

ETHNIC STUDIES - ONE BLOCK SEMESTER¹

Grades:	9
Length:	1 Block Semester (10 units)
Environment:	Classroom-based
Honors:	None
Subject:	
Discipline:	History / Social Science
Institution:	Mountain Empire High School, MEUSD

Course Overview

Ethnic Studies is an interdisciplinary social science course that seeks to, in the words of the California History-Social Science Framework, “address content considered missing from traditional curriculum and to encourage critical engagement” through the analysis and critique of history as it relates to historically disenfranchised groups. This course is designed for students to be politically, socially, and culturally conscious about their personal connections to local and national histories. The course objectives, learning environment, activities and assessments are aligned with the standards, vision, and outcomes found in the MEUSD Portrait of a Graduate.

MEUSD graduates seek to understand the rich history of our mountain communities MEUSD graduates demonstrate respect for the richness of our community. They seek to eliminate cultural bias by acknowledging the similarities and differences that exist in our communities. . Through engagement, inquiry, analysis, reflection, and critique, students in the Ethnic Studies course will develop a more inclusive understanding of the United States of America and its past by examining dominant narratives and counter-narratives, centering on the history of people in the United States, California, and San Diego County. The ethnicities explored in the scope of the course include (but are not limited to): Native American/American Indian (with an emphasis on the Kumeyaay People), Black/African American, Chicana/o/x/Latina/o/x, and Asian Pacific Islander.

Course objectives include:

- Develop compassion, respect, empathy, and value for individuals and groups of people locally, nationally, and globally by examining constructs of race, culture, ethnicity, and identity.
- Explore personal identities and the intersectionality of how race/ethnicity, gender, nationality, and culture shapes one’s identity.
- Identify the origins and impacts of social, economic, and political inequalities in the United States.
- Develop students as active listeners and adaptive communicators.
- Demonstrate the power of networking in community discussions.
- Analyze the development of social movements that grew out of those inequalities and evaluate the effectiveness of the movements.
- Empower students to be culturally conscious and active members of their communities.
- Improve ourselves by embracing curiosity, inquiry, creativity, and diversity and moving forward.

¹ Adapted from the Salinas Unified High School District, Grossmont Union High School District, and Madera Unified Ethnic Studies Syllabi and Scope and Sequence

Creating a learning environment: Only a portion of what you learn in this course will be from your teachers and the readings. Your classmates will play an instrumental role in your learning experience. As such, come to class prepared and be ready to join in the conversation. The more involved you become, the more you will gain. Support your opinions with what you learned in the readings, classes, and lecture. Benjamin Franklin once said, "Seek first to understand, then to be understood." Listen carefully to others' before you decide where you stand in relation to their perspective and how to respond in a respectful and productive manner. Students will be guided to incorporate adaptability and resilience in analyzing historical narratives. Through active participation in this course, students will develop confidence in their ability to navigate complex social issues, embrace a growth mindset, and practice self-awareness when engaging in challenging discussions. MEUSD graduates persist through challenges and use reflective learning to explain their perspectives. Students will utilize available resources and technologies in new and innovative ways to meet challenging tasks and situations and persist in developing the knowledge, skills, and mindsets to confront new challenges.

UNIT ZERO: What is Ethnic Studies and Why do we need it? How can we use it to create a more just and equitable world?

This introductory unit is an exploration of why *Ethnic Studies is needed now, for 50+/500+ years!* You are my other me. Education can be the difference between life and death. Ethnic Studies has saved lives by recognizing our humanity and self-determination in our education system, as a cause of racial and social justice today.

Essential Questions:

- How can we come together as a community in unity and solidarity?
- What is Ethnic Studies?
- How did Ethnic Studies start?
- What is Ethnic Studies and how might our participation in the course positively impact our intellectual development, the improvement of our school culture, and increase our community pride?
- Critical Race Theory - What is it, why is it controversial, does this class teach it?
- Civic Online Reasoning - What is bias and where does the information come from?

Assignments

Class Norms, land acknowledgment, team building exercises, create community affirmations, relationship building

Potential Resources:

Videos:

- [TEDx: Why Ethnic Studies Matters - Ron Espiritu](#)
- [TED: The Danger of a Single Story - Chimamanda Adichie](#)
- [Learning for Justice: What makes us who we are?](#)

Websites:

- <https://freedomdreaming.commons.gc.cuny.edu/about/>

Newsela Social Studies:

- [What is Social Identity](#) (How Stuff Works, Newsela)
- [California to vote on ethnic studies mandate](#) (Los Angeles Times, Newsela)
- [Tennessee school board bans Pulitzer Prize-winning book on Holocaust](#) (Tribune Content Agency,

Newsela)

- Push for Indigenous American curriculum in schools makes gains (Associated Press, Newsela)
- Proposed textbook indices controversy for portrayal of Mexican-Americans (Washington Post, Newsela)
- Racist attacks revive Asian American studies program demand (Associated Press, Newsela)
- A Virginia Tribe Reclaims Its Past (Washington Post, Newsela)

Key Terms

Essential terms	<ul style="list-style-type: none">• Ethnic Studies• Systems of Oppression• Systemic Racism• Classism	<ul style="list-style-type: none">• Sexism• Community Privilege• Equity• Meritocracy	<ul style="list-style-type: none">• Critical Race Theory• Resistance• Consciousness
Supporting terms	<ul style="list-style-type: none">• Ethnicity	<ul style="list-style-type: none">• Social Construct	<ul style="list-style-type: none">• Marginalization

UNIT ONE: Who Am I? Identity and Self: Identity, Indigeneity and Active Roots (Past, Present, Futurity)

MEUSD graduates believe in themselves and understand who they are. The identity and self unit is an exploration of students' own complex and interrelated identities. Students will examine how identities are formed and how our backgrounds shape our values, viewpoints, and biases. Students will develop a deeper understanding of themselves, their communities, and how they relate to others. Through the study of counter-narratives, family histories, oral traditions, and funds of knowledge, students will begin to recognize their relationships to larger social systems, build capacities for empathy and agency, and develop as historical and analytical thinkers. Students will explore counter narratives and their own identities through the following thematic pathways: *Planting Cultural Roots, Spatial Identities, Coming of Age and Cross-Cultural Identities, and Cultural Ways of Knowing*.

Essential Questions:

- How do we define ourselves?
- Why do our histories matter?
- How do we honor different ways of knowing?
- How do social constructs inform and shape a person's perception of self and others?
- How does developing self-awareness contribute to becoming a responsible and engaged member of society?

Potential Resources

Websites:

- [Ancestry Classroom](#),
- [Facing History and Ourselves](#),
- [Actively Learn](#) → Topics → "California Ethnic Studies", Create a free account for access to 3,000+ articles, [UC Admissions PIQ](#)

Video Series:

- [Race: The Power of an Illusion](#) (California Newsreel),
- [Race, Ethnicity, Nationality, and Jellybeans](#)

Newsela Social Studies:

- [There's No Scientific Basis for Race: It's a Made-Up Label](#) (National Geographic, Newsela),
- [For Many Latinos, Race is More Culture than Color](#) (New York Times, Newsela),
- [Latino, Hispanic, LatinX, Chicano: The History Behind the Terms](#) (History.com, Newsela),
- [How do people define national identity? By speaking the same language](#) (Washington Post, Newsela),
- [For Over 100 yYears, the US forced Navajo students into Western Schools](#), (Smithsonian.mag, Newsela),
- [See Me As I Am: Kids Discuss What It's Like to be Multicultural in Seattle](#) (Seattle Times, Newsela),
- [Indigenous Languages Make Inroads Into Public Schools](#) (The Conversation, Newsela),
- Primary Source: [Sojourner Truth's "Ain't I a Woman?" speech](#) (Newsela),
- [As Asian Americans face racist attacks, a PBS series celebrates their unsung history](#) (LA Times, Newsela)
- [Native Americans of California and Baja California](#), Mexico (Encyclopedia Britannica, Newsela),
- [Native Americans of California and Baja California](#), Mexico (Encyclopedia Britannica, Newsela)
- [The ocean and Native peoples of California](#) (National Park Service, Newsela),
- [Polynesians in California: Evidence of an ancient exchange](#) (Ancient History Encyclopedia, Newsela)
- [To climb Morro Rock or not? Question divides 2 Native American tribes](#) (LA Times, Newsela)
- [A burning question – California Indians' use of fire](#) (The State of California, Newsela)
- [California Indigenous people's leadership, religion, and marriage practices](#) (Encyclopedia Britannica, Newsela)
- [The Modoc people and their homeland](#) (National Park Service, Newsela)

Assignments

Personal History Project: Students will conduct an interview to explore the memories, stories, and traditions of a member of their family (biological or chosen) or community. When interviewing, students will seek out information about both the past and the present. How have certain family traditions evolved? What holiday customs are practiced today that weren't a generation ago? What special foodways and rituals are part of community celebrations and why? What skills and abilities are needed to practice a particular craft or trade? How are these skills learned, mastered, and passed on to younger generations? Students will record the personal histories and present findings through a variety of project mediums.

Identity exploration: Hinduism/API: <https://youtu.be/HRJLgTMyWBs?feature=shared>
[Punjabi Sikh-Mexican American Community Fading into History](#)

LAM.... acrostic name poems.

Key Terms

Essential terms	<ul style="list-style-type: none">• Identity• Nationality• Heritage• Bias• Marginalization• First Nation	<ul style="list-style-type: none">• Race• Prejudice• Stereotype• Racism• Humanization• Indigenous	<ul style="list-style-type: none">• Ethnicity• Culture• Self-determination• Otherization• Intersectionality• Native
Supporting Terms	<ul style="list-style-type: none">•		<ul style="list-style-type: none">•

UNIT TWO: Where Did I Come From? Systems, Oppression and Resistance: Then and Now. Coloniality, Dehumanization & Genocide

This unit brings forth the moments of our past and present that have remained in the margins of our collective consciousness through exploration of various systems and structures in the United States. A learner should be curious and inquisitive. A learner should strive to build knowledge by experimenting, reflecting, and making connections. This unit gives students the opportunity to analyze, evaluate, interpret and synthesize information and to adapt their thinking based on new information or ideas. Someone who strives learn will understand that discomfort may arise as part of the collaborative process and maintain an open-mind and willingness to explore different perspectives

Essential Questions:

- How does the lack of access to education impact individuals and communities, both in the short and long term? In what ways do spatial inequalities intersect with race, socioeconomic status, and other identities, influencing opportunities and quality of life?
- What responsibilities do media creators, producers, and consumers have in promoting more inclusive and equitable representations?
- What role does resistance and social movements play in challenging and reshaping systems of power and oppression?
- What groups worked together to overcome oppression through solidarity?
- How can developing adaptive and flexible thinking skills help challenge systemic oppression and create social change?

Potential Resources

Game: [iCivics](#):

- You've Got Rights, [Federal, state and tribal governance /Gilder Lehrman](#),

Documentary series:

- [Eyes on the Prize](#) (PBS, 1987),

Websites:

- [Actively Learn](#) → Topics → "California Ethnic Studies"

Newsela Social Studies:

- [PBS: What is Discrimination](#), [The 1619 Project: The barbaric history of sugar in America](#) (New York Times, Newsela)
- [How slavery became the economic engine of the South](#) (History.com, Newsela)
- Primary Source: [The Homestead Act of 1852](#) (Newsela)
- Primary Source: [Letter to Congress from Cherokee Chief John Ross](#) (Newsela)
- [The electoral college has been divisive since day one](#) (Smithsonian.com, Newsela)
- [Tending the Home front: The many roles of California women in WWII](#) (National Park Service, Newsela)
- [Native American Women shape how Museums frame Indigenous Culture](#) (Christian Science Monitor, Newsela)
- [Auschwitz to Rwanda: Link between science, colonialism, and genocide](#) (The Conversation, Newsela)
- [For dark-skinned Mexicans, tain of discrimination lingers,](#) (McClatchy Foreign Staff, Newsela)
- [The Case of Ozawa v US and its effect on immigration](#) (Newsela)
- [The 1619 Project: How America's vast racial wealth gap grew](#) (New York Times, Newsela)
- [Why migrants who speak indigenous languages slip through cracks in US schools](#) (The Guardian, Newsela)

- The Criminalization of black girls in schools (Washington Post, Newsela)
- What were the LA Riots? (New York Times, Newsela)
- Five years on, the Flint Water crisis is nowhere near over (National Geographic Society, Newsela)
- With echoes of Wounded Knee, tribes try to block North Dakota pipeline (Los Angeles Times, Newsela)
- Indigenous youth take global stage in Madrid to voice climate change worries (The World, PRX, Newsela)
- For Native Americans, coronavirus looks heartbreakingly familiar (Christian Science Monitor, Newsela)
- Why the coronavirus looks different to Black America (Christian Science Monitor, Newsela)
- What's It Like to be Asian During the Coronavirus Epidemic? (USA Today, Newsela)
- Racial bias is incorporated into algorithms doctors use to treat patients (LiveScience, Newsela)
- California to vote on ethnic studies mandate (Los Angeles Times, Newsela)
- Tennessee school board bans Pulitzer Prize-winning book on Holocaust (Tribune Content Agency, Newsela)
- Push for Indigenous American curriculum in schools makes gains (Associated Press, Newsela)
- Proposed testbook indices controversy for portrayal of Mexican-Americans (Washington Post, Newsela)
- Racist attacks revive Asian American studies program demand (Associated Press, Newsela)
- How did the Spanish Missions in California affect Native Americans? (Native American Almanac, Newsela)
- The Impact of the Gold Rush on Native Americans of California (National Museum of the American Indian, Smithsonian Institute)

Assignments

Basic Review of Government (Declaration of Independence, Preamble to Constitution, Bill of Rights)

US/Native American treaties: recognition as sovereign nations (Newsela)

Laws - Black Codes, Jim Crow Laws, Lynchings of AA & Mexican Americans in TX,

Chinese Exclusion Act,

FHA redlining,

"Don't ask, don't tell, FAIR Act, Justice System

(Case Studies) Johnson v M'Intosh (1823) Plessy v Ferguson (1896) People v Zamora (1943 Zoot Suit Riots)

Tape v Hurley (1885) Piper v Big Pine School Dist. of Inyo County (1924) Mendez et al v Westminster (1947),

Mulkey v Reitman (1967), Korematsu Vs. US (1944), Brown Vs. Board of Education (1954), Hernandez v

Texas (1954), Obergefell v Hodge

Debate: What responsibilities do media creators, producers, and consumers have in promoting more inclusive and equitable representations?

Basic Review of Government and Key Court Cases

The Four I's of Oppression: <https://adl.org/sites/default/files/4-Is-of-Oppression-Storyline-WEB/story.html>

DBQ Essay: TBD based on key court cases

Key Terms

Essential terms	<ul style="list-style-type: none">• Colonization• Exploitation• Power• Immigration• Hierarchy	<ul style="list-style-type: none">• Dehumanization• Equity V. Equality?• Emigration• White supremacy• Assimilation	<ul style="list-style-type: none">• Genocide• Underdeveloped• Redlining• Oppression• Diaspora
Supporting terms	<ul style="list-style-type: none">• Sovereignty• White Flight	<ul style="list-style-type: none">• Creation of other• Prison industrial complex	<ul style="list-style-type: none">• Gentrification• School-to-prison-pipeline

UNIT THREE: Critical Hope: Where Am I Going?

The "Where Am I Going?" unit in Ethnic Studies challenges students to be future-ready learners. It invites students to engage in a deep exploration of their identities and the broader societal structures that shape their futures. This unit emphasizes self-reflection, encouraging students to examine how their ethnic backgrounds, histories, and personal experiences influence their current understanding of themselves and their role in society. Students will explore the importance of community building and solidarity as they learn how collective action and cross-cultural alliances can address systemic issues. Central to the unit is the study of social movements and activism, with a focus on how individuals and communities can work towards creating meaningful change. Finally, the unit challenges students to consider their own future paths—how they can use their understanding of identity, history, and collective action to contribute to a more just, equitable, and inclusive world.

Essential Questions:

- How does my ethnic identity shape my understanding of who I am and where I am going in life?
- In what ways can community building and solidarity across diverse groups create meaningful change in society?
- How have historical events and social movements shaped the opportunities and challenges faced by ethnic communities, and how we can continue their work today?
- What roles does activism play in shaping the future of individuals and communities, and how can I contribute to a more just society?
- What is my vision for the future, and how can I use my identity, history, and experiences to contribute to a more inclusive and equitable world?

Sample Activities:

Identity and Self-Reflection:

1. Personal Reflection Journal:
Students will maintain a journal throughout the unit where they reflect on the question, "Where am I going?" through a lens of personal identity. They will write about their ethnic background, family history, and any significant experiences that have shaped their sense of self. Prompts may include: "What does your heritage mean to you?", "How have historical events impacted your identity?", and "How do you envision yourself in the future?"
2. Identity Mapping:
In class, students create a visual "identity map" that shows the various factors that shape who they are, such as family, culture, history, religion, language, and social experiences. They will present these maps

to the class, explaining how different aspects of their identity intersect and influence their worldview.

Community Building and Solidarity:

1. **Group Discussion: Building Coalitions:**
In small groups, students discuss the concept of solidarity and what it means to build community across different ethnic and cultural groups. Each group will discuss historical examples of successful coalitions (e.g., labor movements, civil rights struggles) and identify strategies for creating solidarity in their own communities.
2. **Solidarity Action Plan:**
After researching a social justice issue (such as immigration rights, racial justice, or environmental justice), students will create a "solidarity action plan" outlining how diverse communities can come together to address the issue. This plan will include action steps, necessary resources, and ways to build unity among different groups.

Social Movements and Activism:

1. **Social Movement Timeline:**
Students will create a timeline of key social movements in the U.S., particularly those led by ethnic minority groups (e.g., the Civil Rights Movement, Chicano Movement, Black Lives Matter). They will examine the goals, strategies, and outcomes of each movement and discuss how these movements have influenced modern activism.
2. **Activist Profile Project:**
Students will research an activist from their own community or from a different ethnic background and present their findings to the class. The presentation will focus on the activist's life, the issues they fought for, and the ways they mobilized people for change. This activity encourages students to see activism as a real and impactful way to shape the future.

Exploring Future Paths:

1. **Vision Board:**
Students will create a vision board that represents their aspirations for their future—both personally and as part of a larger social movement. This can include images, quotes, and symbolic items that reflect their goals in terms of identity, career, activism, and community contributions.
2. **Future Path Interview:**
Students will interview a mentor, community leader, or activist who has taken an active role in shaping social change. After the interview, they will write a reflection on how this person's experiences and advice might inform their own path forward in terms of social justice and community involvement.
3. **Future Path Essay:**
Students will write an essay addressing the question "Where am I going?" They will discuss how they plan to use their understanding of ethnic identity, historical context, and activism to create change in their communities. This essay will be both a self-reflection and a call to action for the future.

UNIT FOUR: Civic Engagement & Transformation. Social Movements, Decolonizing, Regeneration, and Transformational Resistance (YPAR Project)

To be truly prepared for the future, one must recognize the value of networking. MEHS graduates recognize the value of meeting and knowing a variety of people from various backgrounds. The Civic Engagement & Transformation unit aims to empower students as active, informed, and responsible citizens. Throughout this unit, the objectives center around the areas of understanding the essence of civic engagement and its societal significance and identifying and analyzing pertinent issues, whether local, national, or global, affecting communities. This unit will foster critical thinking to propose viable solutions for these issues, culminating in a community-based project that seeks to create tangible, real-world change. By learning self-advocacy through **Youth Participatory Action Research (YPAR)**, critically conscious students have the opportunity to see themselves as knowledgeable, intellectual, capable, and empowered. The steps and principles of YPAR provide students the opportunity to use their education and lived experiences to address problems in their school and communities. The steps also build their academic and critical thinking skills by providing them with a process they can apply to solving problems that they may encounter throughout their life.

Essential Questions:

- What are the key challenges or issues in our community/society?
- What is civic engagement and why does youth participation matter?
- How can research drive change and what strategies can we use to advocate for change? How can we sustain our efforts for long-term impact?
- What lessons have we learned from this experience?
- How can civic engagement help MEUSD graduates build community, increase cultural awareness, and contribute meaningfully to their communities?
- How has this course prepared you to be a culturally aware, future-ready learner?

Potential Resources

Documentary series:

- [Latino Americans](#) (PBS, 2013),

Websites:

[Lynching Map Interactive](#),
[Actively Learn](#) → Topics → “California Ethnic Studies”.
[Digital Public Library of American/AIM Movement Interactive](#),
[Library of Congress 1970 National Chicano Moratorium/Latinx Resource Guide](#),
Blood Orange Citrus Strike [King Citrus-OC Historyland local author and historian](#),
Stonewall Uprising [Library of Congress: 1969 Stonewall Uprising](#)
Political Advocacy Howard University School of Law: [Howard University Civil Rights](#)

Videos: [Japanese Relocation](#) (US War Department, 1943)

Online sources:

- Political Advocacy Howard University School of Law Website: [Howard University Civil Rights](#),
- Civil Rights Movement - Ida B. Wells, Booker T. Washington, WEB Dubois,
- Early moments of reckoning: Tulsa Massacre, Race Riots in Chicago and other cities, and Emmett Till
- Stonewall → Pride,
- American Indian Movement

- Chicano Movement
- Cesar Chavez and United Farm Workers Union - Blood Orange: CitrusStrike of OC
- Asian American/Pacific Islander, Japanese American forced relocation to internment camps
- Asian American Movement 60s-70s
- [Struggling with Cultural oppression Native Americans struggling,](#)
- [8 facts about Black Lives,](#)
- Loving v. Virginia (History.com, Newsela)
- California to vote on ethnic studies mandate, (Los Angeles Times, Newsela)
- The 1977 disability rights protest that broke records and changed laws (Atlas Obscura, Newsela)
- California plan would give \$100 million to Indigenous leaders to buy ancestral lands (The Guardian, Newsela)
- "A defender of this place we call our home": NPS's first Indigenous American director (USA Today, Newsela)
- Taking it to the streets: Grassroots activism in the United States (Cengage Learning, Newsela)
- How King took inspiration from Gandhi on nonviolence (Biography.com, Newsela)
- College students find new power in campus protests (Los Angeles Times, Newsela)
- "Civil Disobedience" by Henry David Thoreau, Newsela
- Essay: Martin Luther King Jr., a timely leader (Cricket Media, Newsela)
- Civil Rights Activists: Rosa Parks (Biography.com, Newsela)
- Civil rights icon Huerta has advice for a new generation of activists (Smithsonian.com, Newsela)
- Life in an internment camp drove Yuri Kochiyama's commitment to social justice (Zinn Education Project, Newsela)
- The Great Migration: Civil rights activists (Smithsonian Magazine, Newsela)
- Activist and labor organizer: Cesar Chavez (Cesar Chavez Foundation, Newsela)
- Ten influential Asian American and Pacific Islander activists (History.com, Newsela)
- Military Leaders: Tecumseh (Biography.com)
- Red Jacket's Defense of Native American Religion (Newsela)
- Black and Indigenous resistance in 1800 (USHistory.org, Newsela)
- Tecumseh calls for a united Native American resistance, 1810 (Newsela)
- The Battle of Little Bighorn (Cobblestone Magazine, Newsela)
- Sarah Winnemucca devoted her life to protecting Native Americans (Smithsonian.com, Newsela)
- John Brown's Address to the Court (Newsela)
- William Lloyd Garrison denounces slavery (Newsela)
- The 16-year-old Chinese immigrant who helped lead a 1912 U.S. suffrage march (History.com, Newsela)
- Five Black suffragists who fought for the 19th Amendment (The Smithsonian Institution, Newsela)
- Sylvia Mendez and her parents fought school segregation in 1946 (Biography.com, Newsela)
- Delgado v. Bastrop ISD: desegregating public school education in Texas (Texas State Historical Association, Newsela)
- Brown v. Board of Education (Newsela)
- The Brown v. Board of Education case didn't start how you think it did (The Conversation, Newsela)
- Integration of Central High School (History.com, Newsela)
- Ruby Bridges (Newsela)
- Connecting Decolonization in Africa and the U.S. Civil Rights Movement (Big History Project)
- "Restore Garvey's legacy": Lawmakers urge Biden to exonerate Marcus Garvey of 1923 conviction (Newsela)
- Get on the Bus: Freedom Rides of 1961 (History.com, Newsela)
- Why the children of Birmingham marched (Cricket Media, Newsela), Birmingham Campaign photos (1963, Newsela)
- How Freedom Rider Diane Nash risked her life to desegregate the South (History.com, Newsela)
- Greensboro sit-ins: Taking a stand (Cobblestone Magazine, Newsela)
- Latinos in World War II: Fighting on two fronts (National Park Service, Newsela)
- Sylvia Mendez and her parents fought school segregation in 1946 (Biography.com, Newsela)

- The Zoot Suit Riots in L.A. during World War II (Newsela)
- A class apart: Hernandez v. Texas (PBS American Experience, Newsela)
- Chicano movement championed Mexican American identity and fought for change (History.com)
- Nine groups that advanced Latino voting rights (History.com)
- “Walkout!” A day students helped spark “revolucion” (Los Angeles Times, Newsela)
- Why it’s important to know the story of Filipino-American Larry Itliong (Smithsonian.com, Newsela)
- Ten influential Asian American and Pacific Islander activists (Newsela)
- Japanese American who fought U.S. Detention program gets posthumous honor (Los Angeles Times, Newsela)
- Life in an internment camp drove Yuri Kochiyama’s commitment to social justice (Zinn Education Project, Newsela)
- Fred Korematsu: Why his story still matters today (Al Jazeera, Newsela)
- Elizabeth Martinez, writer and activist for Chicano and feminist causes (The Washington Post, Newsela)
- “Dream 9” freed from federal detention to pursue asylum (Los Angeles Times, Newsela)
- ‘Day Without Immigrants’ protest closes many US restaurants (Associated Press, Newsela)
- Thousands in U.S. ready to rally against Trump, for workers (Associated Press, Newsela)
- “Abolish ICE” campaign sparks controversy (Christian Science Monitor, Newsela)
- Facebook group raises more than \$15 million to help reunite immigrant families (USA Today, Newsela)
- City leaders defy White House threat on "sanctuary" policies (Associated Press, Newsela)
- Judge deals setback to Trump on "Dreamers" program (Associated Press, Newsela)
- What’s next for the Dakota Access Pipeline? (PBS NewsHour, Newsela)
- Federal government blocks Dakota Access oil pipeline route (Associated Press, Newsela)
- With echoes of Wounded Knee, tribes try to block North Dakota pipeline (Los Angeles Times, Newsela)
- When Chinese American were blamed for 19th century epidemics, they built their own hospitals (Atlas Obscura, Newsela)
- Attacker in Asian bias crime sentenced to restorative justice, not more jail time (The Oregonian, Newsela)
- Racist attacks revive Asian American studies program demand (Associated Press)
- “Focused on healing”: Denver apologizes for anti-Chinese race riot (Christian Science Monitor, Newsela)
- Q&A with Helen Zia: “We didn’t learn enough or some people have forgotten” (USA Today, Newsela)
- A new generation hopes to turn activism to fight Asian hate into a sustained movement (Los Angeles Times, Newsela)

Assignments

Examples of empowerment and social movements - poster project

Deep Dive research project into students who have made a difference in the world

Youth Participatory Action Research project - ID an issue in your community, and what can you do about it?

Key Terms

Essential terms	<ul style="list-style-type: none"> • Hegemony • Acculturation • Praxis • Equality vs Equity 	<ul style="list-style-type: none"> • Normalization • Melting pot • Dominant narrative • Counter-narrative 	<ul style="list-style-type: none"> • Assimilation • Critical Consciousness
Supporting terms	<ul style="list-style-type: none"> • oppression 	<ul style="list-style-type: none"> • Dehumanization 	<ul style="list-style-type: none"> • Discourse