


## Week 2: Day 5

**CONCEPTS:** *Marginalization/ Dehumanization and Anti-Semitism, Ethnic Cleansing, Genocide, Resistance*

**STANDARDS:**

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Justice:</u></p> <ol style="list-style-type: none"> <li>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</li> <li>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> </ol> <p><u>Action:</u></p> <ol style="list-style-type: none"> <li>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</li> <li>Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</li> </ol>	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> <li>Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression</li> <li>Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels</li> <li>Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing</li> </ul> <p>Key outcomes:</p> <ul style="list-style-type: none"> <li>Pursuit of justice and equity</li> <li>Working toward greater inclusivity</li> <li>Recognizing intersectionality</li> <li>Promoting self-empowerment for civic engagement</li> </ul>

Read aloud: *When I was Eight*

TIME	ACTIVITY
	<p>Community Circle: Open Circle and optional to speak</p>
	<p>Together we define Marginalization by viewing pictures, discussing and defining.</p> <p><b>What does it mean for a person or group to be MARGINALIZED?</b></p>  <p>inition:</p>

	<p><a href="#">GALLERY WALK</a></p> <p>First Impressions Students Walk around and write and post it and place it on each image. Then they choose a quote or image to reflect on in</p> <p>Describe what message you think this image/quote presents? Explain how that makes you feel?</p> <p><a href="#">Gallery Student</a></p>
	<p><b>What does it mean to DEHUMANIZE?</b></p> <p><b>de human ize</b></p> <p><small>prefix root suffix</small></p> <p>definition:</p> <p><a href="#">Dehumanize</a></p> <p>Also look at last slide in Gallery Walk</p>
	<p>Journal Reflection:</p> <p>-What's the purpose of dehumanizing a group of people?</p> <p>-How can we prevent or change the course of dehumanizing people?</p>
	<p><b>Organizer:</b> Holocaust, Ethnic Cleansing in Palestine, Tulsa, Black Wall Street, Indian Removal Act of 1830--Indigenous Boarding Schools (Indian Residential Schools) <a href="#">REsource Padlet</a></p> <p>AND SHARE OUT</p>
	<p>Resistance : VIDEO: <a href="#">A Change Is Coming</a></p>
	<p>Community Circle:</p> <p>Open Circle, optional to talk</p>

## Week 2: Day 6


**CONCEPTS:** *Social Justice, Injustice, Inequity, (Banning Books HB1467) Advocacy vs Activism and Ally vs Co-conspirator*

**STANDARDS:**

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Justice</u></p> <p>1.Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>2. Students will analyze the harmful impact of bias and injustice on the world, historically and</p> <p>3.Students will identify figures, groups, events</p>	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> <li>● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression</li> <li>● Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically</li> </ul>

<p>and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><u>Action</u></p> <ol style="list-style-type: none"> <li>1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</li> <li>3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</li> <li>4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</li> <li>5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li> </ol>	<p>marginalized in society</p> <ul style="list-style-type: none"> <li>● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels</li> <li>● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing</li> </ul> <p>Key outcomes:</p> <ul style="list-style-type: none"> <li>● Pursuit of justice and equity</li> <li>● Working toward greater inclusivity</li> <li>● Recognizing intersectionality</li> <li>● Promoting self-empowerment for civic engagement</li> <li>● Supporting a community focus</li> </ul>
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Read Aloud: [Si Se Puede and Larry Itliong](#)

TIME	ACTIVITY
	Community Circle: Highs and Lows
	INEQUITY: BANNING OF BOOKS: What are the consequences of Florida BILL HP1467?
	Journal Reflection: Make a list of World Problems and describe why you think some of these problems exist or what they cause.
	Read Aloud: Peaceful Fights for Equal Rights  
	<a href="#">What does Social Justice mean to you?</a>
	<a href="#">Global Issues</a> then we will put them on different columns- students walk around and “go deeper” give examples of problems for each
	Advocacy vs Activism and Ally Vs Co- Conspirator Info-Graphics and video

	<a href="#">Kid Prez: How to Change the World</a> Choosing an Issue -What is important to you? -What is something that needs to change? -What can you do?
	<b>Journal Reflection:</b> Why did you choose this issue? Why do you think this issue is an example of social injustice? Why is it important to you?
	Plan: <a href="#">Develop your passions</a>
	Intro into Passion Project Videos:  <a href="#">Social Justice Activist</a>  <a href="#">Genius Hour</a>
	<b>Community Circle:</b> Open Circle, optional to talk

## Week 2: Day 7

**CONCEPTS:** *Black Lives Matter, Redlining , Police Brutality and Defund the Police, Juneteenth*

**STANDARDS:**

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Diversity</u></p> <p>1.Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>2.. Students will respond to diversity by building empathy, respect, understanding and connection.</p> <p><u>Justice</u></p> <p>1.Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>2. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p>	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> <li>● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression</li> <li>● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels</li> <li>● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing</li> </ul> <p>Key outcomes:</p>

<p>3. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>4.. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.</p> <p><u>Action</u></p> <p>1.Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p> <p>2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</p> <p>3.. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p>	<ul style="list-style-type: none"> <li>● Pursuit of justice and equity</li> <li>● Working toward greater inclusivity</li> <li>● Recognizing intersectionality</li> <li>● Promoting self-empowerment for civic engagement</li> </ul>
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Read aloud: [Something Happened in Our Town](#)

TIME	ACTIVITY
	Community Circle: Open Circle and optional to speak
	Journal Reflection: When you hear “Black Lives Matter”, what does it make you think? What do you know about the Black Lives Matter movement?
	<a href="#">Video</a> : Brief history of the BLM movement (7:00)  Read through the BLM <a href="#">slideshow</a> .
	Defunding the Police: Info Graohic and VIDEO
	<b>Small Groups</b>  Make groups of 5. Decide which question each of you will answer. Research the question and type your response. ( <a href="#">The Language of Protest</a> )
	Whole group-go over responses and the teacher fills out a chart.
	Small Groups Groups of 4  Each person chooses one to google. Discuss people on posters. (Slide 11-- <a href="#">Say Their Names</a> ) ( <a href="#">Homework</a> )

	Listen to this <a href="#">lyricist</a> . REFLECTION JOURNAL: After you listen to the song or read the lyrics, draw a picture or write a few sentences about what you think the message of the song is.
	Juneteenth: READ ALOUD <a href="#">Juneteenth for Maze</a> and <a href="#">Video</a>
	<a href="#">Fill out planning pages--</a> Question, Research, Create, Share Teacher will meet with each student, to get project approval from teachers.
	Community Circle: Open Circle and optional to speak

## Week 2 : Day 8


**CONCEPTS:** *Schools/ Prison Pipeline, (13th) Criminalization of BIPOC, Prison Boom and Cash Bail Reform*

**STANDARDS:**

Teaching Tolerance Social Justice Standards	CA Ethnic Studies Model Curriculum and Guidelines
<p><u>Justice</u></p> <p>1. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).</p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p>2. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <p>3. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around</p>	<p>Guiding values and principles of Ethnic Studies:</p> <ul style="list-style-type: none"> <li>● Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression</li> <li>● Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels</li> <li>● Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing</li> </ul>

<p>the world.</p> <p><u>Action</u></p> <ol style="list-style-type: none"> <li>1. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</li> <li>2. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.</li> <li>3. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</li> <li>4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li> </ol>	<p>Key outcomes:</p> <ul style="list-style-type: none"> <li>● Pursuit of justice and equity</li> <li>● Working toward greater inclusivity</li> <li>● Recognizing intersectionality</li> <li>● Promoting self-empowerment for civic engagement</li> </ul>
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Read Aloud: Mama's Kihmar

TIME	ACTIVITY
	<p>Community Circle: Open Circle and optional to speak</p>
	 <p>Journal Reflection:</p> <p>Do you know someone who is incarcerated (in jail)? What do you think about prison? Look at this Cartoon, what do you think is happening? What is this cartoon saying about school and prison?</p>
	<p>INFOGRAPHIC STUDY In groups of 5, students will analyze and discuss the information and answer questions.</p> <p><a href="#">School To Prison Infographic</a></p>
	<p><a href="#">Infographic Analysis</a> and share</p>
	<p><a href="#">School To Prison Video</a></p>
	<p>CASH BAIL infographic</p>
	<p>Research topic</p>
	<p>Community Circle:</p>

	Open Circle and optional to speak
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