



*Social
Justice*

*Kev Ncaj
Ncees*

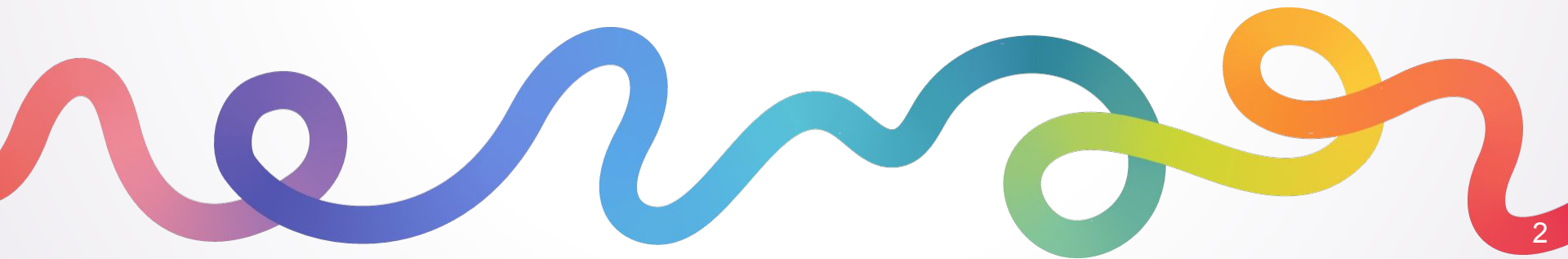
*Quarter 2: Power Struggles and Resistance (Khou
Vana)*

WARM UP:

Cia peb ntsia hauv peb lub zej zog...

Kev ncaj ncees txhais tau li cas?

Kev ncaj ncees zoo li cas?



Brainstorm

Let's look at the picture...

- What does justice mean?
- What does justice look like?



- The Derek Chauvin Trial
Deliberations : 4/19
Verdict: 4/20

Kev ncaj ncees zoo li cas rau
George Floyd, Daunte, thiab Soob
leej?

- What does justice look like for George
Floyd, Daunte Wright, Soob Leej?

- Let's have a conversation
about what's going on in
our world and in our city.



Courageous Conversation COMPASS



Courageous Conversations About Race, Singleton & Linton, 2005

Kev Muaj Peev Xwm Los
Sib Tham

Believing / Soul

Kev xav ntawm kev ntseeg

Thinking / Head

Kev xav, kev txawj ntse

Heart / Feeling

Kev xav hauv lub siab

Body / Acting

Kev sib raug zoo

Let's have Courageous Conversations: Four Agreements

1. STAY ENGAGED

"In our society," Singleton says, "we have given permission to disengage from this conversation." So making a commitment to stay engaged, rather than leaving when things get uncomfortable, ensures that the important conversation will actually happen.

2. SPEAK YOUR TRUTH

"Come to this conversation with a willingness to share what's real for us, even if what's real for us is not what's real for others," Singleton says. This is a lot easier said than done, however, which naturally leads to the third agreement.

3. EXPERIENCE DISCOMFORT

"We have to get good at being uncomfortable," Singleton says. "We're actually building the educator's capacity to stay engaged as it becomes uncomfortable, to raise my capacity to be uncomfortable. We call that productive disequilibrium."

4. EXPECT AND ACCEPT NON-CLOSURE

"We can't have educators frustrated because they can't fix it, tie it up in a bow, and have it done," explains Singleton. "It's something that is still persistent in our society. There is still a challenge that we're facing at the larger level, and so we need to be able to stay engaged, even though the final solution isn't yet in sight."

The background is a dark navy blue. A large, light blue circle is centered on the page. Inside this circle, the text "Quarter 2" is written in a light green script font, and "Power Struggle & Resistance" is written in a white script font below it. Surrounding the central circle are several thick, colorful lines that swirl and loop around the edges of the frame. The colors of these lines include shades of red, orange, yellow, green, and blue, creating a vibrant, celebratory feel.

Quarter 2
*Power
Struggle &
Resistance*

Big Concept



Oppressive laws, policies, and mindsets of dehumanization are the forces that maintain systemic white supremacy and patriarchy, which deeply impact our lived experiences. By critically examining these systems both historically and contemporarily, we discover role models of advocacy and develop an understanding of the power of resistance.



Quarter 2: Culminating Project

Quarter 2: Power Struggle & Resistance

Task (What I do):

I will use the QFT process (from Q1) to research or interview an individual such as a family member or a Hmong community member, someone who has overcome struggles. *(Continue to collect and add to student portfolio for end of year presentation.)*

Criteria for Success:

1. Identify the struggles that the person has and expand what those are in the conversation. How did the person overcome the struggles or how did they deal with it? Give specific examples.
2. Make connections to a person, time period, or stories that we have learned in this unit. Compare and contrast.
3. Create a presentation in form of a: powerpoint, song, or artwork

ESSENTIAL QUESTIONS:

Kev ncaj ncees yog dab tsi? Thaum twg peb mam li sawv tawm tsam thiab tiv thaiv txog txoj kev peb ntseeg ua tsis yog kev ncaj ncees?

What is social justice? When should we take a stand against what we believe to be injustice?



OBJECTIVES:

Kuv yuav muaj peev xwm:

- *To taub thiab tham txog keeb kwm ntawm cov kev cai ncaj ncees thiab kev tsis ncaj ncees rau cov haiv neeg tsis yog tawv dawb.*
- *Paub nrhiav kev ncaj ncees rau kuv tus kheej thiab kuv lub zej zog.*

I will be able to:

- *Understand and discuss social justice and injustice laws for people of color*
- *Find ways to infuse social justice for myself and my community*



EXPERIENCE:

DAY 1: Define Race. Watch Video [Understanding Racial and Social Justice](#)

- Discuss - What do you see, think, wonder?
- Why does black lives matter?
- Why are laws made for people of color?

DAY 2: 3 Pillars of White Supremacy

- Discuss & understand each pillars of White Supremacy
- In small groups, read: [Heteropatriarchy and the Three Pillars of White Supremacy](#)

DAY 3: Define Genocide/ Colonialism, Orientalism, & Slavery

- Discuss & understand historical facts



The image features a dark navy blue background. A large, light blue circle is centered in the frame. Surrounding this circle are several thick, colorful lines that swirl and loop around the edges of the image. The colors of these lines include shades of red, orange, yellow, green, and purple. The text "Day 1: Video" is written in a light green, cursive font inside the central blue circle.

Day 1: Video

Race: a review

Race is an ever-changing socially constructed (not biological/natural) system to categorize groups of people based on factors like phenotype, perceived origins and cultural differences. The concept of race is used to justify the exploitation and dehumanization of certain groups of people in order to maintain a system of inequality that supports capitalism. It ultimately legitimizes and normalizes the dominance of a select group that profits and benefits at the expense of others.

Commonly racialized groups in the U.S. currently include:

- White
- Black
- Asian
- American Indian/Native American.

In the U.S. context, white people are the dominant group that profits and benefits from race and racism.

Race and Ethnicity Categories for
U.S. Census 1790-2010

UNDERSTANDING RACIAL AND SOCIAL INJUSTICE

– EPISODE 1 –

PATH Parent to Parent Family Voices of Connecticut

IN THE VIDEO:

**Koj pom/hnov
dab tsis?**

(What do you
see?)

Koj xav li cas?
(What do you
think?)

**Koj xav paub
dab tsi ntxiv?**
What do you
wonder about?

Discussion Questions:

- Vim li cas neeg Mes Kas Dub txoj sia muaj nqi?
(Why does black lives matter?)
- Vim li cas thiaj tsim muaj cov kev cai rau lwm hom neeg tsis yog neeg Mes kas dawb?
(Why are laws made for people of color?)



The background is a dark navy blue. A large, light blue circle is centered on the page. Surrounding this circle are several thick, colorful lines that swirl and loop around the edges of the frame. The colors of these lines include shades of red, orange, yellow, green, and purple. The text is centered within the light blue circle.

Day 2:
3 Pillars of
White
Supremacy

What is “White Supremacy”?

Definition: a political, economic, cultural and ideological system that makes white superiority (dominance) a normal and natural part of society.

“If a white man wants to lynch me, that's his problem. If he's got the power to lynch me, that's my problem. Racism is not a question of attitude; it's a question of power. Racism gets its power from capitalism. Thus, if you're anti-racist, whether you know it or not, you must be anti-capitalist. The power for racism, the power for sexism, comes from capitalism, not an attitude.”

-Kwame Ture (Stokely Carmichael)

WHITE SUPREMACY



HETEROPATRIARCHY

The Pillars of White Supremacy

- **The logic of Slavery/Capitalism:** the ideas and system that makes normal exploiting and commodifying people that are believed to be inferior to amass wealth and resources to maintain superiority
- **The logic of Genocide/Colonialism:** the ideas and system that makes normal destroying and erasing people who are seen as inferior in order to justify occupation of land and control of resources
- **The logic of Orientalism/War:** the ideas and system that makes normal “othering,” making enemies with, and being at constant war with people who are believed to be threats and part of an inferior enemy civilization in order to maintain a world order where the “West” is a superior civilization.
- **The logic of Heteropatriarchy:** the ideas and system that makes normal the existence of only two genders and that man is superior to woman. This idea also makes heterosexuality the only normal sexuality.

Case Study: Old US Allies Still Hiding in Laos

ASIA PACIFIC

The New York Times

SUBSCRIBE FOR \$1/WEEK

Old U.S. Allies, Still Hiding in Laos



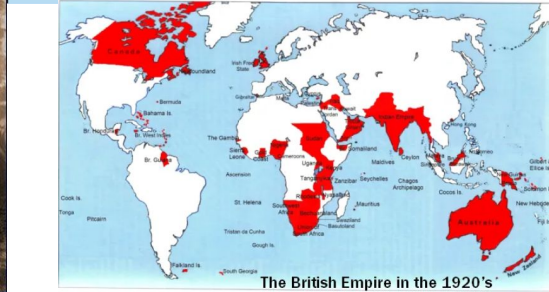
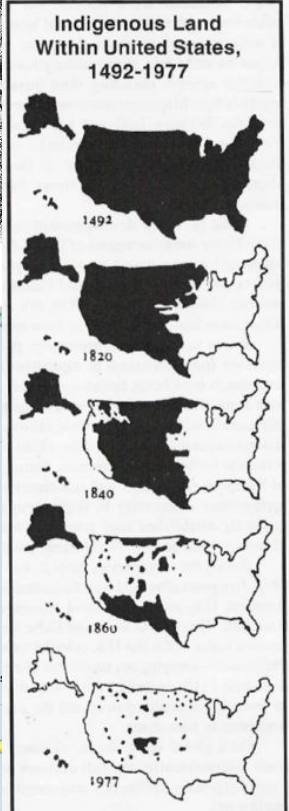
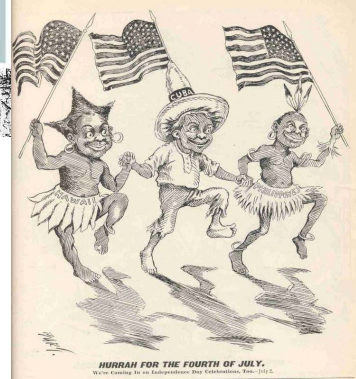
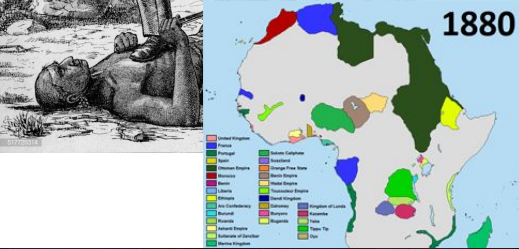
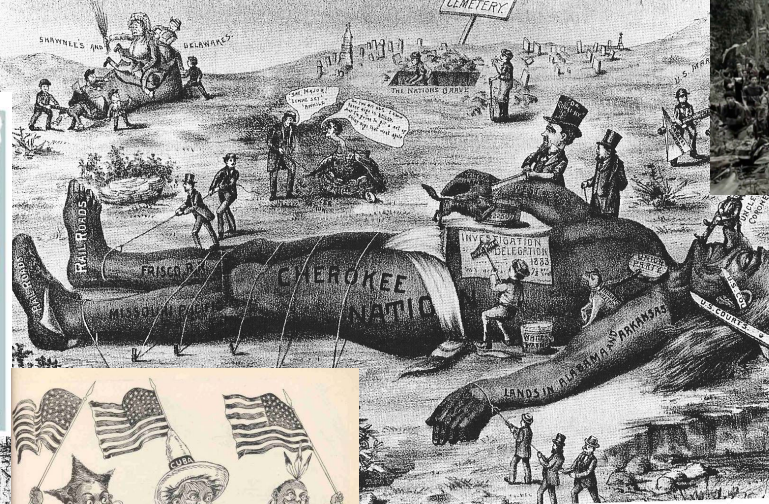
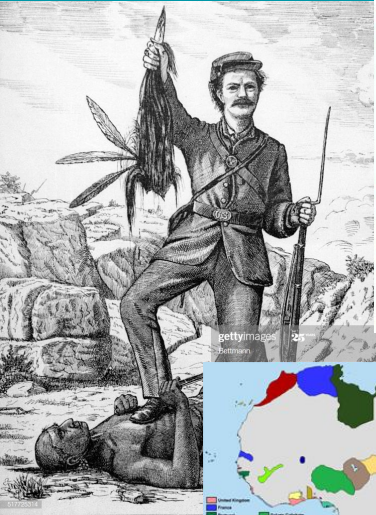
Men who say they fought a secret war for the C.I.A. are still on the run with their families in the mountain jungles of Laos.

Tomas Van Houtryve/The International Herald Tribune

By Thomas Fuller

Dec. 17, 2007

Resource: Genocide/Colonialism



Resource: Genocide/Colonialism

- **What does this logic tell us?**

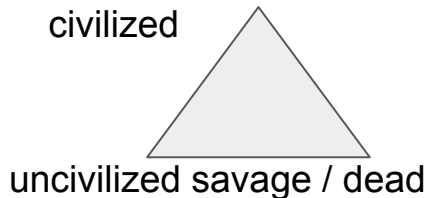
This logic tells us that indigeneous people are destined for extinction. Indigeneous people cannot “own” land because they are disappearing. Indigeneous people are not civilized. Indigeneous people waste land and resources that should be exploited for profit. This logic tells us that to succeed, we must become in all ways like white/Western European people.

- **What does this logic look like?**

This logic is the appropriation of Indigenous lands, culture, identity. This logic is “nativism”—that non-indigenous settlers can be “native” to the United States and that this is their land. This logic is assimilation policies (English only education and the stories of the founding of the U.S.—founding fathers, Thanksgiving, etc.). This logic is Indigeneous children being separated from their families and sent to boarding schools or foster homes with white caretakers. This logic is the expanding borders of the United States (for example, new “states” being formed) or current territories of the U.S. This logic looks like the American Dream.

- **What institutions are built upon this logic?**

The Bureau of Indian Affairs. The Reservation System. Boarding Schools and Education System. Child Welfare System. Foster care system. Department of the Interior



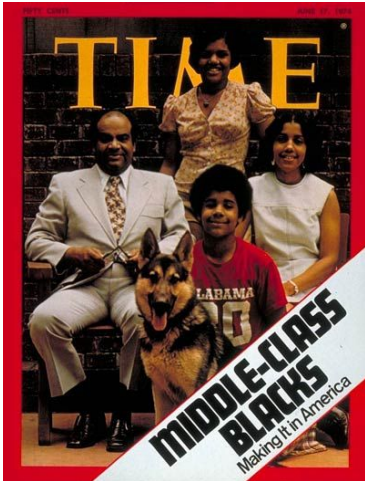
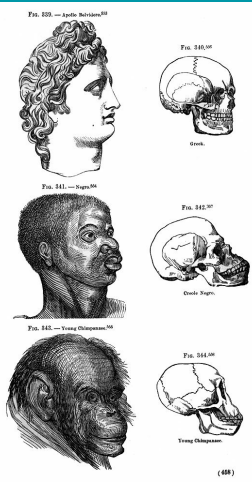
Resource: Case Study



Minneapolis 3rd Precinct, May 28th.

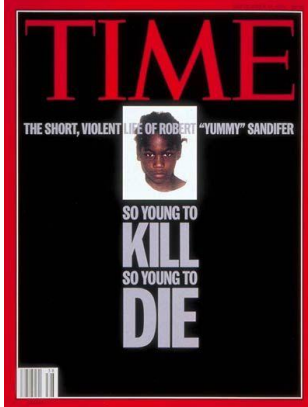
1. Which pillars are visible in each paragraph? How do you know? What is an example of: orientalism/war, slavery/capitalism, colonization/genocide and heteropatriarchy from this case study of Minneapolis?
2. How do the pillars intertwine or overlap in each community? How do you know?
3. What potential **opportunities for** and **challenges to solidarity** arise from the pillars? How do the pillars **affect relationships** between communities? How might the pillars work to prevent organizing across communities?
4. How might communities resolve the challenges created by each of the pillars? (answers are not pre-existing or already created for us!)

Resource: Slavery (Anti-Blackness) / Racial Capitalism



Why Nigerian Immigrants Are The Most Successful Ethnic Group in the U.S.

Beau Jerome [Follow]
Jul 2, 2018 · 7 min read ·



Resource: Anti-Blackness (Slavery) / (Racial) Capitalism

- **What does this logic tell us?**

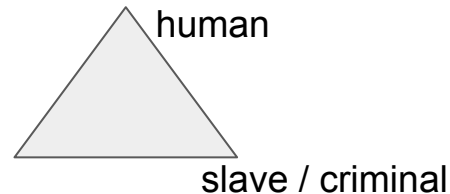
This logic tells us that race is natural and the most superior, most human race is the white/Western European. This logic also tells us that we must sell our labor to survive. This logic tells us that as long as we are not Black, we are not slavable, and we are not at the bottom of society. We have a chance to escape being at the bottom by working hard and assimilating white/Western European values/ideas/norms.

- **What does this logic look like?**

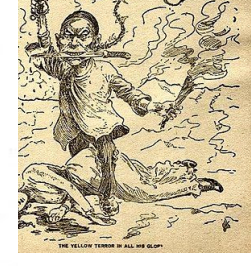
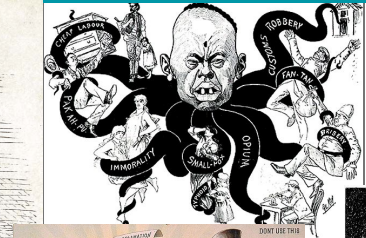
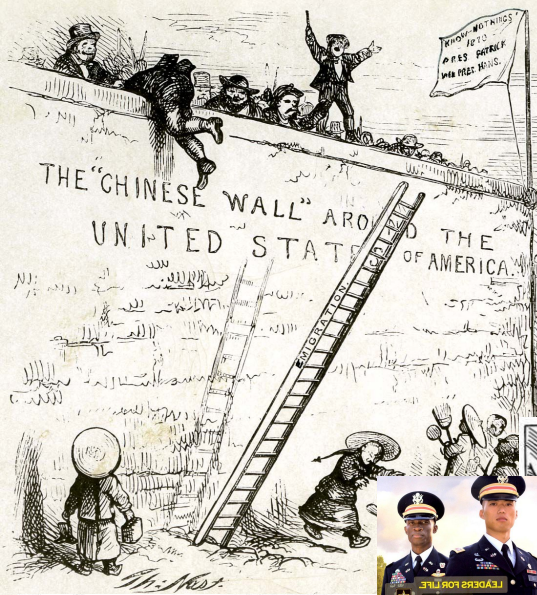
This logic is race and scientific racism. This logic is eugenics. This logic is colorism. This logic is medical racism. This logic is environmental racism. This logic is the idea that “Africa is the place of slaves” and “Black = slave.” This logic is share-cropping and debt peonage. This logic is prison labor. This logic is the 13th Amendment. This logic is police surveillance, harassment, and anti-black state terrorism. This logic is redlining policies. This logic is “Model Minorities” and assimilation into capitalist elitist success. This logic is the coolie trade and migrant labor (Bracero Program, or guest worker program).

- **What institutions are built upon this logic?**

Prison system. Private Prisons. Prison labor. “Prison Industrial Complex”. The Criminal Justice and Judicial system. The education system. Medical Industry.



Resource: Orientalism/War



Resource: Orientalism/War

- **What does this logic tell us?**

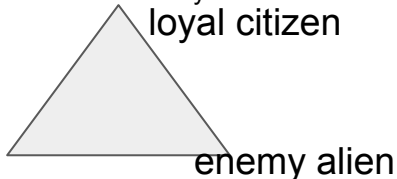
This logic tells us that certain people threaten the security of our nation, whether they are here or abroad. Foreign aliens are people who don't belong and are "other." Foreign aliens must be watched, controlled, and gotten rid of when they are not useful. These alien people are a threat because they come from inferior races, cultures, or enemy nations. This logic tells us that we must be loyal to the United States and uphold the values of white Americans.

- **What does this logic look like?**

This logic is justification of war. This logic is xenophobia. This logic is anti-immigrant policies and U.S. patriotism/nationalism. This logic is border walls, deportations and detention facilities. This logic is massive spending on military technology. This logic is foreign military bases and foreign interventions. This logic is scapegoating people in foreign nations or people who seem to represent those nations in American society that are the blame for taking "American jobs" and "American spots." Containment of communism and spread of democracy and capitalism. American is synonymous with white.

- **What institutions are built upon this logic?**

The United States Military. "Military Industrial Complex." Immigration Customs Enforcement. The Prison System. The Education System.



Resource: **Heteropatriarchy**



Resource: Heteropatriarchy

- **What does this logic tell us?**

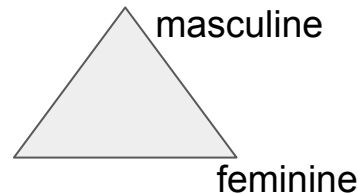
This logic tells us that there can only be two genders. Man and woman. Men are naturally superior to women. A family is one man + one woman and children. Heterosexuality is the only normal sexuality. Society depends upon there being two genders and one sexuality.

- **What does this logic look like?**

This logic is the exclusion of and violence against non-gender conforming people. This logic is exclusion of and violence against non-heternormative people. This logic is the exclusion of and violence against Trans-people. This logic is gender pay wage gaps. This logic is the normalization of men as leaders at all levels of society and in all institutions.

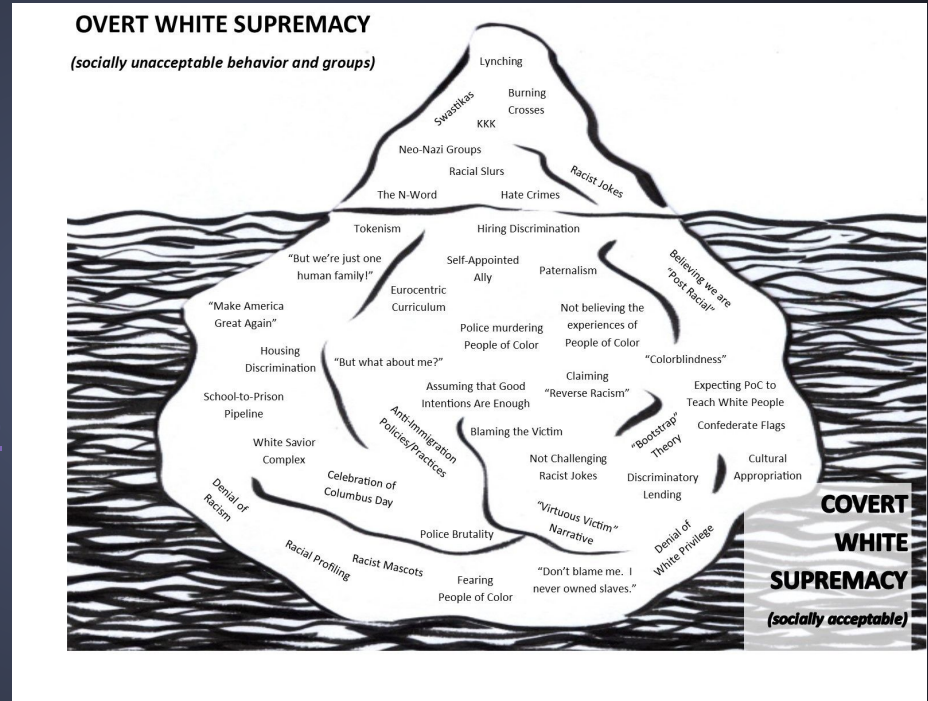
- **What institutions are built upon this logic?**

The United States Government. Religious Institutions. All institutions.



Small Group Reading

Link to [Heteropatriarchy and the Three Pillars of White Supremacy](#)



The background is a dark navy blue. A large, light blue circle is centered on the page. Surrounding this circle are several thick, colorful lines that swirl and loop around the edges of the frame. The colors of these lines include shades of red, orange, yellow, green, and purple. The text is written in a light green, cursive font inside the central circle.

*Day 3:
Genocide &
Colonialism*

Manifest Destiny = “Spirit of the Frontier”



Creating Class Definition for: **Genocide / Colonialism**. (This process can be repeated for other images that represent this concept. Use or modify questions based on image.)

1. Observation
2. Understanding
3. Inferencing
4. Conclusions
5. Create class definition for **Colonialism / Genocide**.

Observation Questions

Manifest Destiny = “Spirit of the Frontier”



- Koj pom dab tsis (Ua lub voj yeej rau cov neeg los tej yam nyob daim duab no)
What do you see? (Circle and label people and things on the picture)
- Puas muaj tej lus (npe duab, tej yam hais txog) ua tseem ceeb?
What words (if any in the title, image or caption) seem important?
- Puas muaj tej yam
- What are objects or people that seem important?

Understanding Questions

Manifest Destiny = “Spirit of the Frontier”



- What words or images need clarification? (label with “?”)
- Identify the different people or groups of people in the image.
- How are they different from one another?
- What are the different people doing in this image?
- What do objects or people represent?
- What’s going on in the image?

Inferencing Questions

Manifest Destiny = “Spirit of the Frontier”



- *Fill in the sentence: “According to this image, it is normal for _____ (people) to _____ (do/be/have what?).”
- What message (dominant narrative) does this image convey to the viewer?
- What are the ideas that this image shares with the viewer?
- According to this image: Who naturally holds power? Who naturally does not hold power?
- What story does this image tell us about what is normal about different groups of people?
- What story does this image tell us about?
- Think about the “single story” of the different groups of people in the image. How might this single story make people think and feel about ____?
- What ideas does this image convey about _____ (genocide/colonialism)?



What ideas does ____ logic put into our heads about ____?

Ex) What ideas does White logic put into our heads about Hmong?

Cov tswv yim Dawb txoj kev xav ua muab tso rau peb lub hlwb txog Hmoob yog li cas?

Conclusion



Class Definition:

Genocide / Colonialism is...

Concept Definition:

Genocide / Colonialism: the ideas and system that normalizes mentally and physically controlling, destroying and erasing people who are seen as inferior in order to occupy land and control resources.



**Slavery
(anti-Blackness) /
Capitalism:** the ideas
and system that
makes normal
exploiting and
commodifying people
that are believed to
be inferior to amass
wealth and resources
to maintain
superiority

Source:

https://en.wikipedia.org/wiki/George_Washington_and_slavery#/media/File:Junius_Brutus_Stearns_-_George_Washington_as_Farmer_at_Mount_Vernon.jpg



NATIONS EUROPÉENNES!
DÉFENDEZ VOS BIENS SACRÉS!

Volker Europas
verfügt unser feindliches Geschick
Wilhelm

NATIONS OF EUROPE!
JOIN IN THE DEFENCE OF YOUR FAITH AND YOUR HOMES!

THE YELLOW PERIL.

"AFTER A SKETCH BY HIS MAJESTY EMPEROR WILLIAM II. OF GERMANY, KING OF PRUSSIA, EXECUTED BY H. KNACKFUS, 1895."

Orientalism / War: the ideas and system that makes normal "othering," making enemies with, and being at constant war with people who are believed to be threats and part of an inferior enemy civilization in order to maintain a world order where the "West" is a superior civilization.



REFLECT

Peb yuav ua li cas sawv tawm tsam thiab tiv thaiv tej yam peb ntseeg tias tsis yog kev ncaj ncees?

How will we take a stand against what we believe to be injustice?



SUMMARIZE THE UNIT

- *Consider the nature of our schools, organizations, and opportunities, how can we begin to take action to make changes within the school?*
- *What resources are available and what do we need to promote social justice and equity with people of color?*
- *How do we advocate for change by making policy changes in our community?*



DEMONSTRATE - SUMMATIVE PROJECT

1. Create an action plan and include community resources/ members that we can collaborate with.
2. Start an interview with a community member or family member by gathering information.



Thanks!

