

Multicultural Literature Honors

Contacts

1. District Information	Coachella Valley Unified School District
2. Course Contact	

A. Cover Page

1. Course Title	Multicultural Literature Honors
2. Transcript Title	MultiCultLitHnr
3. Transcript Course Code	100020
4. Seeking Honors Distinction? (HS Only)	YES
5. Subject Area	English "B"
6. Grade Levels	10 th
7. Unit value	1.0 (one year, 2 semesters, or 3 trimesters equiv)
8. Was this course previously approved by UC? (HS Only)	No
9. Is this course, or any section of this course, taught in an online learning environment?	No
10. Is this course classified as a Career Technical Education course: (HS Only)	No

11. Brief Course Description

Multicultural Literature Honors will explore four different racial ethnicities in the United States (African American, Asian-Americans, Native-Indigenous, and Chicana/os Latina/os), paying particular attention to how the literature explores racism, discrimination, and rises above oppression. In this literature course, students will closely examine the critical relationships of the authors who challenged the discourse of American socio-political policy and commentary to move towards a more socially just and caring world for everyone. As students read, they will analyze how racism and discrimination has shaped the identity of the writer and their culture. By participating in class discussions to connect the essential question to the literature, students will learn see how racism and discrimination are still present today and how this affects them. Each semester will cover two different racial ethnicities: African American and Asian American in the fall and Native Indigenous and Chicana/os Latina/os in the spring. By reading different genres of literature, including poems, articles, essays and short stories, students will examine the experiences and conditions of each racial ethnicity covered in the courses and their push towards equality while maintaining their identity. Students will also partake in creative and reflective writing, discussions, and projects, which will allow them to think about their own cultural identity as well as other's. Each unit will cover a variety of themes that will allow students to engage in critical scholarship, in order to embrace their culture and the culture of others. As an honors course,

Multicultural Literature Honors will provide students with a rigorous and critical education that partakes in deep literary interpretation followed by a critical approach to writing that enables deep analysis of the readings, in or order to prepare students to successfully navigate Advance Placement courses in English.

12. Pre-requisites: English 1 Honors or Chicano Latino Literature

13. Co-Requisites : None

14. Context for Course:

This course will be made available to students, as their core English course. Students will continue to receive a rigorous educational experience, and at the same time be engaged in diverse set of literature. Students will also receive honors credit due to the rigor and nature of the class.

15. History of Course Development:

Collaboration for the creation of this course has occurred over many days at the district level with English teachers and with district administration support. Participants in the courses collaborated with other school districts across California to help support the construction of this course. This course is created using the common core standards.

16. Textbooks:

“Between the World and Me” Ta-Nehisi Coates

“The Woman Warrior” Maxine Hong Kingston

“Ceremony” Leslie Marmon Silko

“Drink Cultura: Chicanismo” by Jose Antonio Burciaga

17. Supplemental Instruction Materials

Native American Literature: An Anthology, by Lawana Trout, National Textbook Company, 1999.

African American Literature, by Demetrice A. Worley and Jesse Perry, Jr, National Textbook Company, 1993.

Hispanic American Literature: An Anthology, by Rodolfo Cortina, NTC Publishing Group, 1998.

Asian American Literature: A Brief Introduction and Anthology, by Shawn Wong, Longman, 1996.

Course Content

Course Purpose:

Multicultural Literature Honors is a rigorous course designed for students interested in studying various Multicultural writers and the relationship of the selected readings to each writer's cultural background. This honors course will utilize classic and contemporary literary works representing a variety of cultures and races, encourage students to see their own culture from another culture's point of view, and foster critical and deep discussions for rigorous written responses (essays) that cultivate deep critical thinking. This class will feature both fiction and non-fiction literature written by African-Americans, Asian-Americans, Chicana/os Latina/os, and Native Indigenous peoples. Throughout this course, instruction will focus on thematic units, historical research and self-analysis. Multicultural Literature Honors will explore four different racial ethnicities in the United States (African American, Asian-Americans, Native- Indigenous, and Chicana/os Latina/os), paying particular attention to how the literature explores racism, discrimination, and rises above oppression. In this literature course, students will closely examine the critical relationships of the authors who challenged the discourse of American socio-political policy and commentary to move towards a more socially just and caring world for everyone. As students read, they will analyze how racism and discrimination has shaped the identity of the writer and culture. By participating in class discussions to connect the essential question to the literature, students will learn see how racism and discrimination are still present today and how this affects them. Each semester will cover two different cultures: African American and Asian American in the fall; and Native Indigenous and Chicana/os Latina/os in the spring. By reading different genres of literature, including poems, articles, and short stories, students will examine the experiences and conditions of each racial ethnicity covered in the courses and their push towards equality while maintaining their identity.

In Multicultural Literature Honors students will read and analyze contemporary literature in a variety of genres from multicultural perspectives. Novels, short stories, and poems will be closely examined, not only for their plot, character, literary devices, and thematic development, but also in light of their cultural context. Articles, essays, and other non-fiction texts will be examined for their content, rhetorical devices, and political/philosophical assumptions. Students will begin to see literature as a vehicle for understanding global issues. In addition to their study of literature, students will practice writing for a variety of purposes and audiences. Students will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce clear and coherent texts that convey a well-defined perspective and tightly reasoned argument. Students will utilize the writing process, with a focus on revision, to engage their reader with a well-developed voice and style, employ a logical organizational pattern, and develop their arguments with reasoning, examples, and analysis. Students will also utilize computer technology, responsibly research topics, successfully incorporate their findings into their own writing, and properly document their sources. During the second semester, students will practice self-directed learning by completing an extensive self-designed research project. Vocabulary will be developed by studying its roots and by examining new words in its literary context. Grammar skills will be enhanced through careful revision of student writing.

This advanced college preparatory 10th grade English course focuses on broadening students' individual and collective perspective by studying literature and non-fiction pieces from different cultures. Students will initially focus on their own perceptions and goals through college and career planning. Students will also analyze multiple texts, conduct research, and write expository essays. The course emphasizes speaking, listening, and collaborating to prepare students for academic and professional discourse. Additionally, synthesizing multiple sources, including visual texts, prepares students to navigate the world as an adult reader.

Students will achieve mastery of all standards identified as high and medium frequency of California Common Core Standards on the California Standardized Tests, with a concerted effort to encourage mastery of low frequency standards as well. Students will read with a critical and analytical focus; identify, describe and utilize a sophisticated literary and rhetorical forms and devices; conceive, write and edit cogent essays in the autobiographical, narrative, reflective, persuasive and technical modes; communicate in speech and writing with clarity, effective style and eloquence; demonstrate mastery of standard English usage, spelling,

punctuation and grammar; read at least 1000 pages per year outside of assigned class text to develop an extensive background in a diverse body of high quality literature; engage in intelligent discussion through active listening and constructive discourse; demonstrate tolerance for the points of view and beliefs of other people and cultures and demonstrate the highest level of personal and academic integrity. Students will also complete a comprehensive portfolio that captures the growth of the students' essays written throughout the year, along with a reflection piece of writing that illustrates their growth as writer in connection with the material they have learned throughout the course.

Multicultural Literature is designed to launch students into an intensive and comprehensive study of cultural diversity through literature in relation to the English Department's goals and the alignment with the Common Core State Standards for English/Language Arts. The course is intended to provide a strong foundation for critical thinking, reading, writing, speaking and listening and the exercise of critical education. Students will work individually and collaboratively. Upon completion of this course, students will have a strong foundation of cultural understanding to build from for the rest of their lives.

In order to prepare students to meet the course objectives, the students will...

- Have knowledge of American literature by analyzing texts written by authors who openly challenge the literary canon, and who furthermore acknowledge the race and class divisions at the heart of American culture.
- Think independently and critically about issues of identity, race, ethnicity, nationality, multiculturalism, difference, prejudice and discrimination, language, imagination, and literary style within an American cultural context.
- Have an understanding of the relationship between politics, identity, and the place of literature in contemporary American society.
- Demonstrate familiarity with selected literary works by United States writers of diverse backgrounds.
- Explain the importance and significance of those works to American culture and American literary history.
- Draw on relevant cultural and historical knowledge to analyze and interpret the literary works studied.
- Communicate in clear and persuasive written prose interpretations of the works studied.
- Verbally communicate in an effective manner insights, interpretive positions, questions, and information about the literary works studied.
- Speak and write self-reflexively about one's own identity and experiences in the United States in a way that acknowledges cultural and historical differences as well as cultural and historical connections.
- Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
- Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- Articulate the relations among culture, history, and texts, strengthening their abilities to engage racial/ethnic American literary texts and to analyze its form and content as well as its social and historical contexts.
- Analyze contemporary issues confronting different backgrounds in the context of current social issues, historical experiences and professional and intellectual lives.
- Assess the historical importance of the multicultural voice in texts.
- Explore contemporary issues confronting different cultural identities.
- Interpret different cultural identities, beliefs, misconceptions, attitudes and the inter-relatedness of the multicultural experience.
- Participate in collaborative conversations in which they discuss the different beliefs, misconceptions and attitudes toward different cultural identities.
- Explain the narrative, identity and placement in the American canon and society.
- Evaluate how the author characterizes the kinds of social and personal conflicts that can rise up around gender, race, ethnicity, class, sexuality, language, generation / age, and geography.

- Analyze how the elements of fiction (plot, setting, character, point of view, style, voice, symbol or theme) create meaning in a narrative.
- Analyze literary elements within a text.
- Write essays and response journaling with attention to producing compelling thesis statements, persuasive evidence from the texts, incisive commentary and clear writing.
- Create essay responses to a text using a thesis statement and supported commentary.
- Construct an interpretation of a literary text, collect research from appropriate sources, support the interpretation with evidence, and cite the source material.
- Use technology to research and produce an action plan for a need in the community.

Course Outline

Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Theme: Constructing Criticality of One's Experience through Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

The introduction unit in this course introduces students to foundational concepts and frameworks of Ethnic Studies, Race, Ethnicity, and Gender, and how these concepts and frameworks will be used to assess and analyze historical and current events found in literature. Students will learn to apply a sociological lens in researching and discussing issues, which include race and racism, classism, gender and sexism, colonization, oppression, and resistance. Students will develop skills in decoding meanings produced by experiences based on race, ethnicity, and gender in social contexts, as well as the construction of race, ethnicity, and gender identity through everyday life.

Essential Question:

How does American society perceive Race, Class, and Gender?

Objectives:

1. To learn the theoretical foundations and the lens' of Ethnic Studies and Critical Theory
2. To be introduced to the different sociological perspectives and to become familiar with the factors that determine a dominant and a subordinate group in relation to power and privilege between dominant/subordinate groups (i.e. Hegemony).
3. To understand how race and gender is socially constructed through Critical Race Theory and Critical Gender Theory

Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory, Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Honors Assignment:

Students will create a PowerPoint/Keynote presentation that examines the all sociological perspectives learned in the unit of understanding how power structures dominant and subordinate groups, and how Race and Ethnicity plays a role within this power structure.

Unit 1: African-American Literature:

Theme:

Black Prophetic Fire: What It Was and Why It Matters Today - A Movement towards Love and Justice.

Overview:

Students' will read African-American literature that explores racism, discrimination, and rising above oppression. As students read, they will analyze how racism and discrimination has shaped the identity of the writer and culture. By participating in several class discussions to connect the essential question to the literature, students will learn see how racism and discrimination are still present today and how this affects them. Students will begin to learn about Black Prophetic Fire, as defined by Cornell West "Black prophetic fire is really about a deep love for black people, a love of justice, but it's connected to the four questions that Du Bois wrestles with. How does integrity face oppression? What does honesty do in the face of deception? What does decency do in the face of insult? And how does virtue meet brute force. So, in the face of terror, in the face of trauma, in the face of stigma, 400 years of black people wrestling with all three, what do we produce? This caravan of love, this love train—love of justice, love of poor people, love of working people." In this literature course, students will we will closely examine the critical relationships of African-American authors who challenged the discourse of American socio-political policy and commentary to move towards a more socially just and caring world for everyone. Lastly, what lessons do their writings offer us for considering the continued crisis of American race relations?

Essential Question:

How have critical Black authors of the past and now captured their struggles against institutional racism in their fight for justice?

Objectives:

Students will:

1. Engage in the literary criticism of the founders of Prophetic Fire
2. Examine the use of literature to disrupt institutional racism
3. Analyze how African-American literature inspired racial justice activism

Assignment Descriptions:

Poem: A Call to Action

At the end of the unit, students will continue to research current events they feel is an example of social oppression, racism, or discrimination in relation to the Black Lives Matters Movement. They will then write a poem responding to their cause. By writing a response poem, students will learn how African Americans writers have used literature to comment on society, to protest, and to rise above oppression. To complete this project, students must to the following: research (from a reliable source, a primary source) about social oppression, racism, or discrimination in today's society in relation to the Black Lives Matter's Movement; summarize the research; and write a poem that includes a call to action in the poem in support of the issues raised by the Black Lives Matter's Movement.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Prophetic Fire: Synthesis Essay

Students will write a 4-5 page synthesis essay on defining “prophetic fire” and its teachings from various authors. . Students will closely examine the critical relationships of African-American authors of Prophetic Fire who challenged the discourse of American socio-political policy and commentary, in their attempt to move towards a more socially just and caring world. Students will utilize their understanding of the readings to write a synthesis essays capturing the essence of Prophetic Fire, and how its impacting today’s authors and social movements, as it did in the past.

Personal Essay:

Students will write a two page critical essay on their understanding of how racism and oppression has continued to negatively effect the African-American community in America through their interpretation of the literature, and how as the youth of this country we must move towards a more caring, supporting, and empathic America. Students will utilize quotes and themes from many of the authors they have read throughout the unit to support their position on creating a new American built on the leadership of their generation.

Readings: Books, Essays, Short Stories, Articles, Poems, and Films:

“Between the World and Me” Ta-Nehisi Coates

“Black Prophetic Fire” Cornell West

“The New Lost Generation” James Baldwin

“Letter to my Nephew” James Baldwin

“A Talk to Teachers” James Baldwin

“On being White...and other lies” James Baldwin

“The uses of Anger” Audre Lorde

“Poetry is not a Luxury” Audre Lorde

“A Litany for Survival” Audre Lorde

“Between Ourselves” Audre Lorde

“Let American be America Again” Langston Hughes

“I, Too” Langston Hughes

“I Know Why the Caged Bird Sings” Maya Angelou

“Still I Rise” Maya Angelou

“The Rose that grew in Concrete” Tupac Shakur

“Mourning for Whiteness” Toni Morrison

“The Courage of Colin Kaepernick” Michael Eric Dyson (Theundefeated.com)

Ferguson: A Report from Occupied America (Director, Orlando De Guzman 2016)

Stay Woke: The Black Lives Matter Movement, (Director, Lauren Grant; Producer, Jesse Williams, 2016)

The 13th, (Director, Ava Duvernay, 2016)

Birth of A Nation (Director, Nate Parker, 2016)

Lemonade (Beyonce, 2016)

Unit 2: Asian American and Pacific-Islander Literature:

Theme:

Finding my Space in America: Intersections of Race, Gender, Class in the Asian-American and Pacific-Islander Experience

Overview:

This unit serves as a broad introduction to Asian American and Pacific-Islander literature, culture, and experience in a national and global context to illuminate the intellectual contributions of Asian American literature. The unit will cover novels, short stories, essays, and poems from a wide range of Asian American authors. In addition, we will screen a number of films about contemporary topics associated with the Asian American community. Throughout the semester we will pay particular attention to the ways in which race, gender, class, sexuality, environment not only underpin and contextualize the processes of Asian American and Pacific-Islander immigration and racial formation, but also the problem of the human after genocide and nuclear holocaust. In order to provide a more engaged political framework for analyzing both the material experiences and the psychic lives of Asian Americans and Pacific-Islanders, we will read a number of primary documents that construct and document the lived experiences of Asian Americans and Pacific-Islander in a historical context in America. While this unit will briefly look over the history of Asian America and Pacific-Islander, its literature, and its community of activism; and but the majority of our reading will focus on contemporary literary expression in the form of poetry.

Essential Question:

How has the pressure of American imperialism and expansion impacted the construction of race, class, gender found in Asian-American and Pacific-Islander literature?

Objectives:

Students will:

1. Analyze the complexities and intersectionalities of the Asian-American and Pacific-Islander experience found in Literature.
2. Examine the Racial Formation, Hegemony, and Social Movements of Asian-Americans and Pacific-Islanders
3. Research the Filipino and Japanese experience in the Coachella Valley through literature and primary document research

Assignment Descriptions:

Essay: Response to Literature:

At the end of the unit, students will write a response of literature 3-4 page essay, capturing the themes found in

one of the novels of the unit “The Woman Warrior” by Maxine Hong Kingston. The essay will also relate directly to the intersections of Race, Gender, Class through the analysis of the characters experiences in the novels.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Poem of Transformation:

After a critical analysis of the life of poet Kosal Kniev, students will write a poem of transformation capturing their own transformation. Students will look to analyze and include powerful phrases and themes used by Kosal Kniev in their original poems. Poems will be 1-2 pages in length.

Filipino Activism in the Campesinos: Research Project

Students will conduct research on the Filipino experience in the farm worker movement in the Coachella Valley. Students will analyze primary documents and film to create a PowerPoint presentation on the Filipino experience in the farm worker movement in Delano and the Coachella Valley. This project will educate students on the forgotten history of their community.

Readings: Books, Essays, Short Stories, Articles, Poems, and Films:

“The Woman Warrior” Maxine Hong Kingston

“Grapes Of Wrath: The Forgotten Filipinos Who Led A Farmworker Revolution” by Lisa Morehouse (npr.org)

Excerpts from “A Personal History of Filipino Immigrants and the Farmworkers Movement” Philip Vera Cruz

“The Struggle to be an All American Girl” by Elizabeth Wong

“Notes for a Poem on Being Asian American” by Dwight Okita

“Two Kinds” by Amy Tan

“All American Slurp” by Lensey Namioka

“What Means Switch” by Gish Jen

““Beaytiful” Ruby Ibarra

“Hate” Ruby Ibarra

“UNITE US” Kosal Kniev

“Love U I” Kosal Kniev

Verses in Exile (Studio Revolt, 2015)

Cambodian Son Film

Unit 3: Native-Indigenous Literature:

Theme:

Native Indigenous Resistance: Existing in our land beyond genocide and colonization

Unit Description:

This unit will survey literatures written by Indigenous Peoples of America in the twentieth century to critically examine ways in which Natives utilize oral and written traditions and how they operate in various literary and cultural contexts, including autobiography, fiction, poetry, essays, and film. In addition to studying the texts as literary productions, we will study historical and political events that have shaped the Native experience in the United States. We will also be addressing issues of colonization, indigeneity, racism, ecological justice, identity authenticity, language, orality, stereotyping and prejudice. Students will also interrogate the relationship between cultural production and appropriation, through media, consumerism, and sports. We'll also examine the voices of Native intellectuals as we work to develop a Native-centered understanding of both Native histories, as we begin to look under the surface of the literature for hidden socioeconomic messages.

Essential Question:

How has the Native experience captured in native literature illustrated a continued resistance towards on-going genocide and colonization?

Objectives:

Students will:

1. Engage in a critical understanding of and appreciation for the diverse oral and written literatures and histories of Native America;
2. Examine how past and current United States policy has shaped the Native experience in America, which has been captured in literature
3. Sharpen the student's ability to compare, contrast, and draw connections between Native American literary texts to further understand the colonization and genocide of Natives

Assignment Descriptions:

My Creation Story:

After students read the creation stories, they will write their own creation story about how something in nature came to exist like plants, animals, humans, or natural phenomena. Students will learn to utilize the Native American storytelling conventions to their own stories; at the same time students will learn why the Native Americans value nature and the oral tradition.

Students will write a one page story with the following guidelines:

The story must be one page typed.

They must explain the origin of their choosing.

They must include a main character who is an animal or a person with a explanatory name (e.g., The Sky Woman).

The story must be in chronological order.

Language and content must be appropriate to task, purpose, and audience.

Once they completed their creation story, they must create a six-panel storyboard on a poster. Each panel must include a colored picture and a caption to illustrate a main event in the story. Students will then present their stories using their storyboards as visual aids to the class.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Essay-Response to Literature:

At the end of the unit, students will write a response of literature 3-4 page essay, capturing the themes found in one of the novels of the unit “The Absolutely True Diary of a Part-Time Indian” by Sherman Alexie, and “Ceremony” by Leslie Marmon Silko. The essay will also relate directly to the Intersections of Colonization, Race, Gender, Class, and History through the analysis of the characters experiences in the novels.

Research Paper: Colonization-The Past remains in our Future.

Students will write a research paper drawing connections of colonization, broken treaties, and social resistance between the Wounded Knee of 1890 and of 1973; along with Standing Rock in North Dakota regarding the Pipeline Protests of the present day. Students will write a 3-5 page essay exploring issues of colonization, broken treaties, ecological, and historical racism by drawing similarities between both historical events, in reference to the experiences of Native Americans, while connecting much of the literature to their research paper.

Readings: Books, Essays, Short Stories, Articles, Poems, and Films:

“The Absolutely True Diary of a Part-Time Indian” by Sherman Alexie,

“Ceremony” Leslie Marmon Silko

“Indians are people not Mascots” by Fred Veilleux

“Indian Education” by Sherman Alexie

"The School Days of an Indian Girl" by Zitkala Sa

“I am Alone” by Cochise

“Adventures of Indian Princess” by Patricia Riley

“Lullaby” by Leslie Silko

“Remember” by Joy Harjo

“An Appeal for Fair Play and the Presentation of Pueblo Life”

Variety of Poems from John Trudell

Rebel Music –Native America (MTV, 2015)

Woman- Canada: The Missing First Nations (Vice Land, 2016)

Russell Means: Welcome to the Reservation (2011)

Trudell (2005)

Unit 4: Chicana/o Latina/o Literature:

Theme: Navigating the Borderlands: Identity, Immigration, and Politics

Essential Question: How has literature captured life in the borderlands and its construction of identity in Chicana/os Latina/os?

Overview:

Students will read a variety of literature that probes at the Chicana/o experience and its construction of identity in the borderlands. Throughout the unit, we will explore the various ways that relations of class, race/ethnicity, gender, age, and citizenship intersect and affect Latinos' access to opportunity and equality. Moreover, the unit will focus on a variety of different Chicana/o works of literature that capture the topics of history, immigration, race and ethnicity, family, labor, education, religion, memory, access, gender, power, border politics, assimilation, colonization, gangs and ecology that are found in the borderlands. We will use an interdisciplinary approach that considers the Chicana/o experience as its central focus, and that breaks its traditional canonical parameters that continually colonizes the Chicana/os interpretation of self.

Objectives:

Students will:

1. Examine the history and important issues in the Chicana/o community and how they are (re)presented by Chicana/o poets
2. Identify important social cultural movements that have affected the Chicana/o community, specifically the Chicana/o Movement.
3. Identify the roots of Chicana/o culture including Native, African, European, Latin American and United States elements.

Readings: Books, Essays, Short Stories, Articles, Poems, and Films:

“Drink Cultura: Chicanismo” by Jose Antonio Burciaga

Selected essays from “This Bridge We Call Home: Radical Visions for Transformation” by Gloria E. Anzaldúa

“Like Mexicans” by Gary Soto

“Abuela” Rosa Elena Yzquierdo

“My Roots are Mine Alone: La Identidad Cultural” by Denis Lynn Daly Heyck

“To live in the Borderlands means you...” by Gloria Anzaldúa

“Burro Genius-Chapter 5” by Victor Villaseñor

“Pensamiento Serpentino-In Lakesh” by Luis Valdez

“Mi Problema” by Michelle Serros

“Annie Says” by Michelle Serros

“What Boyfriend Told me at Age 16” by Michelle Serros

“Elena” by Pat Mora

"Legal Alien" by Pat Mora

“Poem For The Young White Man Who Asked Me How I, An Intelligent, Well-Read Person, Could Believe In The War Between Races” Lorna Dee Cervantes

“Only Daughter” by Sandra Cisneros

“I am Joaquin” by Rodolfo “Corky” Gonzales

"Chicano Super Heroes" by Jose Antonio

“When Raza?” by Alurista

“The man has lost his shadow” by Alurista

“With liberty and justice for all” by Alurista

Mi Familia – (Director, Gregory Nava. 1995)

Assignment Description

At the end of the unit, students will create a story box that links their own culture to the stories read in class and the themes that they have explored. Students will then be required to examine a classmate’s box and write a response on what these items suggest about that person’s culture.

At the end of the unit, students will create a story box. Students will bring in a shoebox and decorate their box according to the following guidelines:

- Side #1 will represent identity. In a paragraph, students will describe their own cultural identity and analyze how that affects their gender identity.
- Side #2 will represent family. In a paragraph, students will describe their family and analyze their role in their family and their family dynamics.
- Side #3 will represent traditions. In a paragraph, students will describe some of the traditions they practice and analyze their cultural significance.
- Side #4 will represent storytelling. In a paragraph, students will retell some of the didactic stories (fiction or nonfiction) their families have passed down, describe the lesson of the story, and analyze why these stories are passed down.
- The lid of the box will be divided into 4 intersecting triangles. Each triangle will correspond to a side of the box: identity, family, tradition, and storytelling. In each triangle, students will write how their identity, family, traditions, or storytelling connect to the literature read within each theme.

They will fill their box with pictures and artifacts that they associate with their cultural identity, family, traditions, or family stories.

Students will switch boxes with another student then reflect on the contents inside and outside the box. They will write a short paragraph describing who that person is, then compare and contrast their own experiences to their partner’s.

Learning Outcome: By connecting the stories to their own identities through a story box, students will dig

deeper into their own culture and appreciate the role their culture plays in their lives today.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Essay-Response to Literature:

Students will write a 3-4 page response to literature essay by selecting a short story, essay, or multiple poems to explore the various ways that relations of class, race/ethnicity, gender, and citizenship intersect and affect Latinos' access to opportunity and equality, in their fight for justice. Students will apply their own narratives in relation to the readings to provide a context of subjectivity that centers the students experience in their essay.

Chicano Pop-Up Book:

Students will create a Pop-Up book by selecting a specific reading of the unit, and demonstrate their understanding of the Identity, Immigration, and Politics in the borderlands through the construction of the book. Students must utilize the themes, quotes, and other literary critiques used in the readings to help them create a Pop-up book. Students will present their pop-up book to their class.

Unit 5: Portfolio:

Theme: Constructing our intellectualism through our writing

Essential Question: How has your writing and the reading in this course added to your intellectual growth as a student?

Overview:

Students will complete a comprehensive portfolio that captures the growth of the students' essays written throughout the year, along with a reflection piece of writing that illustrates their growth as writer in connection with the material they have learned throughout the course. Students will select five pieces of writing they completed throughout the school year that fit into the categories listed below, and revise their essays to finalize them for portfolio submission. Students will also create a reflection essay that captures the growth of becoming a writer and their intellectual growth through the school year.

Objectives:

Students will:

1. Write essays with attention to producing compelling thesis statements, persuasive evidence from the texts, incisive commentary and clear writing.
2. Construct an interpretation of a literary text, collect research from appropriate sources, support the interpretation with evidence, and cite the source material.
3. Reflect on their writing by compelling a comprehensive portfolio illustrating their growth as a writer throughout the school year

Assignment:

Portfolio:

Students will compose a comprehensive portfolio that captures the students writing throughout the school year. Students will organize all these pieces into a binder. In the beginning of their portfolio, students will include a dedication piece to be dedicated to the most important person in their life. Students will share this portfolio with that person. Students will also present their favorite writing piece of their portfolio to the class for their final

assignment.

The following pieces of writing must be included in their portfolio:

1. Reflection of writing
2. Narrative/Autobiography
3. Response to Literature
4. Argumentative
5. Creative
6. Wild Card (Any additional piece from any category above)

Key Assignments:

Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Theme: Creating Criticality of the One's Experience through Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory, Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Honors Assignment:

Students will create a PowerPoint/Keynote presentation that examines the all sociological perspectives learned in the unit of understanding how power structures dominant and subordinate groups, and how Race and Ethnicity plays a role within this power structure.

Unit 1: African-American Literature Unit:

Theme:

Black Prophetic Fire: What It Was and Why It Matters Today - A Movement towards Love and Justice.

Assignment Descriptions:

Poem: A Call to Action

At the end of the unit, students will continue to research current events they feel is an example of social oppression, racism, or discrimination in relation to the Black Lives Matters Movement. They will then write a poem responding to their cause. By writing a response poem, students will learn how African Americans writers have used literature to comment on society, to protest, and to rise above oppression. To complete this project, students must to the following: research (from a reliable source, a primary source) about social oppression, racism, or discrimination in today's society in relation to the Black Lives Matter's Movement; summarize the research; and write a poem that includes a call to action in the poem in support of the issues raised by the Black Lives Matter's Movement.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Prophetic Fire: Synthesis Essay

Students will write a 4-5 page synthesis essay on defining “prophetic fire” and its teachings from various authors. . Students will closely examine the critical relationships of African-American authors of Prophetic Fire who challenged the discourse of American socio-political policy and commentary, in their attempt to move towards a more socially just and caring world. Students will utilize their understanding of the readings to write a synthesis essays capturing the essence of Prophetic Fire, and how its impacting today’s authors and social movements, as it did in the past.

Personal Essay:

Students will write a two page critical essay on their understanding of how racism and oppression has continued to negatively effect the African-American community in America through their interpretation of the literature, and how as the youth of this country we must move towards a more caring, supporting, and empathic America. Students will utilize quotes and themes from many of the authors they have read throughout the unit to support their position on creating a new American built on the leadership of their generation.

Unit 2: Asian American and Pacific-Islander Literature Unit

Theme:

Finding my Space in America: Intersections of Race, Gender, Class in the Asian-American and Pacific-Islander Experience

Assignment Descriptions:

Essay: Response to Literature:

At the end of the unit, students will write a response of literature 3-4 page essay, capturing the themes found in one of the novels of the unit “The Woman Warrior” by Maxine Hong Kingston. The essay will also relate directly to the intersections of Race, Gender, Class through the analysis of the characters experiences in the novels.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Poem of Transformation:

After a critical analysis of the life of poet Kosal Kniev, students will write a poem of transformation capturing their own transformation. Students will look to analyze and include powerful phrases and themes used by Kosal Kniev in their original poems. Poems will be 1-2 pages in length.

Filipino Activism in the Campesinos: Research Project

Students will conduct research on the Filipino experience in the farm worker movement in the Coachella Valley. Students will analyze primary documents and film to create a PowerPoint presentation on the Filipino experience in the farm worker movement in the Coachella Valley. This project will educate students on the forgotten history of their community.

Unit 3: Native-Indigenous Literature Unit

Theme:

Native Indigenous Resistance: Existing in our land beyond genocide and colonization

Assignment Descriptions:

My Creation Story:

After students read the creation stories, they will write their own creation story about how something in nature came to exist like plants, animals, humans, or natural phenomena. Students will learn to utilize the Native American storytelling conventions to their own stories, at the same time students will learn why the Native Americans value nature and the oral tradition.

Students will write a one page story with the following guidelines:

The story must be one page typed.

They must explain the origin of their choosing.

They must include a main character who is an animal or a person with a explanatory name (e.g., The Sky Woman).

The story must be in chronological order.

Language and content must be appropriate to task, purpose, and audience.

Once they completed their creation story, they must create a six panel storyboard on a poster. Each panel must include a colored picture and a caption to illustrate a main event in the story. Students will then present their stories using their storyboards as visual aids to the class.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Essay-Response to Literature:

At the end of the unit, students will write a response of literature 3-4 page essay, capturing the themes found in one of the novels of the unit “The Absolutely True Diary of a Part-Time Indian” by Sherman Alexie, and “Ceremony” by Leslie Marmon Silko. The essay will also relate directly to the Intersections of Colonization, Race, Gender, Class, and History through the analysis of the characters experiences in the novels.

Research Paper: Colonization-The Past remains in our Future.

Students will write a research paper drawing connections of colonization, broken treaties, and social resistance between the Wounded Knee of 1890 and of 1973; along with Standing Rock in North Dakota reading the Pipeline Protests of the present day. Students will write a 3-5 page essay exploring issues of colonization, broken treaties, ecological, and historical racism by drawing similarities between both historical events, in reference to the experiences of Native Americans, while connecting much of the literature to their research paper.

Chicana/o Latina/o Literature Unit:

Theme: Navigating the Borderlands: Identity, Immigration, and Politics

Assignment Descriptions

Story Box:

At the end of the unit, students will create a story box that links their own culture to the stories read in class and the themes that they have explored. Students will then be required to examine a classmate’s box and write a response on what these items suggest about that person’s culture.

At the end of the unit, students will create a story box. Students will bring in a shoebox and decorate their box according to the following guidelines:

-Side #1 will represent identity. In a paragraph, students will describe their own cultural identity and analyze

how that affects their gender identity.

-Side #2 will represent family. In a paragraph, students will describe their family and analyze their role in their family and their family dynamics.

-Side #3 will represent traditions. In a paragraph, students will describe some of the traditions they practice and analyze their cultural significance.

-Side #4 will represent storytelling. In a paragraph, students will retell some of the didactic stories (fiction or nonfiction) their families have passed down, describe the lesson of the story, and analyze why these stories are passed down.

-The lid of the box will be divided into 4 intersecting triangles. Each triangle will correspond to a side of the box: identity, family, tradition, and storytelling. In each triangle, students will write how their identity, family, traditions, or storytelling connect to the literature read within each theme.

They will fill their box with pictures and artifacts that they associate with their cultural identity, family, traditions, or family stories.

Students will switch boxes with another student then reflect on the contents inside and outside the box. They will write a short paragraph describing who that person is, then compare and contrast their own experiences to their partner's.

Learning Outcome: By connecting the stories to their own identities through a story box, students will dig deeper into their own culture and appreciate the role their culture plays in their lives today.

Honors: (In Addition to the above assignment, Honors students will complete two additional assignments)

Essay-Response to Literature:

Students will write a 3-4 page response to literature essay by selecting a short story, essay, or multiple poems to explore the various ways that relations of class, race/ethnicity, gender, and citizenship intersect and affect Latinos' access to opportunity and equality, in their fight for justice. Students will apply their own narratives in relation to the readings to provide a context of subjectivity that centers the students experience in their essay.

Chicano Pop-Up Book:

Students will create a Pop-Up book by selecting a specific reading of the unit, and demonstrate their understanding of the Identity, Immigration, and Politics in the borderlands through the construction of the book. Students must utilize the themes, quotes, and other literary critiques used in the readings to help them create a Pop-up book. Students will present their pop-up book to their class.

Instruction Methods and/or Strategies:

The class will include a variety of instructional methods designed to help promote student learning, achievement, and engagement. We will use direct instruction, discovery, collaborative group work, independent work, and problem based learning. Each of the different types of methods will be targeted to areas we feel they will be most effective.

Students will work in a number of settings, individually, in pairs, in triads, in small groups, and in whole group. Each will be structured to provide a positive learning environment.

Group work and peer tutoring:

Collaborative group work will be used throughout the course. Collaborative group work is instruction where

students work together to explore different topics and ideas found . During collaboration, the teacher will give the students a problem or situation they are to work on together. The teacher will then go from group to group offering assistance in the form of clarifying instructions and asking leading questions or posing thought-provoking ideas. The teacher is not offering answers or solutions to students, but rather encouraging the group to use each other as their resources and sounding boards. Collaborative group work will be used usually after a topic has been introduced and the students have some comfort with it. It will also be used to help struggling students get up to speed by giving them another entry point to the material (besides the teacher). This group work furthers the goal of teaching the students problem solving by not allowing them to rely on the teacher for answers or solutions.

Students will be assigned a job that will alternate within each group activity so that they are exposed to all positions. Students will be assigned to be a Clarifier, a Questioner, a Summarizer, or a Planner. A Clarifier will need to look at words and phrases that the group may not understand. They will need to find all the essential words and use resources such as other group members, their textbook, thinking maps, and vocabulary on walls. A Questioner will ask questions to the group such as “What do we need to find out? What information do we need from this problem? Is there any information we do not need?” A Summarizer will summarize the purpose of the problem and how they inferred the purpose. The Planner will explain what steps will need to be followed and will use words such as first, next, then, in addition, and etc.

Individual discussion to quickly assess individual learning:

As a large portion of class time will be spent in collaborative activities, it is important for students to also be able to work independently. Either during the discovery or practice portion of the day students will be required to analyze the reading(s) on their own. The premise is that students become so dependent on other members of the class for the analysis of reading(s), that it robs them of the opportunity to develop their own critical thinking. During independent time the teacher will walk around the room observing and assisting each student as they work on the reading(s). Some may need more assistance than others and this is the appropriate time for this to occur.

Project-based Learning:

Project-based learning will be used to help students understand how the Ethnic Studies theoretical framework can be used to model, understand and solve real world situations. Project-based learning focuses on students learning about a topic through the experience of problem solving. This learning method will be used after a topic has been introduced and students have had a little time to work with it. Project-based learning is also another entry point for students to practice their problem solving skills. It gives them the opportunity to approach a situation, analyze it, and then apply their prior learning from English, Social Studies and other areas of study and life. Further, it allows them to contextualize Ethnic Studies within their everyday life. The teachers will be required to provide a relevant problem to solve, connect it to the material being learned, and provide clear instructions.

Direct instruction:

Direct instruction is used to introduce new information or a new topic, and to set the stage for discussion. Teachers also model effective ways to understand and analyze the course material utilizing a variety of instructional methods (i.e close reading, critical reading strategies, etc.)

Think Pair Share:

In many instances a mixture of explicit and implicit teaching are employed. For example, a teacher poses a question based on the literature, film, or historical document, students are then instructed to think about it, write something down, and then share out with a partner before whole group discussions. Students are given the opportunity to add on or question a response to deepen the class discussion.

Communication:

Communication both orally and in writing to help students internalize the concepts learned in the literature,

academic research, and historical documents learned in the course by using academic language. This is especially crucial for English language learners. The process of writing an explanation requires students to think deeply about concepts in order to be able to describe it in words.

Students will also have to explain their findings and conclusions in writing. Students will practice writing to demonstrate their academic understanding of the concepts and ideas learned in the course. They will describe not only their findings and conclusions gained from the readings, but also synthesize their application to real-world scenarios. The writing not only helps the student clarify their thinking, but it also helps the teacher assess student understanding and where gaps are present in student thinking.

English Learner Strategies:

To help second language students, teachers employ Quality Teaching for English Learners (QTEL) strategies to build understanding of problem situations while lifting the academic language. Although these strategies are specified for English Learners, they benefit all students. Strategies such as round-robin to ensure equal voice, jigsaws to allow for differentiation, collaborative posters to extend the learning, and double-entry journals are some examples. Although other strategies may be employed as needed such as:

- Visual and graphic descriptions of problems
- Thinking Maps
- Explicit and repeated instruction
- Socratic discovery
- Hands-on projects and experiential learning
- Interactive online lessons and projects using the iPad

Real Life Problems:

Students will be given real life problems that require students to use multiple disciplines and research methods to solve or find a solution. Students are given the opportunity to explore relationships, make conjectures, test the conjectures, explore real-life data, and make connections. Students make connections between and among representations, (e.g., between quantitative and qualitative data). They make sense of problems together and interpret answers. Stamina in problem solving is built through increasing complexity of the tasks.

Assessments Including Methods and/or Tools:

1. Formative Assessment: Essays will be completed after every unit to assess student understanding of the material learned and where gaps are present in student thinking.
2. Performance Assessment: students will work in groups to create a project based assignment where they will be asked to analyze, problem solve, experiment, make decisions, predict, cooperate with others, present orally and technologically, and produce a product that addresses real-life community issue.
2. Observational Assessment (every day, several times a day): students are asked to participate, read and analyze literature/historical documents/academic research, discuss reading, and explain their learned knowledge to the class.
4. Project-based Assessments: Students are asked to work together to connect the units learned into a cohesive whole. These projects are usually based upon practical situations and require interpretations so students might better grasp how the pieces fit into the larger whole.
5. Traditional Assessments: Students will be given regular intra-unit quizzes and end of unit exams (multiple choice and written). A longer final will culminate at the end of each semester to gauge students' long-term understanding (multiple choice and written).

6. Group assessments: Students will analyze, problem solve, experiment, make decisions, cooperate with others, present orally and/or produce a product (sometimes a written report) throughout each unit.