Curriculum

Appendix H: Practicing Civic Engagement: Service-Learning in the History-Social Science Framework

This unit allows students the space to synthesize the knowledge they have gained through their examination of events and issues within the scope of World History. This newly acquired knowledge will permit them to conceptualize, imagine, and create new possibilities for a society that promotes critical hope and radical healing by disturbing the status quo. The intention of this course is to assist students in their development of agency that propels from active learners to community activism.

Essential Questions

1. How do I transfer what I have learned in this course into community activism?
2. Who are my allies?
3. What barriers might I encounter as a community activist?

Performance Task(s) Student/Teacher Choice

- a. Students will have the opportunity to select from, but not limited to, one of the following projects:
 - i. Project Citizen
 - ii. Mikva Challenge Issues to Action Civics Program and Project Soapbox
 - iii. Action-based research, utilizing methods such as Youth Participatory Action Research (YPAR)

Resources

- *California State Seal of Civic Engagement. (n.d.). Retrieved November 4, 2022, from <https://www.crf-usa.org/seal-of-civic-engagement/california-state-seal-of-civic-engagement>*
- *Project Citizen. (n.d.). civiced.org. Retrieved November 4, 2022, from <https://www.civiced.org/project-citizen>*
- *Project Soapbox 2019.pdf. (n.d.). Google Docs. Retrieved November 4, 2022, from <https://drive.google.com/file/d/19tN8HDuphMTrcsUngvNym-gVI23qrOoX/view?usp=sharing>*

Textbooks and Resources

Books and Literary Text				
Title	Author	Publisher	Edition/Year	Website
World History for Us All		World History for Us All is a project of the UCLA Department of History's Public History Initiative, National Center for History in the Schools		https://whfua.history.ucla.edu/bigeras.php
<i>Rethinking Ethnic Studies. Rethinking Schools.</i>	<i>Cuauhtin, W., Zavala, M., Sleeter, C. E., & Au, W.</i>	A Rethinking School Publication	2019	
Belief Systems in China: Confucianism, Daoism, and Buddhism 581 BCE - 1368 CE		World History for Us All is a project of the UCLA Department of History's Public History Initiative, National Center for History in the Schools		Big Era Four: Closeup Unit 4.2.1
Afroeurasia and the Rise of Islam		World History for Us All is a		https://whfua.history.ucla.edu/units/fi

600 - 1000 CE		project of the UCLA Department of History's Public History Initiative, National Center for History in the Schools		ve/landscape/Era05_landscape2.php
The Long Reach of the Major Religions 1500 - 1800 CE		World History for Us All is a project of the UCLA Department of History's Public History Initiative, National Center for History in the Schools		Big Era Six: Landscape Unit 6.7
The Enlightenment's Dark Side The Enlightenment and Racism	Jamelle Bouie	slate.com	June 5, 2018	How the Enlightenment created modern race thinking, and why we should confront it
Explore the Origins and Forced Relocations of Enslaved Africans Across the Atlantic World		The Slave Voyages Consortium	2021	Slave Voyages
Exploring the Transatlantic Slave Trade PBS		PBS & GBH Educational Foundation	2022	Teaching Guide: Exploring the Transatlantic Slave Trade PBS LearningMedia
Top 10 Worst Genocides in History (missing the Transatlantic Slave Trade and the Extermination of the Native				The Top 10 Worst Genocides in History - Owlcation

Americans)				
The Dark Side of Democracy: Explaining ethnic cleansing (Book for teacher reference)	Michael Mann	Cambridge	1986	The Dark Side of Democracy : Explaining Ethnic Cleansing
The Atlantic Revolutions as a World Event 1750 - 1830 CE		World History for Us All is a project of the UCLA Department of History's Public History Initiative, National Center for History in the Schools		https://whfua.history.ucla.edu/units/seven/landscape/07_landscape2.php
Women in World History (resources)		World History for Us All is a project of the UCLA Department of History's Public History Initiative, National Center for History in the Schools		https://whfua.history.ucla.edu/units/four/closeup/Era04_closeup453.php
Articles				
Title	Author	Publisher	Edition/Year	Website
10 Easy Middle School Icebreaker-Money Minder	Cyndi Meuchel	MoneyMinder	August 16, 2021	10 Easy Middle School Icebreakers - MoneyMinder
Coloniality, Dehumanization, and Genocide		Newsela Text Set		https://newsela.com/subject/other/2000633989/

Challenge Hegemony and Normalization		Newsela Text Set		https://newsela.com/subject/other/2000636553/
Intersectionality		Newsela Text Set		https://newsela.com/subject/other/2000636545/
LGBTQ+ in World History LGBTQ+ in World History (Spanish)				https://www.worldhistory.org/article/1790/lgbtq-in-the-ancient-world/ https://www.worldhistory.org/trans/es/2-1790/la-comunidad-lgbtq-en-el-mundo-antiguo/
The Wartime Internment of Native Alaskans	Stephanie Hinnershitz, PhD	National World War 2 Museum	June 30, 2022	The Wartime Internment of Native Alaskans The National WWII Museum New Orleans
Decoloniality, Regeneration, and Social Justice		Newsela Text Set		https://newsela.com/subject/other/2000636541/
Websites				
Title	Author	Publisher	Edition/Year	Website
Survival				https://www.surviv







International A 501(c)(3) organization Tax ID 26-3208869 Charity no. 267444				alinternational.org/ tribes/
NEWSELA- Modern Indigenous People (Text Set)	varies			https://newsela.co m/subject/other/20 00656633/
Who Am I Assignment	Dr. R. Turner			Who Am I 2...
SAUSD 6 Guiding Pillars				Ethnic Studi...
"I Am From" Activity Guide: A Tool to Foster Student Interaction in the Classroom	Compiled by Mary Lynn Montgomery and Mary Jetter	Global Programs and Strategy Alliance at the University of Minnesota.	2016	"I Am From" Activity Guide: A Tool to Foster Student Interaction in the Classroom
"I Am From" Poem Template	Adapted by Levi Romero Inspired by "Where I'm From" by George Ella Lyon			"I Am From"...
To Repair the World: Becoming a Human Rights Defender (Website)				<a href="https://www.teac
humanrights.co
m/genocide.html">https://www.teac humanrights.co m/genocide.html
World War 1-NonEuropean perspective	Collection of articles	British Library		Race, empire and colonial troops The British Library
Female impersonations during plays by WW1 soldiers	Israel Calderon Baldwin Park High School	UCLA		<a href="https://ucla.app.bo
x.com/v/hgp-femal
e-impersonation">https://ucla.app.bo x.com/v/hgp-femal e-impersonation
UC Davis	California			Lessons by Grade







resources	History-Social Science Project Resources & professional learning for K-12 history-social science			Level: High School California History-Social Science Project
Rethinking Globalization Teaching for Justice in an Unjust World Colonization Teacher's Guide	Edited by Bill Bigelow and Bob Peterson	A Rethinking Schools Publication	October 28, 2002	https://drive.google.com/file/d/1_sJl3CU_yTMDAK9sKo-FrwxoU65Ayk8E/view?usp=sharing https://drive.google.com/file/d/1NsD_fmcyckxHDeKxIXl5ei8oTTTErsKGI/view?usp=sharing
WWII a broader perspective				https://www.universiteitleiden.nl/en/news/2020/05/a-broader-perspective-on-the-war
Disability in the Modern World: History of a Social Movement				Disability in the Modern World: History of a Social Movement Alexander Street
Parallels In Time A History of Developmental Disabilities		The Minnesota Governor's Council on Developmental Disabilities	2022	https://mn.gov/mn-ddc/parallels/one/1.html

A History of Disability: from 1050 to the Present Day		Historic England		A History of Disability: from 1050 to the Present Day Historic England
Women in World History (resources)	Roy Rosenzweig Center for History and New Media	George Mason University	June 2006	WOMEN IN WORLD HISTORY
Universal Declaration on Human Rights		United Nations	2015	Universal Declaration of Human Rights
Consequences of World War II				The Transformative Impact of World War II
Project Citizen				https://www.civiced.org/project-citizen
Project Soapbox		Mikva Challenge	2019	 Project So...
Seal of Civil Engagement		Constitutional Rights Foundation	2022	California State Seal of Civic Engagement
Seal of Civil Engagement		California Department of Education	2020	State Seal of Civic Engagement - History-Social Science (CA Dept of Education)
Building Community				https://www.nshss.org/blog/5-strategies-for-building-community-in-the-classroom/
Building Community				ilding-community-in-the-classroom/

Building Community				https://www.edutopia.org/article/10-powerful-community-building-ideas/
Lesson Plan: The Doctrine of Discovery				https://www.nps.gov/subjects/islandofthebluedolphins/upload/Lesson-Plan-Doctrine-of-Discovery.pdf




Films/Videos/Podcasts

Title	Author	Publisher	Edition/Year	Website
International Day for the World's Indigenous Peoples		R.AGE	2017	 Internationala...
Why Indigenous Cultures Around the World Matter	Ankur Shah		November 3, 2021	 Why Indige...
The Americas and Time Keeping: Crash Course History of Science #5			April 30, 2018	 The Americ...
The Real History of the Americas before Columbus			Sept. 13, 2022	 The Real Hi...
Building a Belonging Classroom (For Teachers)		© 2019 George Lucas Educational Foundation	February 28, 2019	 Building a B...
The Acjachemen: First People of South Orange County Coast with Alfred Cruz, Jr. and Patricia Martz	Alfred Cruz, Jr. and Patricia Martz			 TThe Acjac...

"We are the Acjachemen People" - David Avitia, Indigenous Voices of San Juan Capistrano				 "We are the..."
Juaneño/Acjachemen Culture				 Juaneño/Ac...
Why Indigenous Cultures Around the World are Important.				 Why Indige...
Protecting the Rights and well-being of Indigenous People				 Protecting t...
Survival International				https://www.survivalinternational.org/tribes/
Southernization	Shaffer, Lynda	Journal of World History	1994	Shaffer, Lynda. "Southernization ." <i>Journal of World History</i> , vol. 5, no. 1, 1994, pp. 1–21. JSTOR, http://www.jstor.org/stable/20078579 . Accessed 27 Sep. 2022  Southerniz...
Indian Ocean Trade				Indian Ocean Trade before the European Conquest - World History Encyclopedia
Indian Ocean Trade (Crash Course Video)				 Int'l Comme...

Indian Ocean Trade (Website with lessons)				Indian Ocean in World History
Writing is not present in “all complex” societies.				Writing is not present in all 'complex' societies, but it can signal inequality

Links	Pillar	Descriptions
https://moneyminder.com/blog/10-easy-middle-school-icebreakers/	1	Icebreakers for community/classroom bonding
https://youtu.be/Q6niuYToam4	1	(Teacher specific) Why classroom bonding is important.
Where I Am From?	1	https://global.umn.edu/icc/documents/I_Am_From_Faculty_Guide.pdf https://images.app.goo.gl/1WPNXATCmQWoHKg78 https://docs.google.com/document/d/1bBxVY6B6tqQpph0b_nMtlafSR8DudP7PQ-AN4yt1kjM/copy
The Acjachemen: First People of South Orange County Coast with Alfred Cruz, Jr.	2	The Acjachemen: First People of South Orange County Coast with Alfred Cruz, Jr.

and Patricia Martz		and Patricia Martz
https://youtu.be/z0PHd8UHXI0	2	"We are the Acjachemen People" - David Avitia, Indigenous Voices of San Juan Capistrano
https://youtu.be/JexTJS1pnVg	2	Juaneño/Acjachemen Culture
 Why Indigenous Cultures Around the W...	2	Why Indigenous Cultures Around the World are Important.
 Protecting the rights and well-being of i...	2	Protecting the Rights and well-being of Indigenous People
Survival International	2	https://www.survivalinternational.org/tribes/
Southernization	2	Shaffer, Lynda. "Southernization." <i>Journal of World History</i> , vol. 5, no. 1, 1994, pp. 1–21. <i>JSTOR</i> , http://www.jstor.org/stable/20078579 . Accessed 27 Sep. 2022  Southernization Article.pdf
Indian Ocean Trade	2	https://www.worldhistory.org/article/1
Indian Ocean Trade (Crash Course Video)	2	https://youtu.be/a6XtBLDmPA0
Indian Ocean Trade (Website with lessons)	2	https://www.indianoceanhistory.org/
Writing is not present in "all complex" societies.	2	https://www.sciencedaily.com/releases/2022/02/220211102706.htm
Belief Systems in China: Confucianism, Daoism, and Buddhism	2	https://whfua.history.ucla.edu/units/four/closeup/Era04_closeup421.php

581 BCE - 1368 CE		
Afroeurasia and the Rise of Islam 600 - 1000 CE	2	https://whfua.history.ucla.edu/units/five800/i
The Long Reach of the Major Religions 1500 - 1800 CE	2	Big Era Six: Landscape Unit 6.7
The Enlightenment and Racism	3	Taking the Enlightenment seriously requires talking about race.
Transatlantic Slave Trade	3	Slave Voyages Teaching Guide: Exploring the Transatlantic Slave Trade PBS LearningMedia
To Repair the World: Becoming a Human Rights Defender (Website)	3	https://www.teachhumanrights.com/genocide.html
Top 10 Worst Genocides in History (missing the Transatlantic Slave Trade and the Extermination of the Native Americans) The Dark Side of Democracy: Explaining ethnic cleansing	3	The Top 10 Worst Genocides in History - Owlcation The Dark Side of Democracy : Explaining Ethnic Cleansing
Coloniality, Dehumanization, and Genocide	3	https://newsela.com/subject/other/2000633989/
World War 1-NonEuropean perspective Female impersonations during plays by WW1 soldiers	3	https://www.bl.uk/world-war-one/themes/race-empire-and-colonial-troops https://ucla.app.box.com/v/hgp-female-impersonation
UC Davis resources		Lessons by Grade Level: High School California History-Social Science Project

Colonization Teacher's Guide	3	https://drive.google.com/file/d/1_sJl3CU_yTM_DAK9sKo-FrwxoU65Ayk8E/view?usp=sharing https://drive.google.com/file/d/1NsD_fmyckxH_DeKxIXI5ei8oTTTErsKGI/view?usp=sharing
WWII a broader perspective	3	https://www.universiteitleiden.nl/en/news/2020/05/a-broader-perspective-on-the-war
The Atlantic Revolutions as a World Event 1750 - 1830 CE	4	https://whfua.history.ucla.edu/units/seven/landscape/07_landscape2.php
Challenge Hegemony and Normalization	4	https://newsela.com/subject/other/2000636553/
Disability in the Modern World: History of a Social Movement	5	https://alexanderstreet.com/products/disability-modern-world-history-social-movement
Parallels In Time A History of Developmental Disabilities	5	https://mn.gov/mnddc/parallels/one/1.html
A History of Disability: from 1050 to the Present Day	5	https://historicengland.org.uk/research/inclusive-heritage/disability-history/

Women in World History (resources)	5	https://chnm.gmu.edu/wwh/ https://whfua.history.ucla.edu/units/four/closeup/Era04_closeup453.php
Intersectionality	5	https://newsela.com/subject/other/2000636545/
LGBTQ+ in World History LGBTQ+ in World History (Spanish)	5	https://www.worldhistory.org/article/1790/lgbtq-in-the-ancient-world/ https://www.worldhistory.org/trans/es/2-1790/la-comunidad-lgbtq-en-el-mundo-antiguo/
Universal Declaration on Human Rights	6	https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
Consequences of World War II	6	http://ieg-ego.eu/en/threads/alliances-and-wars/war-as-an-agent-of-transfer/a-w-purdue-the-transformative-impact-of-world-war-ii
Decoloniality, Regeneration, and Social Justice	6	https://newsela.com/subject/other/2000636541/
Project Citizen	7	https://www.civiced.org/project-citizen
Project Soapbox	7	https://drive.google.com/file/d/19tN8HDuphMT

		rceUngvNym-gVI23qrOoX/view?usp=sharing
Seal of Civil Engagement	7	https://www.crf-usa.org/seal-of-civic-engagement/california-state-seal-of-civic-engagement
Building Community		https://www.nshss.org/blog/5-strategies-for-building-community-in-the-classroom/ https://www.edutopia.org/article/10-powerful-community-building-ideas/