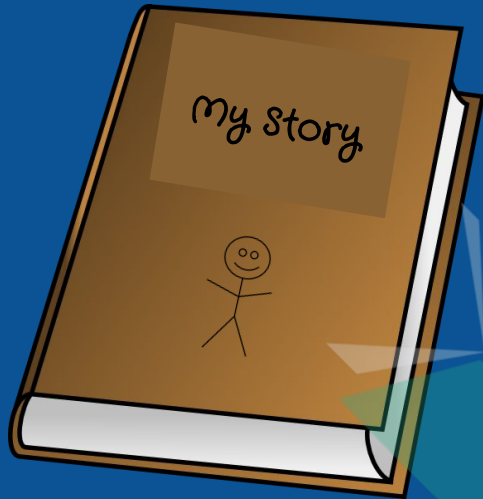


Unit 0: Building a Democratic Classroom Community by Learning about Identity and Sharing “Our Stories”



Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?

Unit 0 Essential Question:

How can our identities and stories empower us to combat stereotypes?

Today's Learning Objectives & Success Criteria

1/15-1/16:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Learn the Central Purpose of the Unit • Get an overview of the structure of the Unit • Learn what a Democratic Classroom looks like	I... • Can identify the Unit 0 Essential Question that I will write a response to at the end of the Unit. • Can identify the 5 lessons and their corresponding Guiding Question that this unit is divided into • Participated in the design of my class period's Democratic Classroom Pledge to establish our intentions and commitments to build a successful and healthy learning community.

Welcome and Community Building

(Think, Pair, Share):

- What qualities, characteristics, and/or practices make you feel welcome in a classroom?
- What values encourage healthy and respectful community building within our learning community?

Class Contributions Responding to the Welcome and Community Building Prompt:

- Teacher and Student understanding
- Good energy
- Appropriate behavior
- Equality
- Courage/ bravery
- Equal efforts
- Teamwork/ Collaboration
- Judgement-Free Zone
- Respect differences
- Team Spirit
- Communication
- Helping one another
- Positively represent your school

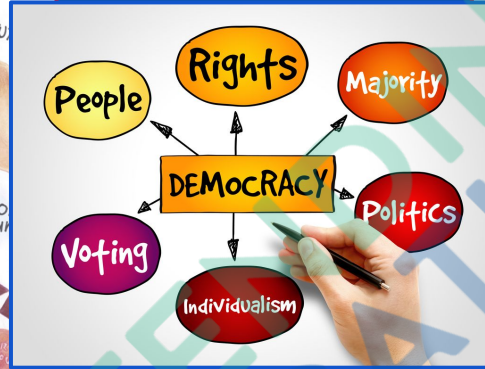
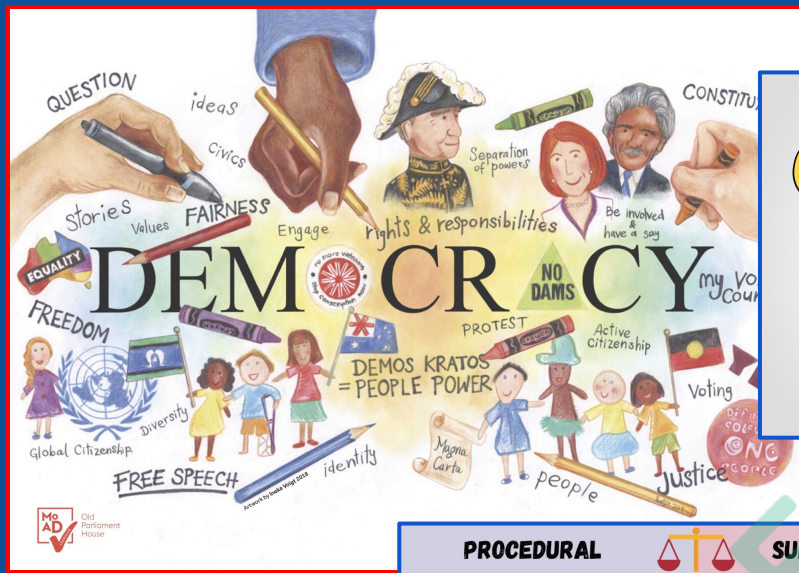
Warm-Up (*Activating Prior Knowledge*):

What is a Democracy? What does it look like?

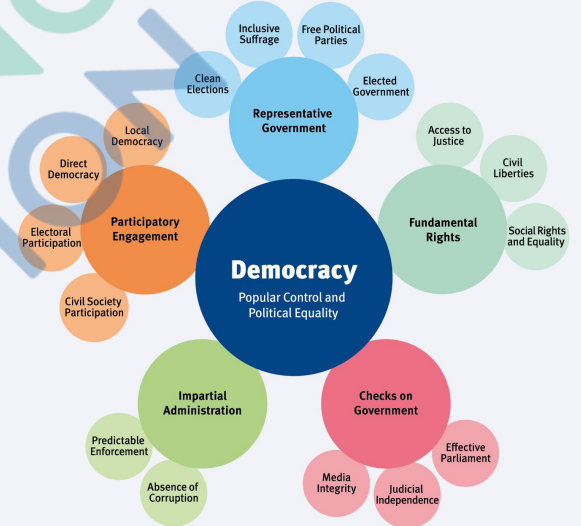


Class Contributions Responding to the Warm-Up:

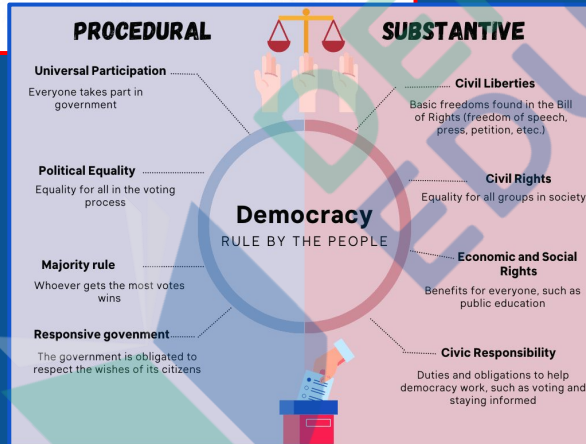
- Civil rights
- Freedom of expression, speech, press, religion, petition and to protest (assembly)
- Justice (System–Supreme Court of Justice) and fairness (individual's affect this with choices)
- Choice and vote
- Rule of law to maintain order
- Equal rights
- Separation of powers, Checks and Balances
- Representation of the people
- Anti-discrimination
- Democracy is inclusive of all the people in a community
- Citizenship (as a legal status of “belonging” vs. interaction as member of community”)
- Peaceful transition of power



Conceptual Framework: The Global State of Democracy



DEMOCRACY



Democracy (from Ancient Greek: δημοκρατία, romanized: *dēmokratía*, *dēmos* 'people' and *krátos* 'rule')^[1] is a form of government in which political power is vested in the people or the population of a state.^{[2][3][4]} Under a minimalist definition of democracy, rulers are elected through competitive elections while more expansive or maximalist definitions link democracy to guarantees of civil liberties and human rights in addition to competitive elections.^{[5][6][4]}

Defining Democracy:

What is a Democratic Classroom?

According to Edutopia article, “The Power of a Democratic Classroom,” **Democratic Classrooms** are “safe, inclusive learning environments, where students actively practice democratic values , understand their rights , and take responsibility for their behavior as both individuals and members of a community” ([Marschall](#)).



To strengthen democracy in the United States, we must understand the systems of government, politics and the media. And civics literacy is crucial if our nation is to achieve an inclusive, multiracial democracy. The resources in this series can help to develop the civic knowledge, skills and dispositions essential for responsible democratic action.

Lee Anne Bell, professor emerita at Columbia University, offers the following definitions:

- **Civic knowledge** entails understanding how our political system works and knowing our political and civic rights and responsibilities—such as the right to vote and run for public office and our responsibility to respect the rights and interests of others.
- **Civic skills** include the ability to analyze and evaluate issues so we can thoughtfully articulate and defend positions on topics that matter to us. Civic skills enable us to participate in public processes such as monitoring government performance and mobilizing with others around issues of collective concern.
- **Civic dispositions**—such as public-spiritedness; critical-mindedness; and the willingness to listen, learn from, negotiate and compromise with others—are the basis for participating respectfully with others as equals.

“The values at the heart of a multiracial, inclusive democracy are freedom of expression and assembly and authentic representation of the communities our democracy serves. The leaders we elect should not just hold office to put forward their own interests but to meaningfully advance the interests of everyone in their jurisdiction. All of those values necessitate active participation of the people. Democracy can only thrive when we fuel it with our voices, votes and healthy discussion and debate about how we move the country forward.”

— Margaret Huang

Read “A Time of Transformation and Possibility” in *Learning for Justice* magazine.

(Bell)

Class Brainstorm : Basing ourselves on the definition provided by Edutopia, what should our Democratic Classroom look like?

Democratic Values--What is a Democracy? What does it look like?

- Civil rights
- Freedom of expression, speech, petition, press, religion, and to protest
- Justice (System--Supreme Court of Justice) and fairness (individual's affect this with choices)
- Human Rights/ Natural Rights/ inalienable rights
- Choice and vote
- Rule of law to maintain order
- Equal rights
- Separation of powers
- Representation of the people
- Anti-discrimination
- Democracy is inclusive of all the people in a community
- Citizenship (as a legal status of "belonging" vs. interaction as member of community")

Rights--What are rights? What rights should we uphold within our classroom?

- Bill of Rights
 - Right to education/ learning
 - Freedom of Choice (Seating)
 - Freedom of Voice
 - Restroom Use
 - Friendship
 - Petition/ Protest
 - Complaint

Responsibility--What does it mean to take responsibility? What does taking responsibility look like?

- Owning up to mistakes and accepting accountability
 - Teacher can step in and move your seat
 - Can intervene if language use is causing harm, disrespect, or distractions
- Teacher and Student Honesty and Integrity in Communication
- Teacher Accountability to bosses and to students and parent
- **TEACHER DOES NOT SHARE POLITICAL VIEWS/ INCLINATIONS/ OPINIONS**

Class Brainstorm : What challenges can our classroom anticipate?
What can we use to develop solutions to these challenges?

Keywords to consider...

IDENTITIES

EXPERIENCES

WORLDVIEWS

Class Brainstorm : What challenges can our classroom anticipate? What can we use to develop solutions to these challenges?

Class Contributions Below:

Challenges	Solutions/ Course of Action
● Disagreements/ Differences of opinions, ideas, beliefs (same concept or time period in history) ● Uncomfortable conversations ● Disruptions/ Distractions ● Absences ● Social Anxiety ● Misunderstandings ● Not knowing enough history or topic	–Gather more information, don't assume right away –Humility: Respect differences as they reflect different experiences –CIVIL DISCUSSION following “Democratic Classroom Pledge”

Building a Democratic Classroom: Creating a Classroom Pledge

- **Pledge:** A vision supported by daily commitment in mindset and practice
- Every Class Period will create their own 1-2 sentence pledge that summarizes their vision for the class and their desired learning outcomes, as well as their consistent commitments to make their classroom vision a reality. These will be showcased in our classroom walls to serve as a daily reminder of our agency in our learning community and learning process.
- Agency is a form of individual power that will manifest in our pledge as:
 - ◆ A daily purpose and intention to Learn
 - ◆ A set of values we will commit to in order to create a safe and productive learning environment.
 - Collective agreements and commitments

Today's Learning Objectives & Success Criteria 1/21-1/24:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Learn what Focused Reading Notes are, their value, and what they look like. • Learn how Focused Reading Notes will be graded • Become exposed to our Reading Platform--CommonLit	I... • Can explain the 5 phases of Focused Note Taking and the value of each phase • I am comfortable explaining the structure of Focused Reading Notes • I know that I can use my Focused Reading Notes on my EQ Response Writing Assessment at the end of the Unit. • I know how to earn full points on my focused notes • I know how to use CommonLit

Focused Reading Notes

Article Link: [The Danger of a Single Story: Guiding Questions, PDF, and More](#)

Citation:

"The Danger of the Single Story" from TEDGlobal by Chimamanda Ngozi Adichie. Copyright © 2009 by TED.

Overarching Concepts Found in the Reading:

- Single Story/ (aka: Dominant Narratives)
- Stories/ (aka: Narratives)
- Identity
- Power
- Stereotypes

Key Unit terms found in the Reading:

- Authenticity
-

How to use CommonLit--Sign in with Google

Text Paired Texts Related Media Answer key

Assign Download PDF Favorite Share Student Preview

The Danger of a Single Story

Chimamanda Ngozi Adichie • 2009 11th Grade Lexile: 1090

Font Size Medium

Chimamanda Ngozi Adichie is a Nigerian novelist, nonfiction writer, and short story writer. In this transcript from her TED talk, Adichie discusses her experiences with literature and the influence stories can have on constructing one's understanding of the world and its people.

As you read, make note of the details that describe the impact that stories have on people.

[1] I'm a storyteller. And I would like to tell you a few personal stories about what I like to call "the danger of the single story." I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably close to the truth. So I was an early reader, and what I read were British and American children's books.

I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor mother was obligated to read, I wrote exactly



[Chimamanda Ngozi Adichie at The Forum recording at the Galle Literary Festival](#) by BBC World Service is licensed under CC BY-NC 2.0.

Read Aloud Annotate Translate

Activities

- ❑ **Read Aloud** : allows for you to play the article out loud (kind of like a podcast)
- ❑ **Annotate** : allows you to make comments or highlight important information.
- ❑ **Translate** : allows you to access the text in the language of your preference

Annotation Chart

Symbol	Comment/Question/ Response	Sample Language Support
?	Questions I have Confusing parts for me	The sentence ... is unclear because ... I don't understand what is meant when the author says ...
+	Ideas/statements I agree with	I agree with the author's statement that ... because ... Similar to the author, I also believe that ... because ...
-	Ideas/statements I disagree with	I disagree with the author's statement that ... because ... The author claims that ... However, I disagree because ...
*	Author's main points Key ideas expressed	One significant idea in this text is ... One argument the author makes is that ...
!	Shocking statements or parts Surprising details/claims	I was shocked to read that ... (further explanation) The part about ... made me feel ... because ...
o	Ideas/sections you connect with What this reminds you of	This section reminded me of ... I can connect with what the author said because ... This experience connects with my own experience in that ...



You are reading page by page , repeating the phases below. Give yourself approximately 5 minutes per phase.

Three Phases of Close Reading:

1. ***Read to get a “gist” of what you will be learning about.*** (You do this with your pencil/ pen down.)
2. ***Read and begin annotating.*** You will be marking with the symbols of the chart to the left. If you are annotating online, use the colors as your symbols.
3. ***Read and write a brief note next to your annotation to record your “train of thought”*** --Why did you annotate?

Reflection–Annotations

- What were some of the parts of the story that you connected with?
- What is a question you still have?

Cornell Style Focused Reading Notes 	First & Last Name: Jocelyn Martinez Barrera Class, Period: Ethnic Studies, Period # Teacher: BARRERA Date: 22 August 2025
Unit Essential Question: How can our identities and stories empower us to combat stereotypes?	
Assigned Focused Notes Reading Link: "The Danger of the Single Story" from TEDGlobal by Chimamanda Ngozi Adichie. Copyright © 2009 by TED.	
<u>Guiding Questions:</u> 1. What types of stories and characters was the orator exposed to? 2. What conclusion did the orator come to based on the types of stories and characters that she was exposed to? 3. What impacts did having exposure to diverse stories have on the orator? Make sure to mention positive AND negative examples. 4. What are some aspects of the orator's background that shaped her complex experiences?	<u>Notes following the Guided Questions:</u> 1-- 2-- 3-- 4--

5. What is a Single Story and why is it dangerous? Feel free to use examples to define your vocabulary term. 6. How does the orator discuss the complexities of Identity? 7. What connection was established between Western Literature (Predominantly European-perspective) and "authenticity"? Explain how "authenticity" is constructed (created). 8. Why is it impossible to talk about a single story without talking about power? Define power. 9. What connection(s) can we draw between a single story and stereotypes? Define stereotypes in your own words. 10. Why do stories matter? Please address both the positive and negative reasons.	5-- 6-- 7-- 8-- 9-- 10--
Summary in 1-2 sentences: <u>Directly Respond to the Essential Question.</u> <u>Our identities and stories empower us to combat stereotypes by...</u>	

Checklist Rubric:

Focused Note-Taking Stages:	My To-do List:	Done?	Points
1. Taking Notes	--Take Cornell Notes: Paraphrase vocabulary into terms that you can understand. Summarize important historical events or figures and relevant impact. (Times New Roman, Font 12, Blue)	☐ yes	14
2. Processing Notes	--Highlight Vocabulary terms: → Overarching Course Concepts: Yellow → Key Events, Figures, Documents, etc. within the Unit: Orange --Underline Main Ideas that will be useful to help you answer the Essential Question --Align the Section Questions with Section Notes --Rewrite things that are unclear	☐ yes	2
3. Connecting Thinking	--Add a "comment" to ask any questions that you still have or that will help you deepen your understanding of the content knowledge and/or application in the real world. (???) OR --Add a "comment" to asterisk any connections you made to previous knowledge, skill-applications, or current events. (***)	☐ yes	1
4. Summarizing and Reflecting on Learning	--Respond directly to the Essential Question at the bottom of your Cornell Notes: Synthesize the main points that you will further discuss in your E.Q. Writing Response Assessment	☐ yes	2
5. Applying your Learning	--Self Assess your notes using this checklist to ensure you maximize the use of your notes on your Assessment!	☐ yes	1

_ / 20 Total Points

Today's Learning Objectives & Success Criteria 1/28:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Reflect on our prior knowledge and understanding of identity • Identify gaps in our knowledge about identity • Reflect on our own identities	I... • Can explain what identity is in my own words • I can explain what factors shape identity • I can articulate what intersectionality is and why it matters in relation to identity and experiences. • I can articulate some of the identities that shape the ways in which I experience life.

Lesson 1:

G.Q.--What is Identity and why does it matter?



DEFENDING
EDUCATION

Warm-Up – Check for Prior Knowledge & Establish Purpose : Identity

<u>Know</u>	<u>Want to know</u>	<u>Learned</u>

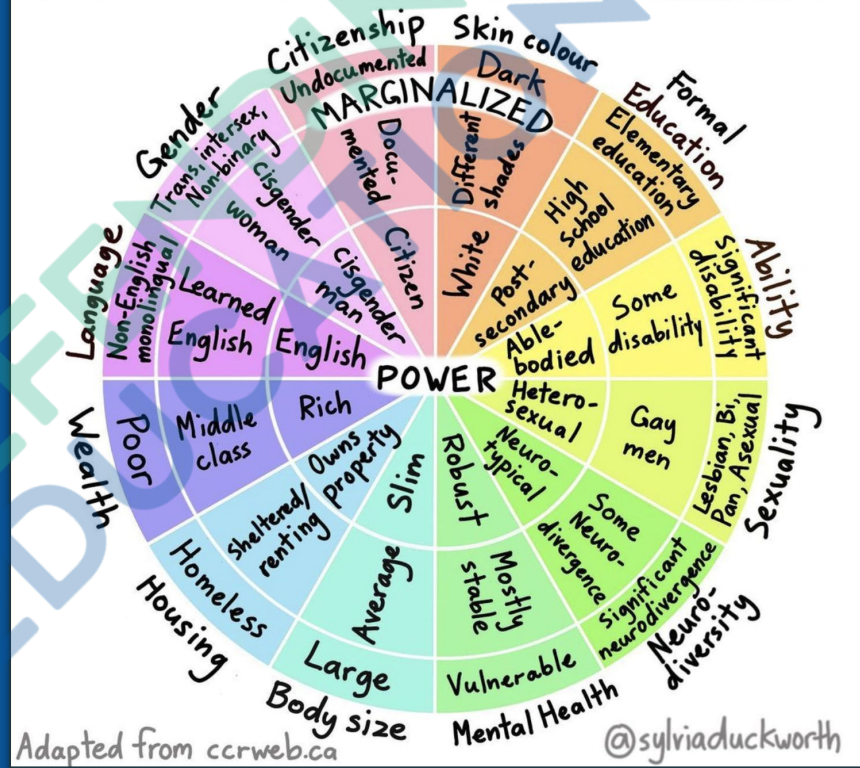
Identity

- **Identity** can be defined as characteristics or traits that an individual chooses to identify with.
 - Choice is as a form of individual power also known as agency.
- Identity can come organically from within the individual (internal factors), but may also be shaped or influenced by outside sources, influences, or pressures (external factors).
 - Every individual has multiple identities that shape their unique and complex experiences
 - An experience often based on differences in race/ethnicity, common history, national origin, immigrant experience, geographic location, language, religious/spiritual beliefs, socio-political experiences.
 - Identity is “fluid,” meaning that it can change
- **Intersectionality** : This term, coined by UCLA Law Professor, Kimberle Crenshaw, refers to the ways in which identities intersect and provide layered experiences, making life experiences more complex.
 - Intersections position us in different and at times, contradictory locations.

Intersectionality

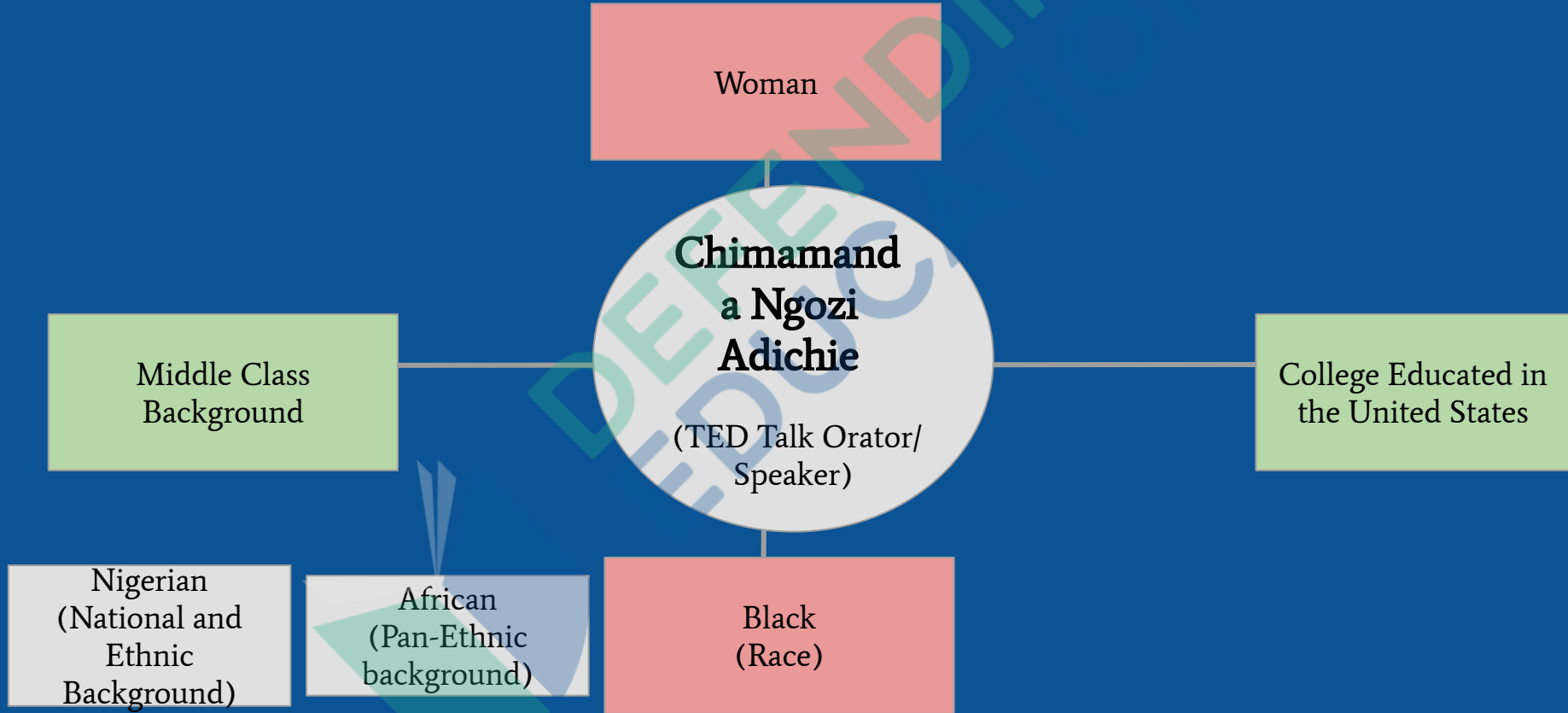


WHEEL OF POWER/PRIVILEGE



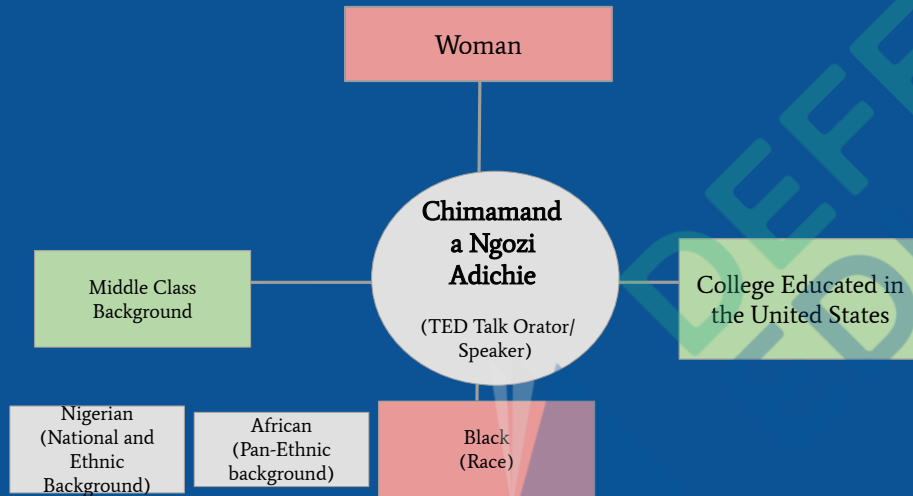
Different Identities have different relationships to POWER & PRIVILEGE

An example of Intersectionality in your U.O Reading:



An example of Intersectionality in your U.O Reading:

Example: Please Draw.

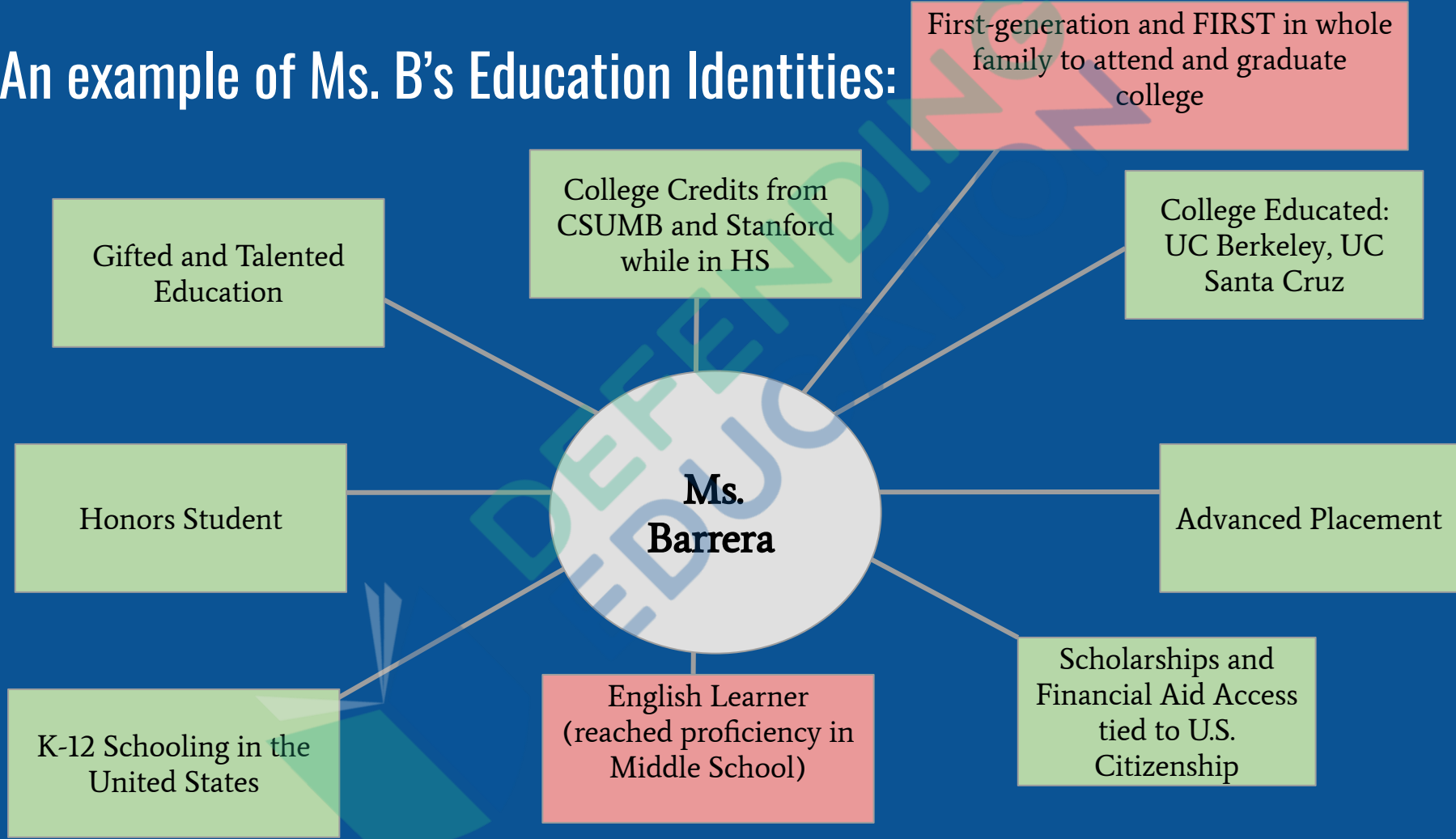


- An individual carries multiple identities. Identities can carry privileges or challenges across time and places.
- All identities form an individual and their own complex experience called LIFE, thus making life full of privileges and challenges.
- Not all is good. Not all is bad. Life is complex

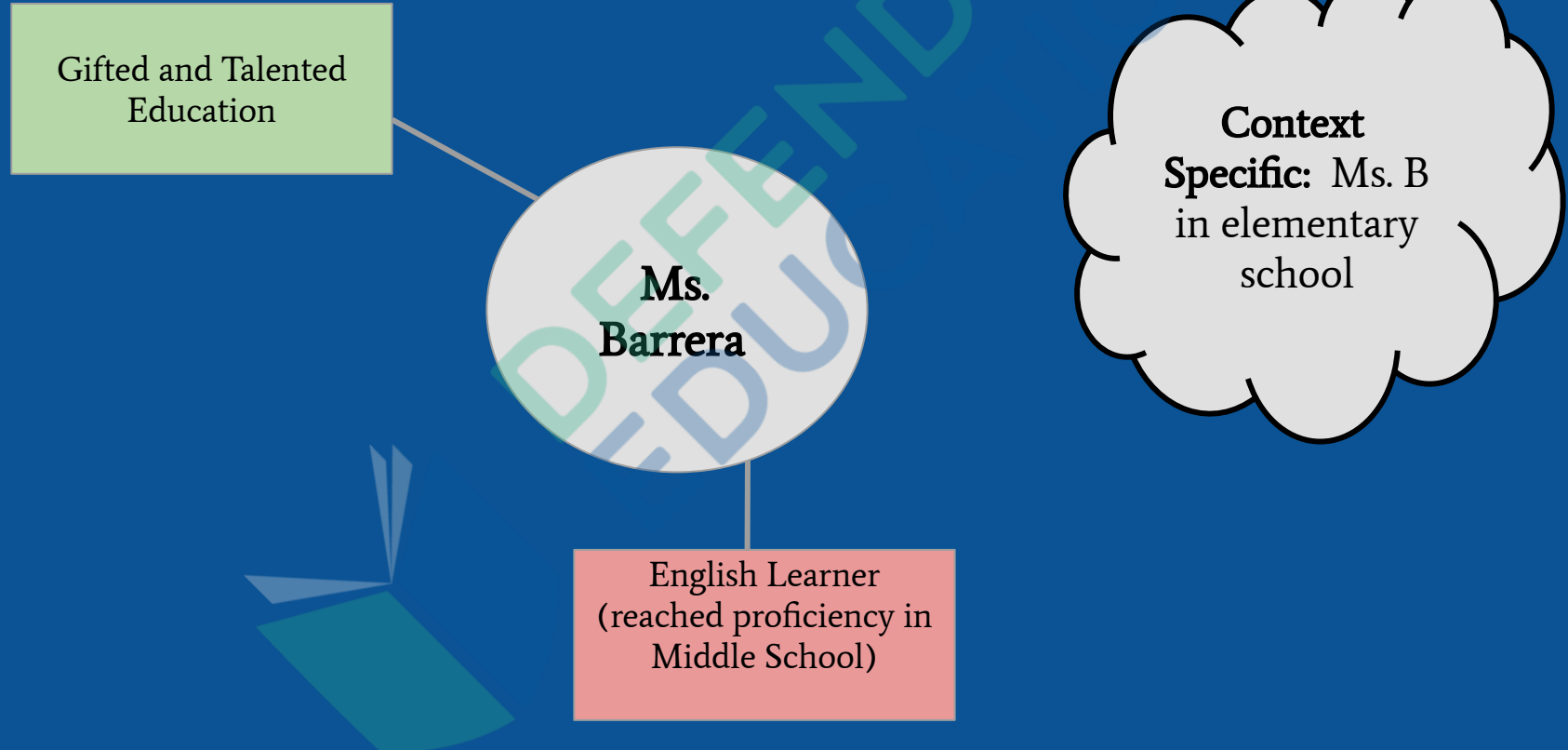
Example Explanation:

- Being middle class background and being college educated in the U.S. can offer multiple privileges (more power) to a person.
- Being black while living in the U.S. may offer some challenges (less power) when considering commonly faced experiences like racism. Being a woman living in a society traditionally patriarchal society may also pose challenges depending on the place or context.
- Altogether, Adichie can't necessarily remove an identity. Her life is inevitably going to be a combination of all of her identities.
- Yes, it is true that an individual can pick and choose what identities they showcase, where they showcase them, and to whom, but this does not mean they can get rid of them.

An example of Ms. B's Education Identities:



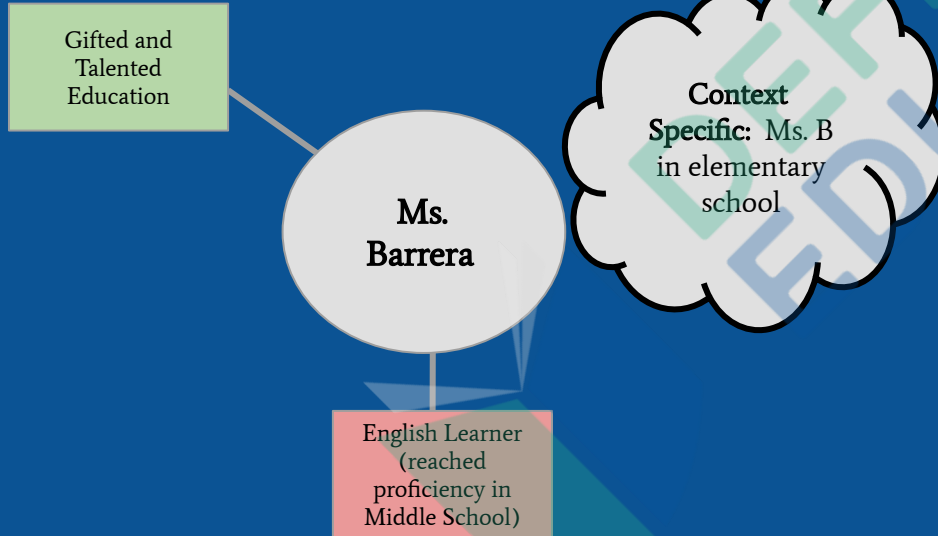
An example of Ms. B's Education Identities:



An example of Ms. B's Education Identities:

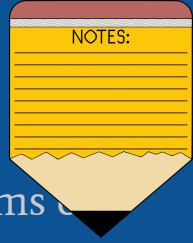
Example: Draw only if having a second example helps you.

Example Explanation: Write only if having a second example helps you.



- Being Gifted and Talented can offer multiple privileges (more power) to a student. From elementary, that label can provide access to more programs, advanced classes, and other special opportunities as a student moved along their schooling journey.
- Being an English Learner can lead to challenges because much of a student's time in school will be spent learning English, limiting access or progress in other subject areas.
- Altogether, Ms. B's elementary self was a combination of all of her identities, challenges and privileges.
- Ms. B gained access to cool STEM programs, likeminded and driven peers, college preparatory programs, and others perks. On the down side, being an English Learner often carried assumptions about how successful I could be in classes that were reading and writing intensive.

Positionality:



- **Positionality** is the social and political context that creates your identity (in terms of race, class, gender, sexuality, ability status, etc).
- Positionality also describes how your identity influences, and potentially biases, your understanding of and outlook on the world.
- One's outlook on the world is informed by the ways one experiences **power** and **privilege**.
 - Power refers to dominant structures, institutions, ideas, or practices
 - Privilege refers to special advantage(s) available only to certain individuals or groups and/or the absence of certain obstacles
- Positionality shapes how each individual uniquely experiences life across identities, time, and place.

Today's Learning Objectives & Success Criteria 1/30:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Continue reflecting on our identities • Understand that where we are from does not define our identities or our experiences	I... • I can articulate some of the identities that shape the ways in which I experience life. • I can creatively reflect on my life experiences and articulate them in my own "I am from" poem • Know how to articulate a clear response to the Guiding Question for Unit 0, Lesson 1

Unit 0, Activity 1 (Part 1):

Mapping My Identities (Reflecting and Brainstorming)

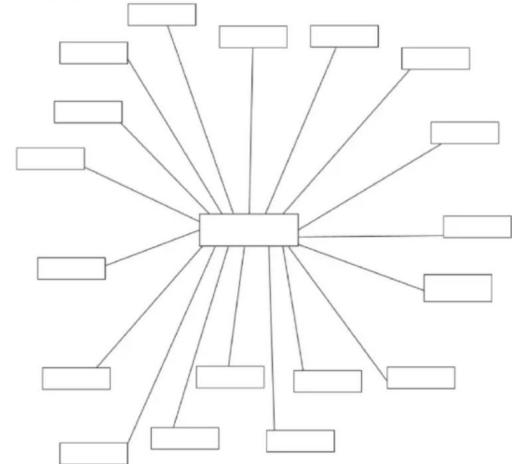
Instructions: Using the diagram provided, take a moment to reflect on your identities. Remember that you are WHO YOU CHOOSE!



HANDOUT

Identity Chart

Directions: Write your name (or the name of another individual, group, or nation) in the center of the blank identity chart below. In the surrounding rectangles, write words or phrases that describe what you consider to be key aspects of your/their identity. **Double-click on the rectangles to write in them.**



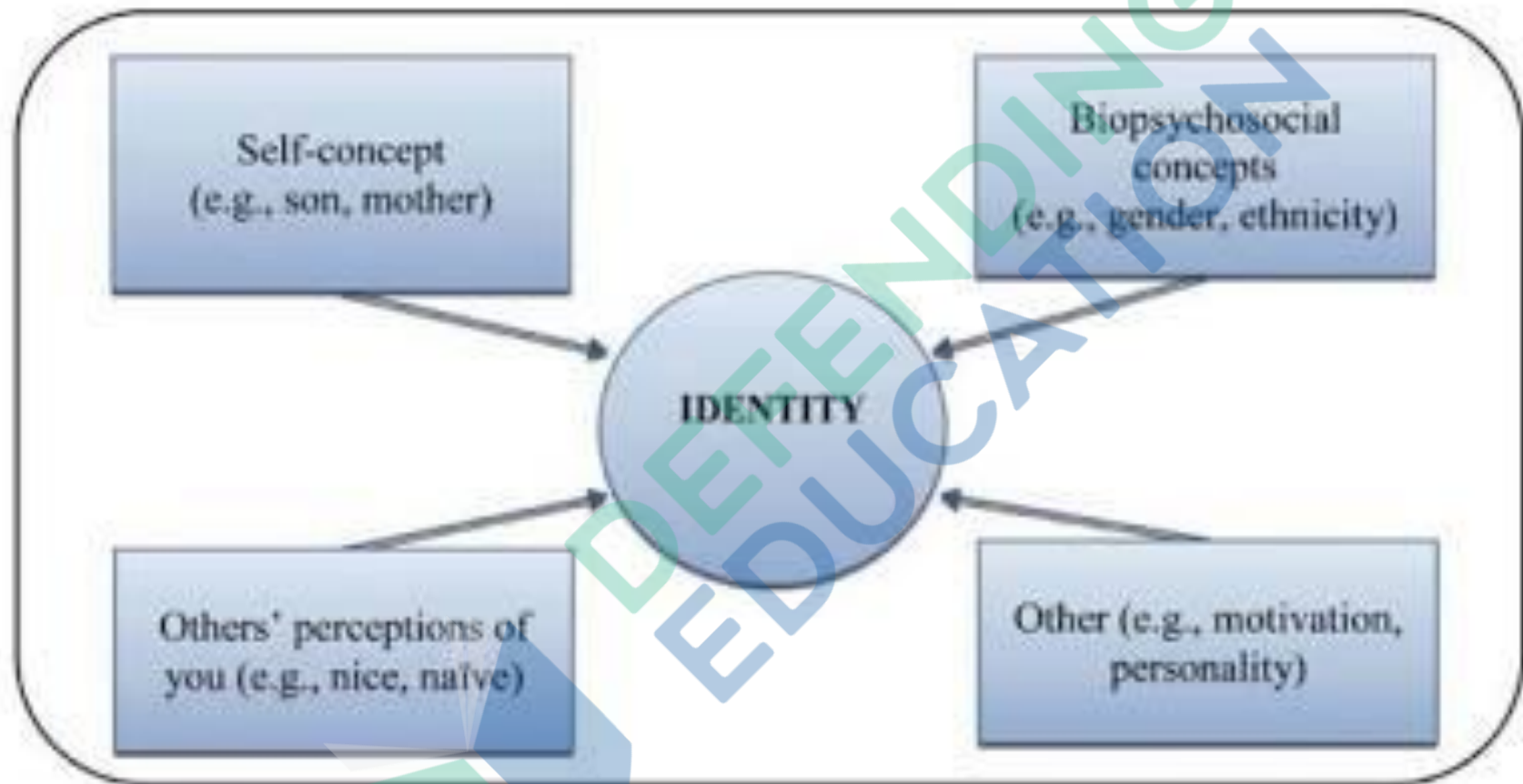
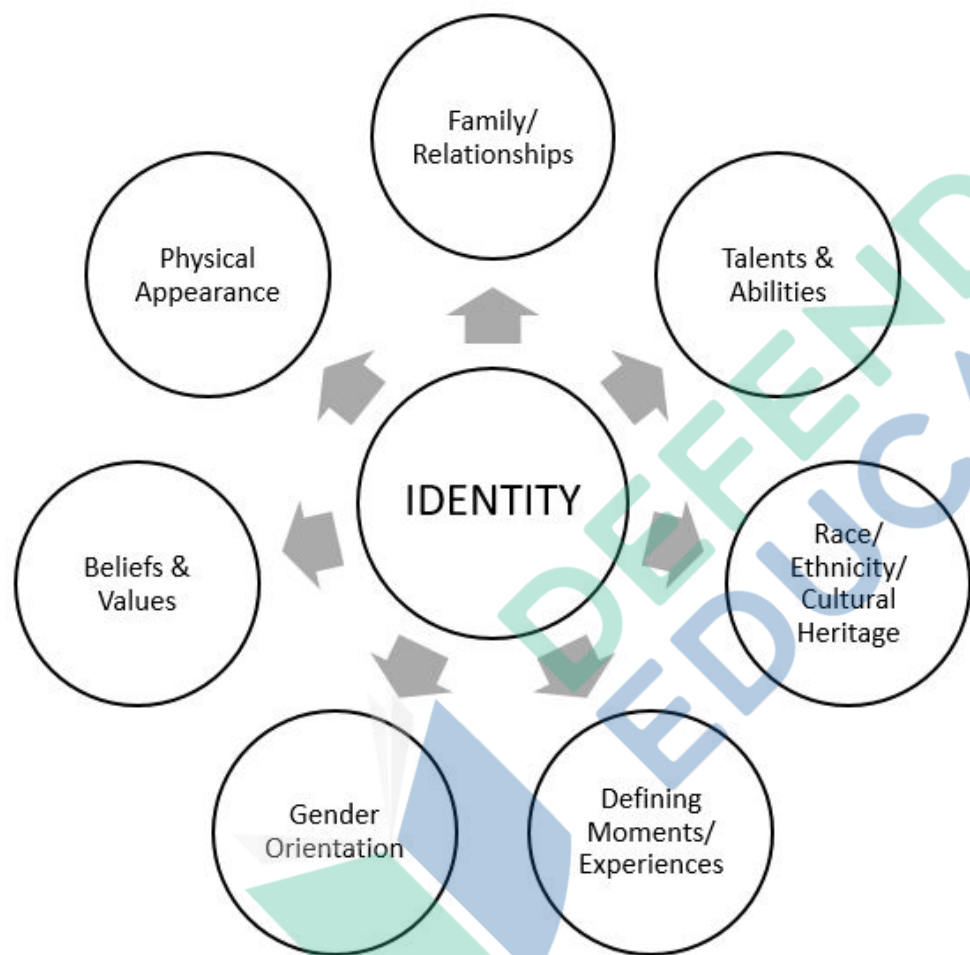
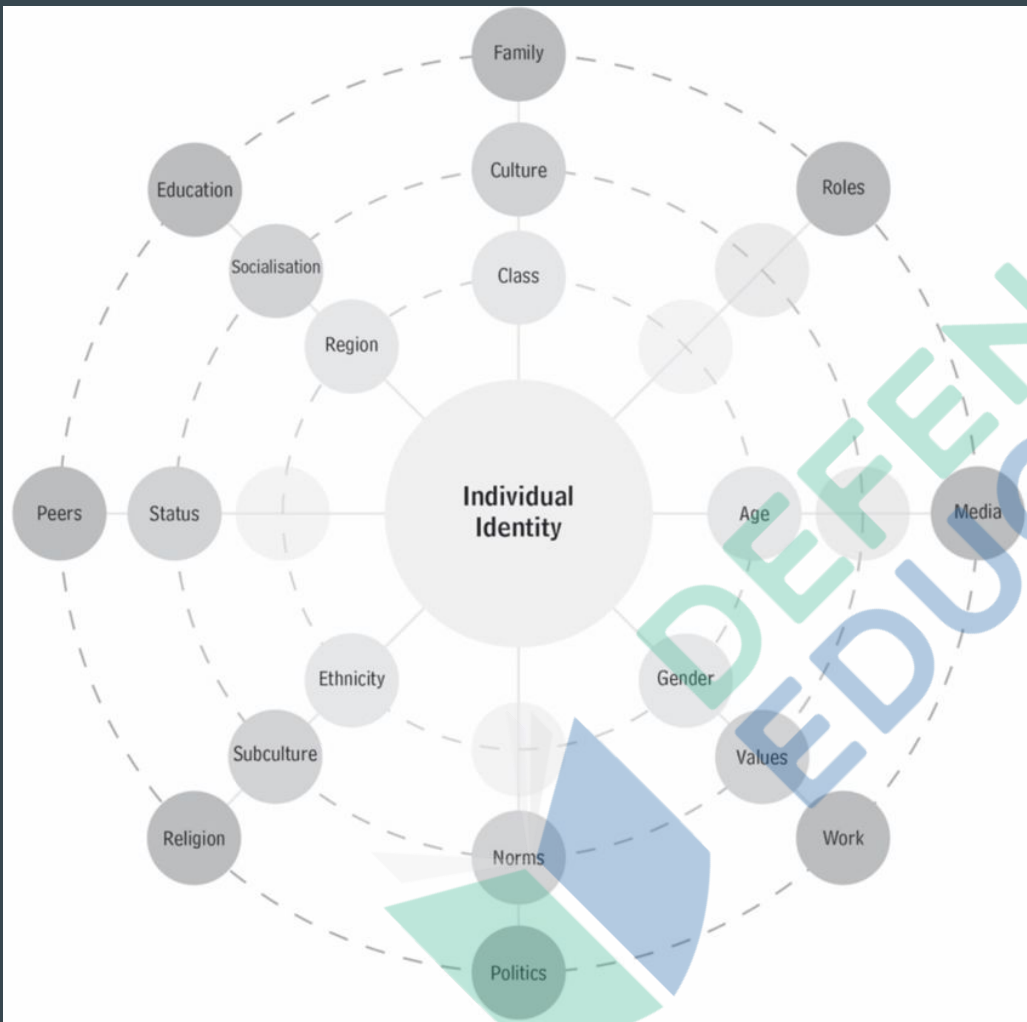


FIGURE 7.1 Visual Representation of Identity





Warm-Up:

What do you think of when someone says they're from here (meaning from wherever you are at the moment of the question)?

**We are not just from places.
We are from experiences.**

**We detail a more complete
version of who we are when
we reflect on how, what, and
why we live life.**

Unit 0, Activity 1 (Part 2):

Writing out Who I AM FROM
("I am from" Poem)

Instructions: Using the poem structure provided, take a moment to creatively narrate who you are--the identities and/ or the experiences you carry. Be intentional. Choose the identities that best represent who you are, your experiences, and what you envision for yourself.

I AM FROM... Write about the places or places you are from.

I AM FROM... Write about the food you grew up with.

I AM FROM... Write about the music you grew up with.

I AM FROM... Write about the toys of your childhood.

I AM FROM... Write about a loved one you grew up with.

I AM FROM... Write about a saying or "dicho" you heard a lot growing up.

What did we learn? : Identity

<u>Know</u>	<u>Want to know</u>	<u>Learned</u>
		• We can be influenced by our surroundings • characteristics/ traits are ALWAYS chosen by YOU • Identities do not tell the full story—we need to talk about our experiences

Respond to the Lesson 1 Guiding Question-- *What is Identity and why does it matter?*

Today's Learning Objectives & Success Criteria 2/3 -2/4:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Reflect on power and privilege and make an inference about why these may look different across different time periods or places. • Learn about the diverse peoples and experiences locally	I... • Can explain what social constructs are, who develops them, and how they can be changed. • Have an understanding of and can explain what indigenous vs settler communities are • I know that indigenous communities are multiple and rich in diversity of culture, languages, and ways of living. • I can articulate how push and pull factors shape settler's diverse experiences within the same location.

Lesson 2:

G.Q.--How does history shape our diverse experiences (“OurStories”)and worldviews (perspectives)?



Revisiting Power & Privilege: **No need to take notes.** Just respond to Warm-Up!

- **Power** refers to dominant structures, institutions, ideas, or practices
- **Privilege** refers to special advantage(s) available only to certain individuals or groups and/or the absence of certain obstacles
- Power and Privilege look different across time periods and places!

Warm-Up: Take a moment and make an inference (educated guess). **Why do you think power and privilege look different across different time periods or places?**
Consider what sorts of things shape power and privileges.

Experiences are shaped by Social Constructs and Alterations:

- **Social Construct** : a category deliberately and intentionally created to include or exclude
 - Social constructs can be altered or changed throughout time to redefine, establish a new purpose, and/or consider new priorities.
 - Most change is directed by the Government, rewriting, adding, or amending laws as considered “necessary and proper”
- Examples: Race, Citizenship

Who has lived in our local communities?

Indigenous Communities: people considered “native” to the land

When we say indigenous, we refer to the communities already present in these lands before the “Colonial Encounter” (aka: the arrival of the Europeans during what is often called, the “Age of Exploration”)

- In our local context, we will situate this term in the American Continents (North America, South America)

Who has lived in our local communities?

Settlers: people who relocated (migrated or immigrated) hoping to establish themselves permanently

- **Migration**: typically refers to moving from one place to another within a nation
- **Immigration**: refers to people moving to another nation

Time Period	Ethnic Group	Origination Location	Arrival Location	Motivating Factors
Pre-contact era (before 1542)	Indigenous peoples (various tribes)	Across North America (migratory patterns over millennia)	Entire region now known as California	Subsistence, seasonal hunting/gathering, trade, community settlement
Spanish Colonization (1769–1821)	Spanish missionaries, soldiers, and settlers	Viceroyalty of New Spain (primarily central and western Mexico)	Alta California (missions, presidios, and pueblos)	Religious conversion, territorial expansion for Spain, establishment of missions
Mexican Era (1821–1848)	Mexican ranchers, government officials, military families	Central and northern Mexico	California ranchos, particularly in coastal and southern regions	Land grants under Mexican rule, ranching opportunities, trade
Early American Settlement (1830s–1840s)	American pioneers and settlers (often of European descent)	Eastern United States (Midwest, East Coast)	Northern and central California (via overland trails like the Oregon Trail and the California Trail)	Manifest Destiny ideology, agricultural opportunity, farmland
California Gold Rush (1848–1855)	"Forty-Niners" (diverse groups: Americans, Europeans, Latin Americans, Australians, Chinese)	Various origins worldwide (predominantly the eastern US and China)	Goldfields in the Sierra Nevada foothills and Northern California	Gold discovery at Sutter's Mill, pursuit of wealth, adventure
Chinese Immigration (1850s–1880s)	Chinese immigrants (mainly from Guangdong province)	Southern China (particularly the Pearl River Delta region)	San Francisco and other coastal regions (later expanding inland to railroad sites and mining towns)	Economic opportunity, escaping conflict and poverty in China, railroad construction jobs

Southern European & Latin American Immigration (1860s–1890s)	Italians, Portuguese, Mexicans, Chileans, and others	Southern Europe, Central and South America	Coastal cities (San Francisco, Los Angeles) and agricultural regions (Central Valley, vineyards)	Labor demand in agriculture, fishing, and urban industries
Japanese Immigration (1880s–1924)	Japanese laborers and farmers ^[1]	Japan (mainly southwestern regions)	California agricultural areas (e.g., Central Valley) and urban enclaves	Economic opportunity, labor shortages in agriculture and industry
Great Migration of African Americans (1910–1930)	African American migrants	Southern United States (e.g., Texas, Louisiana, Arkansas)	Urban centers in Los Angeles, Oakland, and San Francisco	Escape from Jim Crow laws, search for industrial jobs, better social and economic conditions
Dust Bowl Migration (1930s)	"Okies" and "Arkies" (primarily white migrants from farming communities)	Great Plains (Oklahoma, Arkansas, Texas)	Central Valley and agricultural regions of California	Collapse of agriculture due to drought and economic hardship, search for work in California fields
World War II Defense Industry Boom (1941–1945)	Americans of diverse backgrounds (including African Americans, Midwesterners, Southerners)	Nationwide (Midwest, South, rural areas)	Coastal shipyards (San Francisco Bay Area, Los Angeles, San Diego), aircraft factories	Wartime industrial jobs, higher wages, military expansion
Post-War & Suburban Expansion (1945–1960s)	Veterans, middle-class Americans	Other US states (Midwest, East Coast)	California suburbs (e.g., Los Angeles, San Diego, San Jose)	GI Bill benefits, booming aerospace and tech industries, homeownership opportunities
Immigration After 1965 (1965–present)	Global immigrants (Latin American, Asian, African, Middle Eastern)	Mexico, Central America, East Asia, Southeast Asia, etc.	Urban and suburban regions across California (e.g., Los Angeles, Bay Area)	Changes in US immigration law, family reunification, economic opportunity, political asylum
Southeast Asian Refugees (1975–1990s)	Vietnamese, Cambodian, Laotian, Hmong	Southeast Asia (after Vietnam War, conflicts in Cambodia and Laos)	Communities in Orange County (Little Saigon), Fresno, Sacramento, and the Bay Area	Political upheaval, refugee resettlement programs, family reunification

A Timeline of California Diversity (MacEntee)

ies in the
)

Unit 0, Activity 2 :

Exploring Local Peoples Across Time (Research)

Instructions: You will choose a time period and a Local Immigrant/ Migrant Group to Research individually or in table groups. You will identify “push” and “pull” factors, as well as detail some of the experiences that these groups faced locally.

- **Push Factors** : situations or pressures that “pushed” people to leave their places of origin; reasons for emigrating
- **Pull Factors** : incentives or attractions that “pulled” people to settle in a new place; reasons for immigrating

Group	Type	“Push” Factors	“Pull” Factors	“Highlight” Experiences/ Noteworthy Facts

How to research:

You will create ONE document per group with all your names. That ONE person will turn it in but you will ALL receive credit, unless you do not collaborate. EVERY listed participant must add something to the document to earn credit.

1. Open Google Browser
 2. For “Push Factors”: Why did (insert group name) leave their original home to move to California (during the years____-____)?
 3. For “Pull Factors”: Why were (insert group name) attracted to move into California (during the years____-____)?
 4. For experiences–What were some of the experiences of (insert group here) when they arrived to California (during the years ____-____)?
 5. **Look through Multiple sources (3)and cite your links. Put info into your own words. Do not just write what AI says. You need to cite informational websites.**
-

Today's Learning Objectives & Success Criteria 9/05:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Acknowledge the many groups of people that have lived in our state and local areas and the different experiences they carried	I... • Understand that indigenous, immigrant and migrant experiences are diverse and I can articulate some of those differing experiences by explaining /"push" and "pull" factor motivations • Know how to articulate a clear response to the Guiding Question for Unit 0, Lesson 2

A graphic of a timer showing 5:00 in white text with a black outline, set against a colorful, abstract geometric background of triangles in shades of green, yellow, and orange.

5:00

Unit 0, Activity 2 (Part 2):

Exploring Local Waves of Immigrants Across Time

Instructions: Your teacher will give you a copy of the complete notes on “push” and “pull” factors for all groups.

- Once done, we will look for similar trends and key differences in experiences across immigrant groups and time periods
 - Pay particular attention to the ways in which some immigrant groups’ experiences have changed across time?
 - ◆ Is there anything that caught your attention about immigrant groups’ experiences back then in relation to their experiences now
-

Respond to the Lesson 2 Guiding Question--*How does history shape our diverse experiences (“OurStories”)and worldviews (perspectives)?*

Today's Learning Objectives & Success Criteria 2/10:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Identify the origins of stereotypes by considering how narratives are constructed • Acknowledge how narratives are validated	I... • Can explain where stereotypes originate from • Can identify stereotypes • Can identify stereotypes and “single stories” in the media • Can identify how individuals preconceptions and biases reinforce “single stories” • Know how to articulate a clear response to the Guiding Question for Unit 0, Lesson 3

Lesson 3:

G.Q.--Where do stereotypes come from and why are they harmful?



The Origin of Stereotypes: Key Terms to Consider...

- **Narrative**: an account of an event or series of events, usually in the form of a story
- **Bias**: an attitude of favor or disfavor toward something or someone
- **Opinion**: a view or judgment formed about something or someone
- **Perspective**: point of view; a particular attitude toward something or someone
- **Preconceptions**: opinions formed prior to actual knowledge or experience
- **Assumptions**: a thing that is accepted as true or as certain to happen, without proof

Confirmation Bias:



- Confirmation bias: individuals tend to accept information unquestioningly when it reinforces some predisposition we have or some existing belief or attitude.
- **Disconfirmation bias**: People tend to be skeptical of information that contradicts some previous position they have or point of view
- **Cognitive Dissonance**: The mental discomfort experienced when holding two or more contradictory beliefs, values, or ideas, often leading individuals to change their beliefs to reduce discomfort.
- **Echo Chamber**: An environment where individuals are exposed only to information that reinforces their existing beliefs, often resulting in an insulated perspective and decreased exposure to differing viewpoints.



What is a stereotype?

- **Stereotype**: a label imposed on a group of people based on dominant narratives or “single stories”
 - Stereotypes are harmful as they derive from generalizations (Yes, even if they don't seem like it...)
 - Stereotypes may include things that may be true for some members of a group, but are not necessarily true for ALL



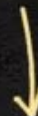
Lateral reading



Lateral reading is like being a detective. Instead of digging deep into a single source (say, an article or a website), you're hopping around multiple tabs, checking the credibility of the source against what other reputable sources are saying. It's a holistic approach to verifying information.

v/s

Vertical reading



You find a source and read it top to bottom, perhaps even taking notes or highlighting important sections. When it comes to vertical reading, your level of trust is often dependent on what that single source tells you. This can be problematic, especially if the source has an agenda.

Identifying Biases in the Media and Other Sources: Close Reading in 3 Steps

Skim through all sources	Read/ look through the sources
Read again & Annotate each source!	Circle, Underline, Star, Highlight important info, add a ? to anything confusing
Ask your 5 w's for each source: (A brief note for each on your document, will do)	The Five W's: 1) WHO—Who wrote/ created the source? 2) WHEN—When was the source written/ created? 3) WHAT—What is the source type? 4) WHY—Why was it written/ created? 5) WHERE—Where does the source fit in what you know? Does it agree with what you know or is it biased?

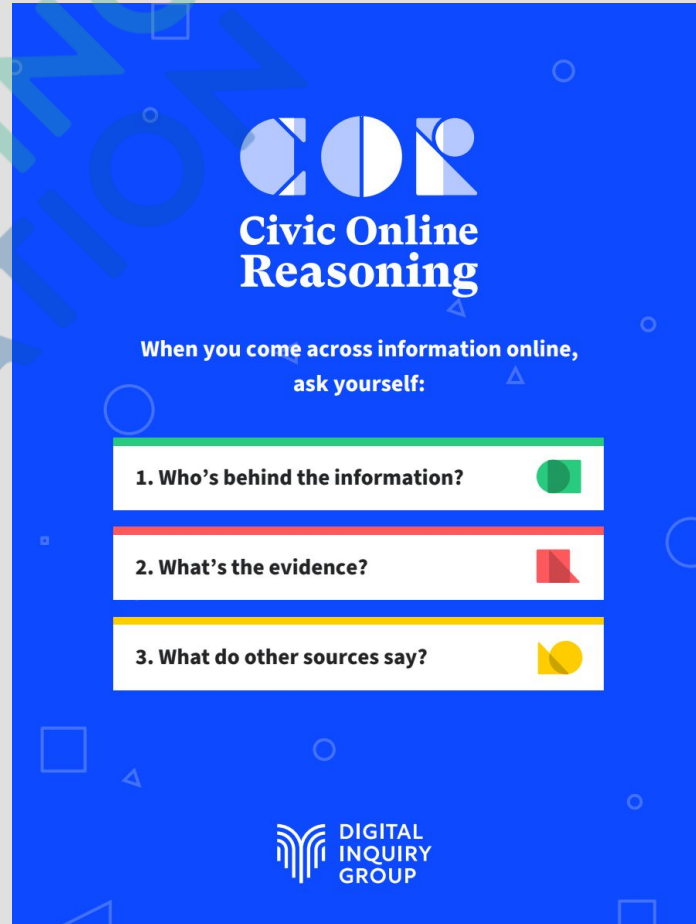
Introduction to Navigating Digital Information



The Facts About Fact Checking



What does Civic Online Reasoning Look like?



Reading multiple sources

Instead of relying on a single source, top to bottom, you step out to check out multiple sources simultaneously

Cross-referencing

Check authoritative sources and established sites to validate information

Web sleuthing

Investigating various sources, comparing and contrasting facts and perspectives

Composite understanding

A holistic approach that lends itself incredibly well to the fragmented, complex landscape of online information

Lateral reading

Fact checking skills

Lateral Thinking

lateral reading helps you to not only validate facts but also understand the context, biases, and reputation of the sources you're consulting.

Fact-checking

Uncover potential biases, misrepresentations, misinformation, and inaccuracies

Lateral Reading



Biases in the Media and in Reception of Media



Unit 0, Activity 3 :

Exploring Division (An Introduction to Media Literacy)

Instructions: Using the **3 Reads Strategies** , we will close read the article below as a class. You will engage in a Lateral Reading of the Source using the worksheet provided.

Article Link: ***Under Construction***

Afterwards, we will have a class conversation answering the following questions:

1. What word choice can you identify?
2. What Stereotypes or labels can you identify?
3. What “Single Story” Narrative is being told?

Respond to the Lesson 3 Guiding Question-- *Where do stereotypes come from and why are they harmful?*

Today's Learning Objectives & Success Criteria __/__:

Learning Objectives: These are our clear Intentions and Goals.

To...

- Learn how shared experiences can bring peoples of diverse cultural and ethnic backgrounds together
- Learn of local Farmworker leaders who came together to fight for a common struggle

Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.

I...

- Can define what a political identity is in my own words and explain its connection to “collective organizing” and building Unity.
- Can identify key leaders of the United Farmworker movement
- Know that the United Farmworker Movement was led by members of many different cultural and ethnic backgrounds striving for dignified treatment and just working conditions.
- Know how to articulate a clear response to the Guiding Question for Unit 0, Lesson 4

Lesson 4:

G.Q.--How has the agency in choosing Identity been instrumental in organizing collectively across racial and ethnic groups?



Relevant Cultural Meaning

Check-in:

Have you ever heard of the word *compañerismo*? What does being a *compañero* look like?

Who can be a **Chicano**?

- “According to Carlos Vélez-Ibáñez, a professor at Arizona State University, being part of this identity [Chicano] is more than just a nationality or ethnicity—it’s a worldview and a political identity.” ([Jimenez](#))

Warm-Up: Why do you think Chicano is more than an ethnic identity? What do you think a “political identity” is or is shaped by?

Student inferences responding to the Warm-Up:



DEFENDING

Chicano as a Unifying Identity

- Chicano was a term popularized during the 1960s Mexican Civil Rights Movement in the United States
- It was a term initially used as a derogatory label to look down upon people of Mexican descent.
- During the 1960's, this term was reclaimed, in other words, redefined by people of Mexican descent through the lens of pride in their culture and their roots, but also with acknowledgement of their experiences of struggle
 - The experiences of struggle allowed for the transformation of "Chicano" from an ethnic identity to a political identity, an identity based on unity due to facing similar struggles for a certain form of power.



**What do you know
about the United Farm
Workers (UFW)?**

**How do you know
this?**



CASE STUDY VOCABULARY

labor activist

someone who enlists workers to join a union to improve the lives and working conditions of workers



farm worker

someone who works the fields or farm; agricultural worker



labor strike

a work stoppage, caused by the mass refusal of employees to work



CASE STUDY VOCABULARY (CONT.)

boycott

to refuse to buy in order to
make a protest or bring
about a change



solidarity

a feeling or condition of unity
based on common goals,
interests, and sympathies
among a group's members





Can you name these labor activists who co-founded the UFW?





Why do you think Larry Itliong and other Filipino farm workers are unknown to most people when they think of the United Farm Workers?



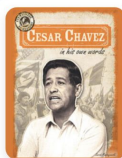
epic!

Books (100+)



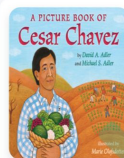
Cesar Chavez

Age 7 - 10
Level 3.3
Pages 46



Cesar Chavez in
His Own Words

Age 9 - 12
Level 6.0
Pages 30



A Picture Book of
Cesar Chavez

Age 8 - 11
Level 5.1*
Pages 32



Cesar Chavez:
Friend to Farm...

Age 5 - 8
Level 3.0
Pages 22



Cesar Chavez

Age 5 - 7
Level 3.3
Pages 22



Cesar Chavez:
Latino American...

Age 5 - 7
Level 2.1
Pages 22

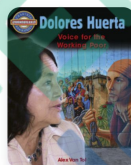


Books (10+)



Dolores Huerta:
Labor Organizer

Age 8 - 11
Level 3.6
Pages 30



Dolores Huerta:
Voice for the...

Age 9 - 12
Level 6.9
Pages 105



Dolores Huerta:
Advocate for...

Age 9 - 12
Level 6.0*
Pages 32

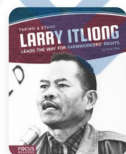


Dolores Huerta:
Labor Activist

Age 5 - 7
Level 2.5
Pages 22



Books (1)



Larry Itliong Leads
the Way for...

Age 9 - 12
Level 5.3
Pages 46



RENAISSANCE
myON

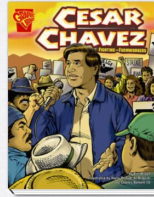
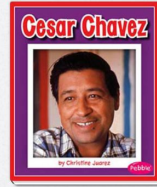
Search for Books



Cesar Chavez



3 books



Search for Books



Dolores Huerta



2 books



Search for Books



Larry Itliong



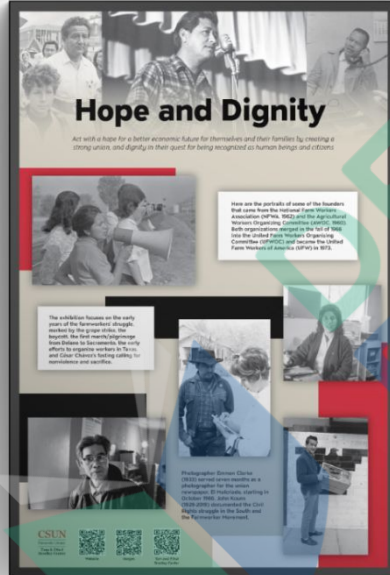
0 books

No books matched your search. Please try again.



Hope and Dignity

This Do-It-Yourself (DIY) exhibition is designed to allow—in the spirit of the Farmworker Movement—schools, unions, and other community and non-profit organizations to print and mount their exhibition on the Farmworker Movement with images and QR codes to access our digital collection and other digital resources and learn more about this important social and labor movement. (Spanish exhibition panels are also available.)



WHO AND WHAT IS
MISSING?

Cross-Cultural Collective Organizing: The United Farmworkers Movement

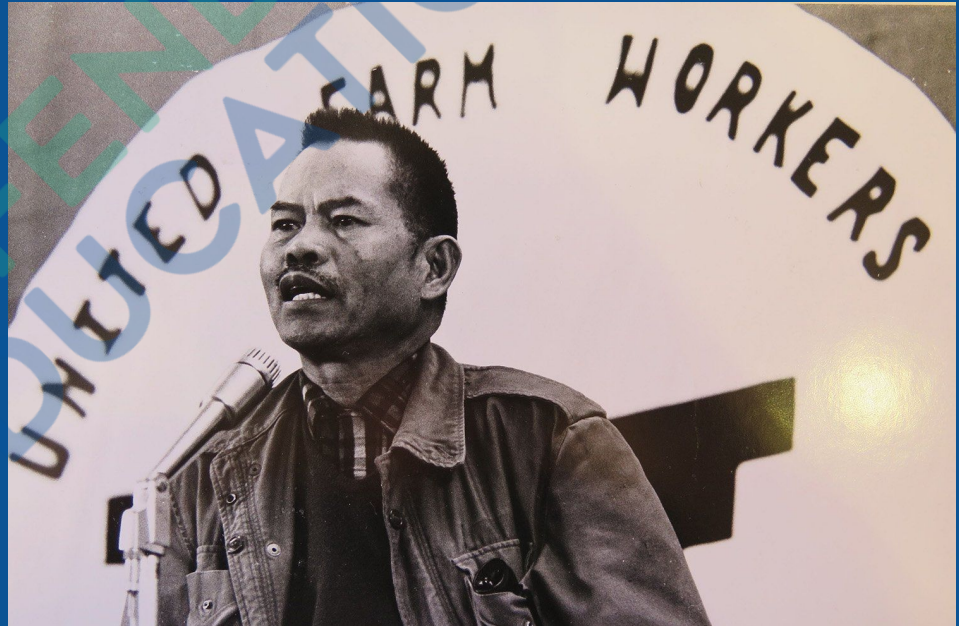
A Local Case Study of
Compañerismo in the Greater
Chicano Movement

Acknowledgement of Shared
Struggled and Experiences Led to
Unity and Collective Organizing



Larry Itliong

- Asian-American of Filipino roots
- Labor Organizer and Civil Rights activist
- “In 1965, Itliong and the [Agricultural Worker’s Organizing Committee (AWOC)] led 1,500 Filipino farmworkers on a strike against the grape growers in and around Delano, California.” ([NPS](#))
 - Problem: They were easily replaced, they needed more people!
- Co-Founder of the United Farm Workers union (UFW)



Cesar Chavez

- Identified as Mexican-American in ethnic background and as a Chicano in political identity
- Labor Organizer and Civil Rights activist
- the “National Farm Workers Association (NFWA) organized by César Chávez and Dolores Huerta” joined AWOC in the 1965-1966 Grape Strike and Boycott ([NPS](#))
- “Chávez preached nonviolence and used strikes, boycotts, and fasting to achieve the goals of farmworkers” ([Nat Geo](#))



Dolores Huerta

- Mexican-American Labor Organizer and Civil Rights Activist
- “co-founder and First Vice President Emeritus of the United Farm Workers of America” ([UFW](#))
- Before her work with the Farmworkers Movement, she founded the Stockton chapter of the Community Service Organization aided in founding the Stockton chapter of the Community Service Organization (CSO) ([UFW](#))
- “The CSO battled segregation and police brutality, carried out voter registration, pushed for improved public services, and fought to enact new legislation. Recognizing the needs of farm workers while working for the CSO, Dolores organized and founded the Agricultural Workers Association (AWA) in 1960.
- She became more empowered after successfully earning U.S. Citizenship in 1961 ([UFW](#))



Nagi Daifallah

- Arab-American of Yemeni Roots
- “According to official UFW papers, Nagi Daifallah ‘was known as a leader of the Arab workers’ in California.” ([Naber](#))
 - Interpreter for UFW organizers
- Daifallah was killed protesting
 - A “deputy caught up with his quarry and swung a long metal flashlight at his head. The blow struck the Yemeni in the back of the neck, severing his spinal cord from the base of the skull and killing him” ([Naber](#))
- “Often mistaken for Latinos, as Arabs in America still sometimes are today, hundreds and perhaps thousands of Yemenis labored in the fields of rural California alongside Latino and other migrants” ([Naber](#))
 - Many faced Language barriers; did not learn English



Nagi Daifallah, United Farm Worker of America member

Filipino and Chicano/Latino Farm Worker Solidarity



The 1965-1970 Delano Grape Strike and Boycott

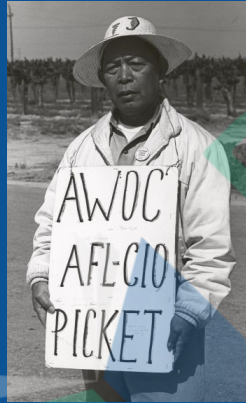




On September 8, 1965, over 800 Filipino farm workers affiliated with the Agricultural Workers Organizing Committee (AWOC) went on strike in ten grape vineyards around Delano led by Larry Itliong and Ben Glines.



The UFW originated from the solidarity of two workers' rights organizations, the **Agricultural Workers Organizing Committee (AWOC)** and the **National Farm Workers Association (NFWA)**.



AWOC was led by Larry Itliong and mainly composed of Filipino farm workers.

NFWA was led by Dolores Huerta/César Chávez and mainly composed of Chicano/Latino farm workers.

Isang Bagsak

What is this phrase?

Isang Bagsak (ee-SUNG bawg-SAK) translated from Tagalog means “one down”.

**When one person in our community falls, we all fall.
Conversely, when one person rises, we all rise.**

Where does it come from?

The history of “isang bagsak” comes from Artnelson Concordia, a teacher-activist-scholar who adopted the ritual used by Anti-Martial Law activists in the Philippines to show unity. It is attributed to the Farm Workers Movement and is often combined with the Unity Clap to show solidarity and togetherness.

Source: Equitable Learning

See how it is chanted in community!



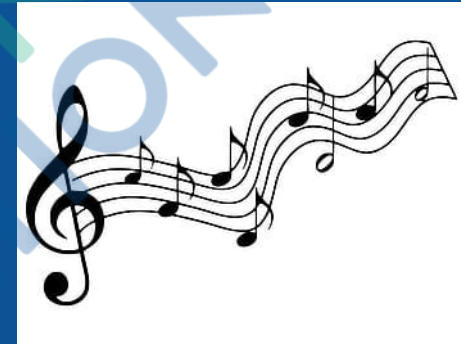
Building *Compañerismo* with The Unity Clap and *Isang Bagsak*



After five long years, the growers signed a contract in 1970 that gave the farm workers,

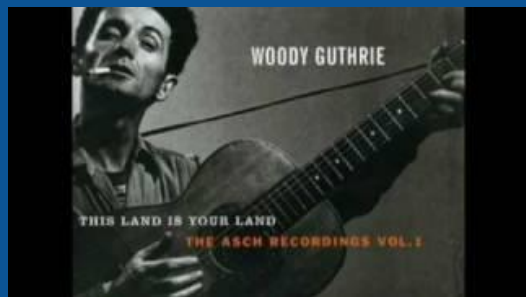
- a pay raise,
- health-care benefits, and
- safety protections from pesticides.





What new information did you learn from watching this video and listening to the lyrics of the song? Share with your group.





"Pastures of Plenty" by Woody Guthrie

1941



"Huelga en General" / "General Strike" by Luis Valdez



"No Nos Moverán" / "We Shall Not Be Moved"

What can each song contribute to our understanding of the United Farmworker Movement?



"Brown-Eyed Children of the Sun" by Daniel Valdez, Sylvia Galan, and Pedro Contreras



"Solidaridad Pa' (Para) Siempre" / "Solidarity Forever"

Making Meaning in our Class Context:

Why is *compañerismo* important within
our class?



Respond to the Lesson 4 Guiding Question--*How has the agency in choosing Identity been instrumental in organizing collectively across racial and cultural groups?*

Today's Learning Objectives & Success Criteria 9/11:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Learn what counternarratives/ counterstories are, who tells them, and what their significance is • Reflect on our communities and acknowledge the beauty and the richness that we have	I... • Know that counternarratives disrupt dominant narratives by telling our own truths grounded in experience • Can create my own Loteria card that showcases my agency in painting the beauty, richness, and/or growth in my community in order to push against harmful stereotypes.

Lesson 5:

G.Q.--What is a counternarrative and how does it help empower us and our communities?



Warm-up: Think back to a time one of your communities (local, cultural, religious, etc.) was represented in a harmful way. Share some context. How did you feel? How did you respond?

Miss B's Storytime—Write a Summary if you could not think of something for the Warm-Up:

→ When Ms. B was in college, one of the Graduate Student Instructors for one of her classes, told her “I do not understand why you show up to office hours. People like you don’t go to Grad School.” Ms. B did not know whether he meant it because Ms. B was a Latina or a woman, or any other reason, but she did know one thing—her identities were being looked down upon and her potential was being questioned AS IF—ONE SINGLE STORY WAS POSSIBLE, AS IF SHE HAD A PREDETERMINED DESTINY that automatically, DISQUALIFIED or PREVENTED her from ever going to graduate school.

→ Ms. B stayed at the office hours, with a knot in her throat and holding back tears. She went home and cried while sharing her experience with Casa Magdalena Mora peers. She also wrote to her high school teachers and parents. WHY? Sharing our stories gives us a sense of relief (*desahogo*) and a reminder that we are not alone. Writing to her high school teachers was also a reminder that she made it to Berkeley for a reason. Writing to them and to her parents also gave her an opportunity to be grateful for their support and to give more weight and respect to the people that watched her grow up, that knew her, and that believed in her. Her peers at Casa Magdalena Mora shared similar experiences and as they shared bolillo, they shared these stories. They closed their cry-session with the following conclusions: (1) NOBODY THAT IS NOT US HAS THE RIGHT TO LABEL US, OUR POTENTIAL, OR OUR DESTINY (2) NOBODY KNOWS US AND OUR COMMUNITIES AS MUCH AS OURSELVES because we are the only ones who walk in our shoes and experience life through our own eyes, (3) OUR ACTIONS ARE THE BEST WAY TO COMBAT LABELS AND STEREOTYPES, and (4) WE ALL HAVE A RIGHT TO DREAM AND TO PURSUE OUR DREAMS.

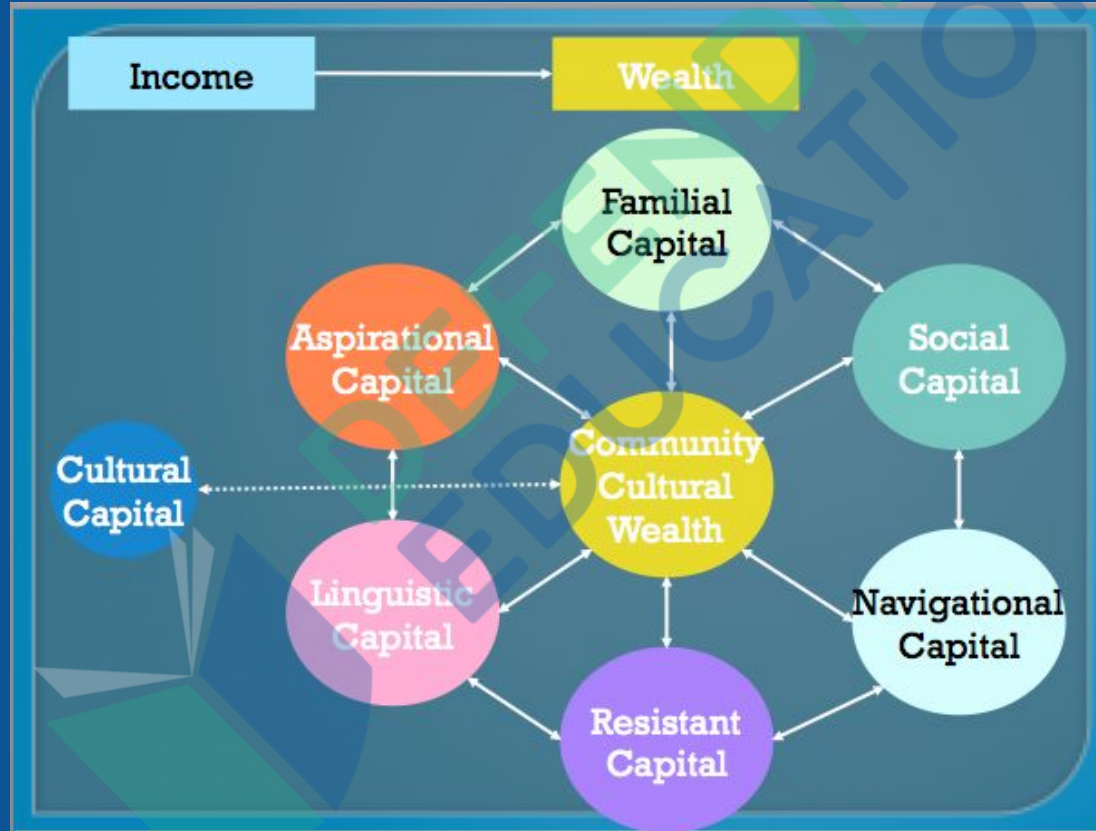
We know our communities better than anyone outside of our communities!

- Stereotypes seek to strip communities of their agency (individual power) to choose how to be seen and represented.
- Stereotypes derive from “Single Stories”
- In order to combat “Single Stories,” communities have the agency to create **Counternarratives**, also known as **Counterstories**.
 - Counternarratives/ Counterstories: stories that intentionally seek to combat stereotypes and outside labels, challenging and breaking down prevailing dominant and often harmful narratives (particularly those reflecting the perspectives of those in power, external to the community being represented)
 - They also offer alternative perspectives and an opportunity to tell lesser known stories

“Ourstories” are a form of Counternarrative

- “Ourstories” **resist** (fight against) outside labels and stereotypes that seek to define us and our communities
- Sharing our own identities, experiences, histories, and dreams (purpose) allows us to challenge stereotypes by celebrating our uniqueness and individuality within communities’ commonly shared experiences.
- “Ourstories” celebrate our diversity and our agency to choose how we want to tell our stories, how we represent ourselves, our families, and our communities.
- “Ourstories” not only celebrate who we are, but also open up the possibility to choose who we want to become (Dreams -> Goals & Ambitions)

What is Community & Cultural Wealth?



Community & Cultural Wealth

- Community & Cultural Wealth is a framework that considers how capital (wealth) comes in multiple manifestations. These forms of capital can be used to empower individuals, each contributing strengths and assets that will shape their unique experiences, especially as they transition to spaces like institutions of higher education (Yosso).
- Forms of Community and Cultural Wealth include:
 - Aspirational - hopes and dreams that individuals have
 - Linguistic - language and communications skills that individuals have
 - Familial - social and personal human resources that students have from family and community connections
 - Social
 - Navigational
 - Resistant

****We will focus on the first 3 forms in this unit and will cover the remaining 3 in the following unit****

Counternarratives help us
take back our POWER, fighting
outside labels from individuals
who do not know us like we
know OurSelves



“The best counternarratives are not just told, they are intentionally lived, actively pushing back against stereotypes. Counterstories take power away from outside labels and allow us to take the responsibility of representing ourselves and our communities.” –Ms. B

Ms. B graduated from UC Berkeley in 3 years with a Major in Chicano Studies and a Minor in Education. Upon graduation in 2020, she was accepted to the UC Santa Cruz Master’s and Teaching Credential program where she earned her degree and credential with Bilingual Authorization in English and Spanish to teach Social Studies and History courses. She graduated after a full year of school (including 2 summers back to back).

Ms. B graduated twice during the pandemic and did not get the chance to walk the stage for her Master’s. She used her gown for the first time ever, to call out the names of CLASS OF 2025, the first graduating class she ever taught at North County High:)

Respond to the Lesson 5 Guiding Question-- *What is a counternarrative and how does it help empower us and our communities?*

Today's Learning Objectives & Success Criteria 9/12 & 9/15:

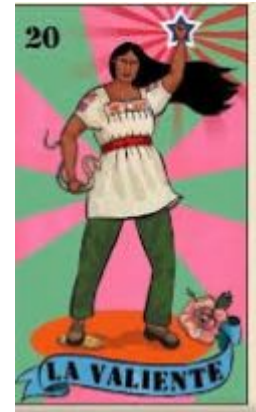
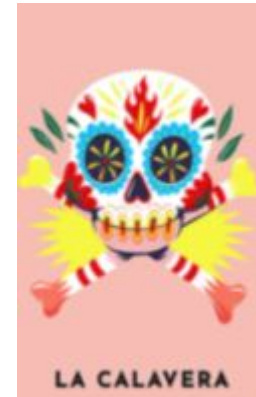
Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Reflect on our communities and acknowledge the beauty and the richness that we have	I... • Can finish creating my own Loteria card that showcases my agency in painting the beauty, richness, and/or growth in my community in order to push against harmful stereotypes. • Can add a caption that effectively showcases my vision, clearly articulating it in 1-2 complete sentences (identifying the stereotype label and the reclaimed counternarrative)

Unit 0, Mini Project:

Counterstories as Resistance:
Reclaiming our Identities
(Counter Narrative Loteria Cards)

Instructions:

[Loteria Card Instructions and Teacher Example Document](#)



Today's Learning Objectives & Success Criteria 9/18-9/22:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Reflect on my learning across the 5 lessons within the unit with my table group • Review my lesson notes, focused reading notes, activities and projects	I... • Know how to articulate a clear response to the Unit 0 Essential Question with acknowledgement Lessons' 1-5 Guiding Questions

Summative Writing Assessment: E.Q. Response

Unit 0 Essential Question:

How can our identities and stories empower us to combat stereotypes?

Instructions:

Respond to the Unit 0 E.Q. by revisiting our learning throughout the Unit. Make a copy of the following document to type your response in MLA Format: [Unit 0 EQ Response](#). No Works Cited is required as you will be required to use class sources only.

You may use:

- Your Unit 0 Guiding Questions Handout
- Your Lesson Notes
- Your 3 Activities
- Your Focused Reading Notes
- Any class resource

Teacher Rubric:

<https://docs.google.com/document/d/1lQJAo7mAygMBmX3-bRIdIGcI2jLIwoS/edit>

Sentence-Starters: under construction

Student-friendly checklist rubric: under construction

Today's Learning Objectives & Success Criteria _/_-_/_:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... ● Reflect on my learning across the 5 lessons within the unit with my table group ● Review my lesson notes, focused reading notes, activities and projects and gather information required for my "Ourstories" Testimony Project	I... ● Know how to articulate a clear response to the Unit 0 Essential Question with acknowledgement Lessons' 1-5 Guiding Questions ● Can create a presentation that visually synthesizes my learning about identity and uses oral history (interviews) to narrate my family history (or that of another Individual)

Discussion Post
located on
Google
Classroom. You
may add your
own thoughts,
respond to your
peers, or build on
what your peers
discuss. Be
thoughtful and
intentional.
Revisit our
democratic
classroom pledge
agreements.

Plan Ahead *Cummulative* *Assessment*

What did we learn in this unit that will help us respond to the Course Anchor Question(s)?

Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?