

# **MVLA**

## **Ethnic Studies Update**



**Monday May 23, 2022**

# Agenda

1. Updates / Incorporating Feedback
2. Discussion of final three units
3. Lesson Planning Update
4. Q&A



Staff recommendation: Approve the Ethnic Studies Course for the pilot implementation of the 2022-2023 school year.

Feedback and evaluation will be used to create a final course, (AB101) that will come to board for approval in 2022-2023.

# MVLA Vision & Principles of Ethnic Studies

1. Self knowledge & Reflection
2. Empathy
3. Solidarity
4. Inquiry
5. Community
6. Transformation



# Updates & Incorporation of Feedback

- Input from Community
- Feedback from board
- Feedback and input from Dr. Camarillo (Stanford University)

# Course Purpose: Goals and Student Outcomes

## Students will:

- Students will investigate, develop and share their identities and personal histories and the histories of their communities.
- Students will explore and analyze the contributions and experiences of people of color (Asian Americans, Black and African Americans, Latina/o/x Americans, and Native Americans) within US society.
- Students will learn about social movements, resistance, and resilience in the face of discrimination in the Bay Area and across the US.
- Students will learn about the economic, political, technological, scholastic, civic, cultural, and artistic contributions of people and communities of color.
- Students will explore the connections between artistic expression and empowerment.
- Students will develop critical awareness of the intersectional relationships between identity, oppression, and resistance.
- Students will learn how to challenge systems and pursue actions of change for a better world in solidarity with others through civic engagement.
- Students will participate thoughtfully and in an informed way in civic discourse surrounding societal issues with empathy and respect.
- Students will develop the skills to positively engage with and transform their communities in the Bay Area and beyond.
- Students will develop skills in reading, writing, research, and public speaking

# Unit 5: Education and Housing

## Sample Essential Questions

What role does education play in shaping identity, culture, and community?

How have historical and contemporary housing policies shaped access to opportunities within diverse communities?

## Learning Objectives

Students will investigate the historical and continuing fight for education as a civil right, and the impact education can have on promoting equality or disparity in the diverse population of the United States.

Students will analyze the different forms education has taken in the United States's past and present (ex. Linguistically, geographically, culturally, institutionally) as well as the impact these forms of education have had on diverse communities through time.

## Exp. Assignment / Class Activity

Mendez v. Westminster Case Study:  
School Desegregation

- Legal analysis
- Testimonials

Presentations or Mock Trial

# Unit 6: Justice System

## Sample Essential Questions

What are the origins and purpose of the Justice System in the United States?

How have diverse communities been impacted by and engaged with the justice system throughout history and today?

## Learning Objectives

Students will investigate the legal foundations of the Justice system and criminal justice, including laws, law enforcement, courts, and incarceration in the United States justice system, both including Western legal traditions, colonialism, and the system of slavery

Students will investigate the unique traditions of law and order from communities of color that also influence life in the United States today.

## Exp. Assignment / Class Activity:

- **Exploration of Court System: Creating Road Maps**
- **Sample Case Study:**
  - United States vs. Ebers (Vincent Chin case)
- **Current Connections Analysis:**

Analysis of Hate Crime legislation and legal changes over time;

Analysis of Civil Rights & criminal trials

# Unit 7: Social Movements

## Sample Essential Questions

How have political/social movements advanced rights and opportunities for communities of color and other diverse groups in the US and influenced and impacted our country and local communities, both historically as well as today?

How and why do people effectively organize and mobilize within their communities to create social change through building effective grassroots organizations?

## Learning Objectives

Students will learn about and be able to discuss and analyze various social and political movements from the civil rights movement to today led by various ethnic and racial groups or other diverse groups to achieve change.

Students will analyze diverse strategies for creating social change, including boycotts, direct action, nonviolent protest, civil disobedience, and the creation of community organizations, in addition to various forms of local, national, and global advocacy and civic engagement.

## Exp. Assignment / Class Activity

### Historical Inquiry:

Why did American Indians occupy Alcatraz?  
How did this event influence Native Americans locally and across the U.S.?

- Inquiry with 4 - 5 primary sources
- Reading, discussing, analyzing diverse perspectives
- Skills: collaboration, sourcing, contextualization, analysis

**Students create photo gallery exhibit, website, or podcast to showcase learning**



# Curriculum Development & Lesson Planning

## A Few Examples:

- Lessons on the Development of Ethnic Studies
- Lessons on Visibility and Invisibility; the Identity Iceberg
- Lessons on Names and Identity
- Lessons on Why People Migrate/Immigrate
- Lessons on South Asian History (Model Curriculum)
- Lessons on Jewish Identity (Model Curriculum)

# Next Steps

- Staff recommendation: Approve Ethnic Studies Course small-scale implementation; piloting for the 2022-2023 school year.
- Training and Professional Development
- 4 classes @ LAHS / 2 classes @ MVHS for 22-23
- Feedback and evaluation of the 2022-2023 school year will be sought and used as we finalize the AB101 formal course approval for full implementation in Spring of 2023.



# THANK YOU!

## Questions?



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The following Units 1-4, were presented at the March 7, 2022 Board Meeting and are included here for reference.

# Unit 1 Overview: What is Ethnic Studies?

## Sample Essential Questions

What is Ethnic Studies and why is it important?

What are the historical origins of Ethnic Studies and why did students organize for the creation of Ethnic Studies?

## Learning Objectives

Describe what Ethnic Studies is and analyze why it is important in terms of education and society.

Describe and analyze how and why students organized for the creation of Ethnic Studies classes in the 1960s and 1970s.

Begin to learn how to discuss the meaning of and issues related to race, racism, ethnicity, gender, culture, class, and oppression, as well as strategies of resistance.

## Exp. Assignment / Class Activity: Historical Inquiry

How and why did students organize for the creation of Ethnic Studies?

- Background info
- Inquiry with 4 - 5 primary sources
- Reading, discussing, analyzing diverse perspectives (examples: student perspectives, administrative, community, support, opposition)
- Skills: sourcing, contextualization
- Documentary Clip analysis
- Group work Collaboration Skills
- Writing Historical Claims backed by reliable evidence

# Unit 2 Overview: Identity & Narratives

## Sample Essential Questions

How do ethnicity, culture, race, gender, family roots, and/or other factors influence who you are and your outlook on the world?

What can we learn about people's diverse experiences from stories, testimonials, and historical accounts?

How do we build a positive community based on respect, empathy, and solidarity across differences of race, culture, gender, and ethnicity?

## Learning Objectives

Explore and develop a deeper understanding of their personal identity, their racial, ethnic, and cultural backgrounds, and the diverse cultures of their peers.

Develop skills to practice empathy and build solidarity and analyze how people can build solidarity across differences to contribute to building a better world.

## Exp. Assignment / Class Activity:

### Written Reflections:

Who am I / Snapshot autobiography

### Reading / Analysis / Discussion:

Analysis of diverse contemporary and historical primary sources

Small group discussions / Socratic Seminars

# Unit 3 Overview: Historical Origins of Systems of Power

## Sample Essential Questions

How did colonialism and slavery change power structures in the Americas and create new systems of power?

How were Indigenous, African American, and other communities impacted by these systems of power and how did they resist and oppose them?

## Learning Objectives

Students will be able to identify, explain, and analyze the impact of settler colonialism and repeated acts of genocide against Native Americans and describe acts of resistance to such oppression both in the U.S. generally and in the Bay Area.

Students will be able to identify and explain how/why the institution of slavery became racialized, why it lasted so long in the USA, and describe acts of resistance to such oppression.

## Exp. Assignment / Class Activity:

### Historical Analysis Essay:

Skills: Writing Historical Claims

Supporting claims with relevant and reliable historical evidence

Counter argument and analysis

Texts: Reading diverse primary and secondary sources (example: Ronald Takaki A Different Mirror)

- Sourcing
- Contextualization

Reading and analysis of historical and contemporary accounts of Ohlone Indigenous people and others in the Bay Area.

# Unit 4 Overview: Immigration & Migration

## Sample Essential Questions

What are some of the complex experiences of diverse immigrant communities over time? How do their cultures, languages, knowledge forms, and traditions shape their lives and experiences in the U.S.?

How have policies, laws, and systems of power influenced the experiences of immigrant communities throughout history and today?

How have immigrants transformed this country, created strong communities in America, and developed resistance, resilience, community empowerment?

## Learning Objectives

Explore, describe, and analyze some of the complex experiences of immigrants, both historically as well as today, through narratives and testimonials.

Describe and analyze diverse reactions to immigrants, including patterns of nativism, racism, xenophobia, anti-Semitism, and pressures of assimilation, and analyze how immigrants have navigated these reactions.

Explore, describe, and analyze how immigrants have built strong communities and used a diverse range of strategies of resistance, resilience, and empowerment and transformed this country.

## Exp. Assignment / Project:

### Oral History

Interview a family and/or community member to learn about their experiences with immigration or migration

### Sample Historical Inquiry:

What were some of the experiences of diverse groups of immigrants when they were first moving into California?

**Contemporary Connections:** Stop Asian American Hate Crimes (Stop AAPI Hate):

Reading, Analyzing, Evaluating News Articles and News Clips from various sources