

Name (pronouns)

Pronunciation: *[write how you sound out your first AND last name!]*

My Chosen Name: *[choose your first, middle, or last name! Be sure to say which one it is!]*

Story: *[write 3-5 sentences explaining the story behind your name! It might be an interesting history, but it also DOES NOT need to be something super special! It might just be a famous person that also has your name, or a word you like that starts with the same letter as your name!]*

Picture of yourself or something that represents you!!

EXAMPLE

Caption: (write a brief caption for your image here)

Students will complete an Acrostic Name Poem in class.

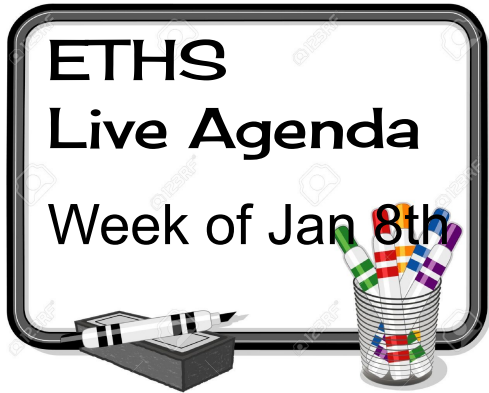
Please see Live Agenda for more information.

Requirements:

- Write out your **First Name** by drawing it down vertically.
- Place your brainstormed words, phrases, sentences on the lines that begin with the same letters.
- 5 Colors, please!

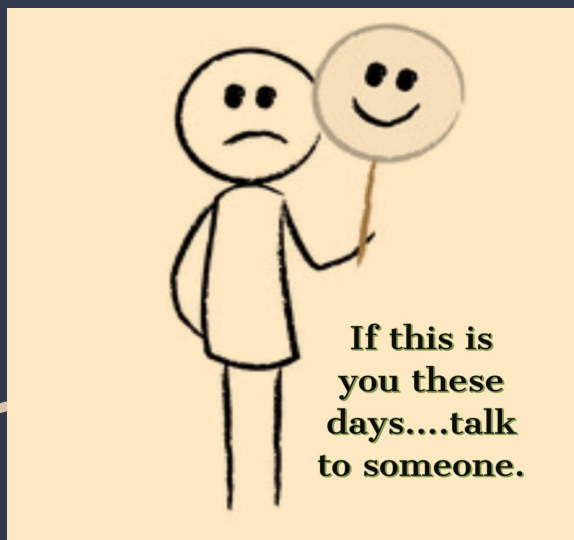


WELCOME TO
OUR HOUSE



SMUHSD PRA_001139

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

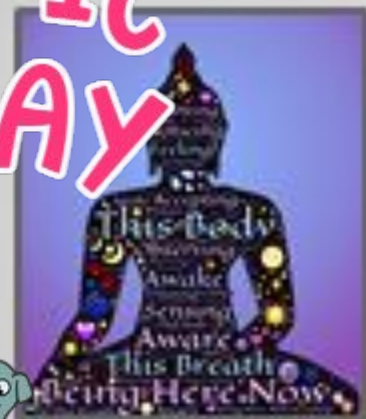
education@rapetramaservices.org



Tuesday,
Jan 9th



TERRIFIC
TUESDAY



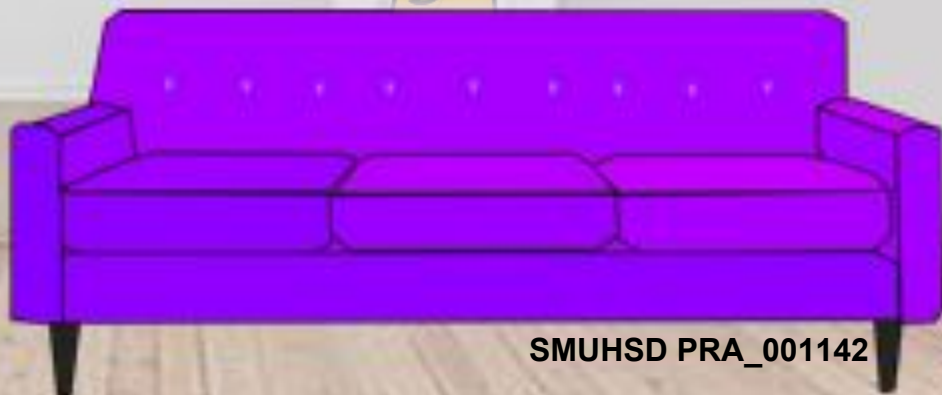
SMUHSD PRA_001141



Wednesday,
Jan 10th



WEDNESDAY



SMUHSD PRA_001142

FOCUS QUESTIONS AND OBJECTIVES



Focus Question:

What are the **shared values, norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

I can participate in a restorative circle as an ice breaker and brainstorm the purpose of a community.

I can brainstorm values and related actions that are important to me in our class environment.

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack
4. Do **NOT** open your computer
5. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. Phone Policy
2. Bathroom Policy
3. Bring your chromebook every day
 - a. ***Make sure it is charged!***
4. Always have **headphones** that are compatible with your computer!
5. How to find our **Live Agenda**
 - a. **Canvas Home**
 - b. **Live Agendas Tab**

Community Circle



- The **purpose** of community circles is to bring people from a local community together to share their skills, talents, gifts and resources and to provide support for each other.
- Community Circles have roots in **indigenous** cultures all over the world. Circles reflect a **way of life**, a **philosophy** and **values** that apply to people in our circle.

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Community Circle

[Community circle](#) norms and guidelines



Circle Prompt:

- ROUND ONE:
 - ***“Introduce yourself and tell us one thing you are looking forward to this semester (school appropriate please!).”***



Focus Question(s):

What are the **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Beginning of Course Pre-Survey
 - a. In Canvas Resources/Toolkit Module
2. Add your birthday to our Birthday Calendar
 - a. In Canvas Resources/Toolkit Module
3. Student Questionnaire
 - a. In Canvas Welcome/What is Ethnic Studies Module

Isang Bagsak



- Isang Bagsak

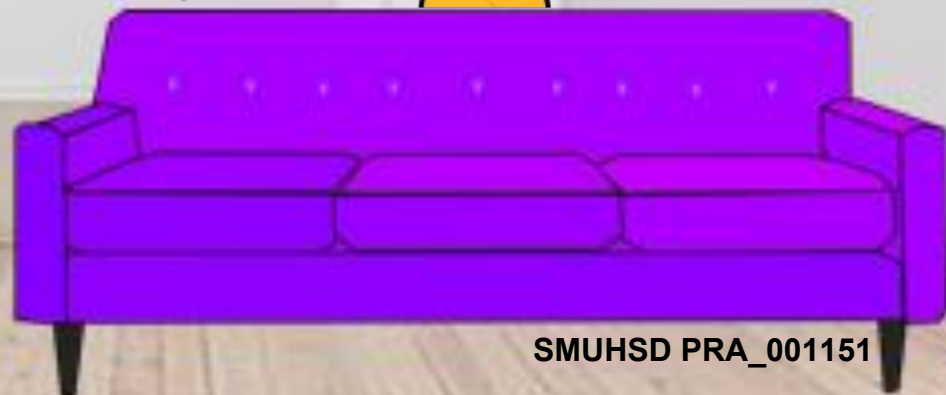


Thursday,
Jan 11th

[CHS Tech Help
Request Form](#)



THURSDAY

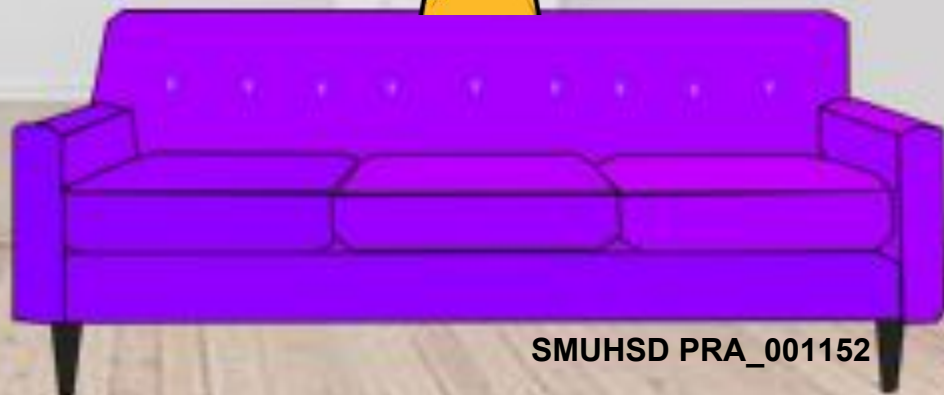
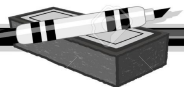


SMUHSD PRA_001151



Friday,
Jan 6th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001152

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack
4. Do **NOT** open your computer
5. Be **in your seat** ready to start our mindfulness practice

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS PRA_001154

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. Equity Cards
 - a. Front = First & Last Name
 - b. Back = Pronouns

2. In LaK'ech Reflection

Focus Question:

What are the **shared values, norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

*I **can** brainstorm values and related actions that are important to me in our class environment.*

LESSON STEPS



1. As we begin to build our community, choose 4 Values from the Core Values List that you think are important for our class community to have in common.
2. On the inside of your paper plate, please write your 4 chosen values on the outer inside rim
 - a. See model
3. below each value, **give an example** of what each value looks like in action in our learning environment.

Community Circle

[Community circle](#) norms and guidelines



Circle Prompt:

- ROUND ONE:
 - ***“Please share the value you chose that you think is the most important for us in this class.”***



COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

HAVE A GOOD

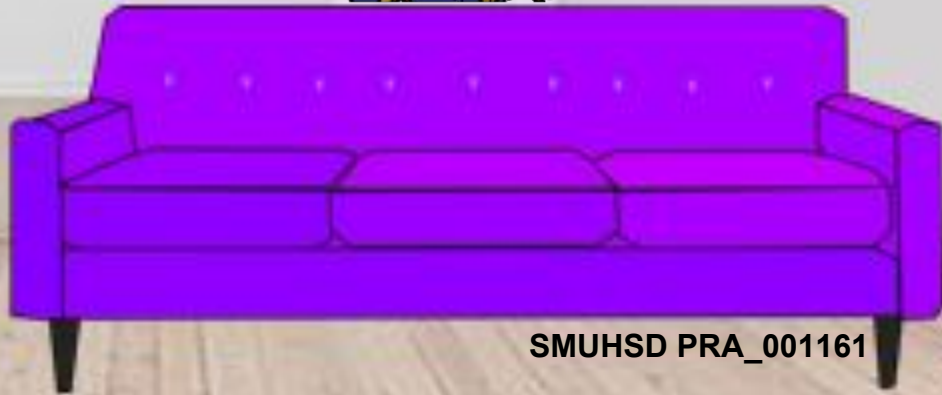
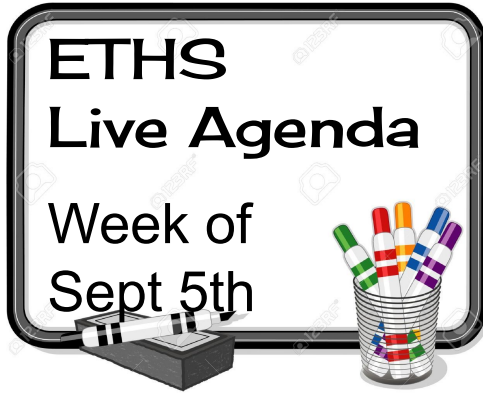


WEEKEND!

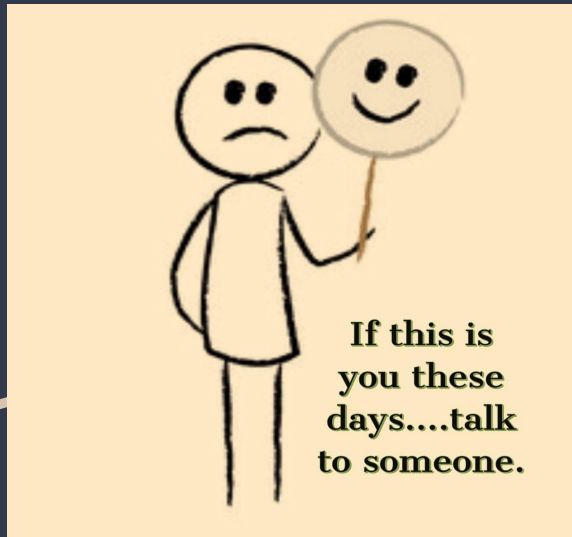
Wheel of Names



WELCOME TO
OUR HOUSE



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names

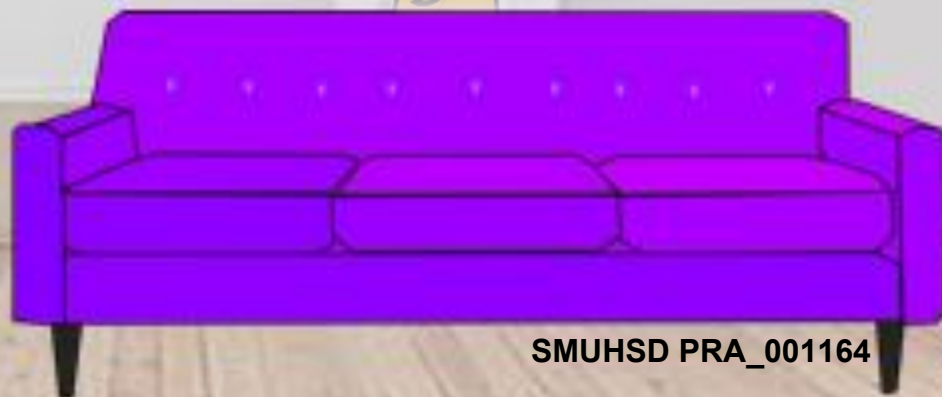


Wednesday,
Jan 31st

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001164

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 2** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

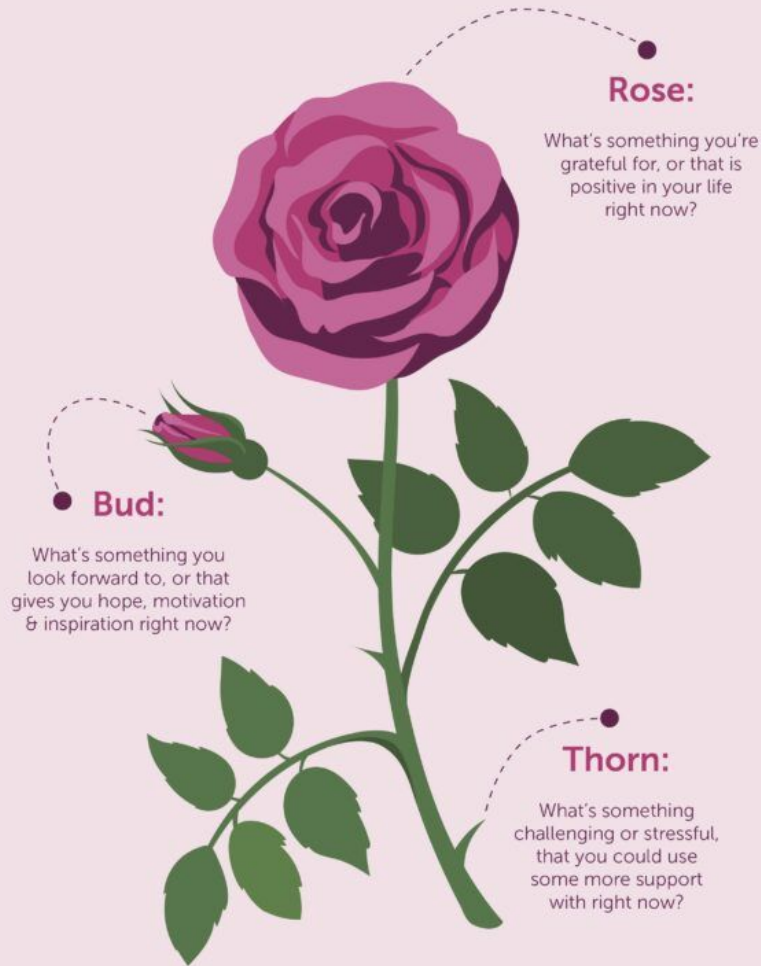
Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Rose, Thorn & Bud Check-In



[Community circle](#) norms and guidelines

- Circle Prompt:

“What is a Rose, a Bud, and/or a Thorn for you right now?”

SMUHSD PRA_001168

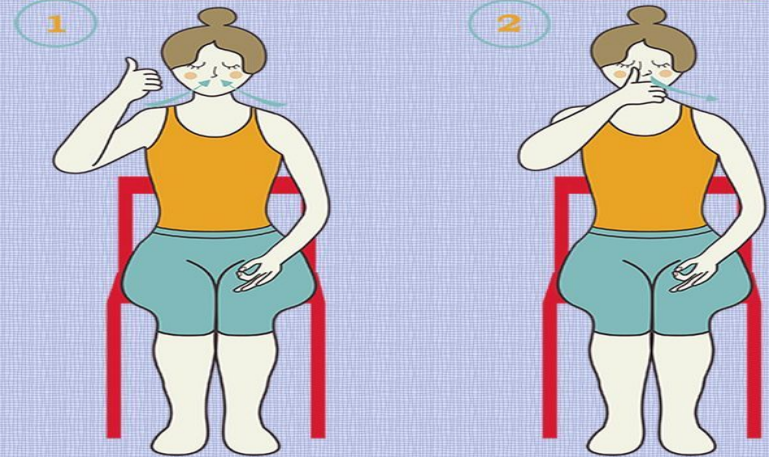




Pose of the Week

Pranayama

UJJAYI PRANAYAMA CHAIR PRANAYAM



© tummee.com

In Sanskrit, 'Ud' = 'upwards or superior' and 'Jaya' = 'conquest, victory or success'.

Ujjayi is also sometimes referred to as victorious breath or ocean breath.

SMUHSD PRA_001169

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS PRA_001170

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Finish Sharing out #2 Taking Names Activity**
2. **#3 My Name Activity Questions**
3. **#4 My Name Slide**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

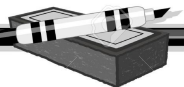
3. Isang Bagsak



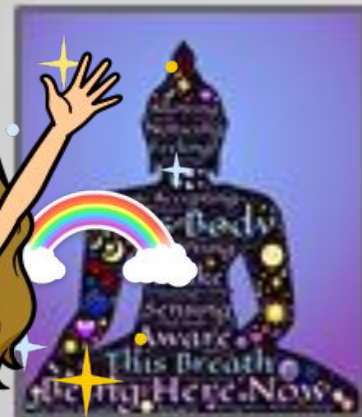


Thursday,
Feb 1st

[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001173

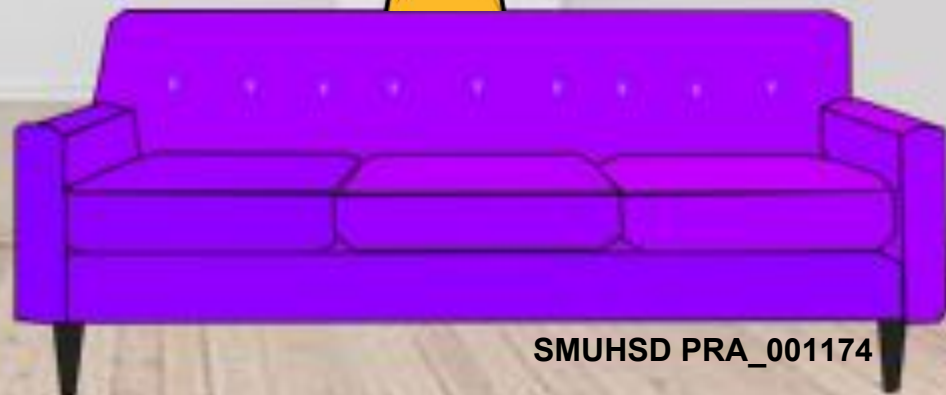


Friday
Feb 2nd

[CHS Tech Help
Request Form](#)



FRI-YAY



SMUHSD PRA_001174

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

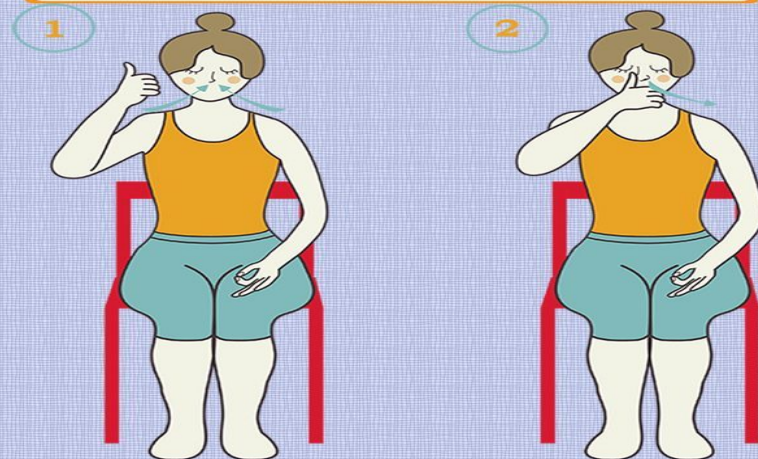
1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period



Pose of the Week

Pranayama

UJJAYI PRANAYAMA CHAIR PRANAYAM



© tummee.com

In Sanskrit, 'Ud' = 'upwards or superior' and 'Jaya' = 'conquest, victory or success'.

Ujjayi is also sometimes referred to as victorious breath or ocean breath.

SMUHSD PRA_001177

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Quetzil" (1971) with English Translation

SMUHS PRA_001178

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Digital Notebook Set up**
2. **#3 My Name Activity Questions**
3. **#4 My Name Slide**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



Ask about your name story!

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



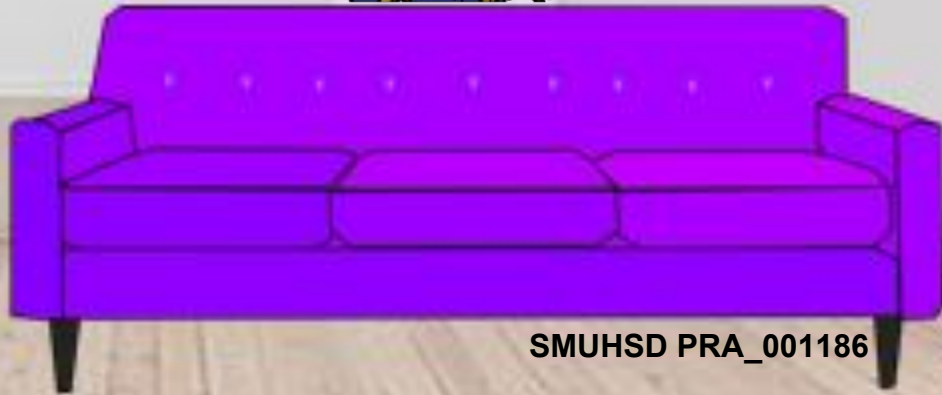
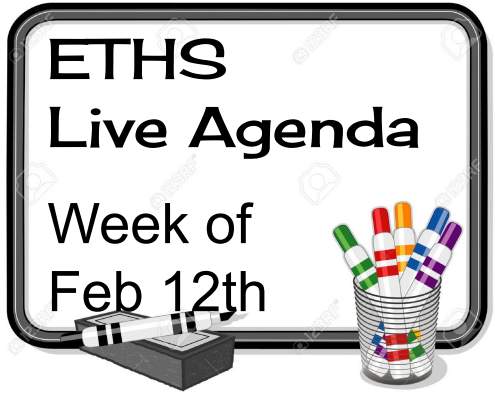
1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**

1. Complete **Student Questionnaire** in *Course Resources Module*

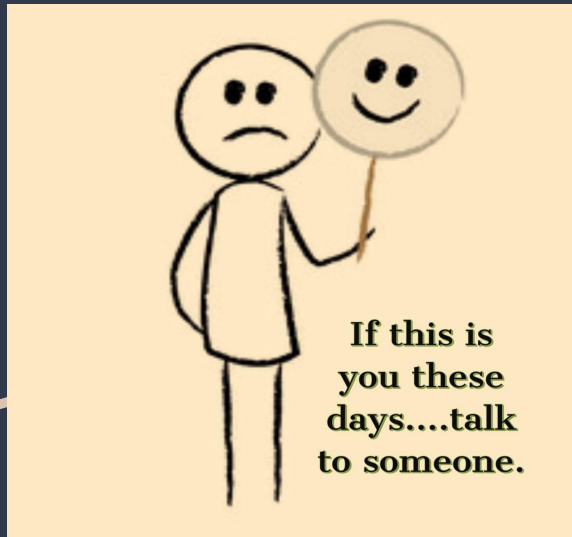




WELCOME TO
OUR HOUSE



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



Tuesday,
Feb 13th



TERRIFIC
TUESDAY



SMUHSD PRA_001189

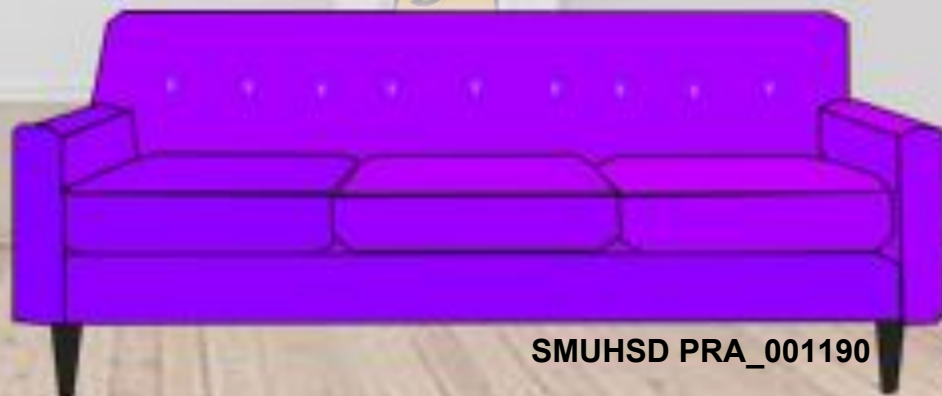


Wednesday,
Feb 14th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001190

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 5** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land..](#)”

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is a color that describes your mood today?”





Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Yoga Sequence Builder

© Tummee.com



SMUHSD PRA_001195

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001196

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. #7 Culturally Offensive Phrases Activity

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Yoga Sequence Builder

© Tummee.com



SMUHSD PRA_001200

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

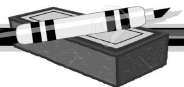
- From Luis Valdez' "Pensamiento Guatemalteco" (1971) with English Translation

SMUHS PRA_001201

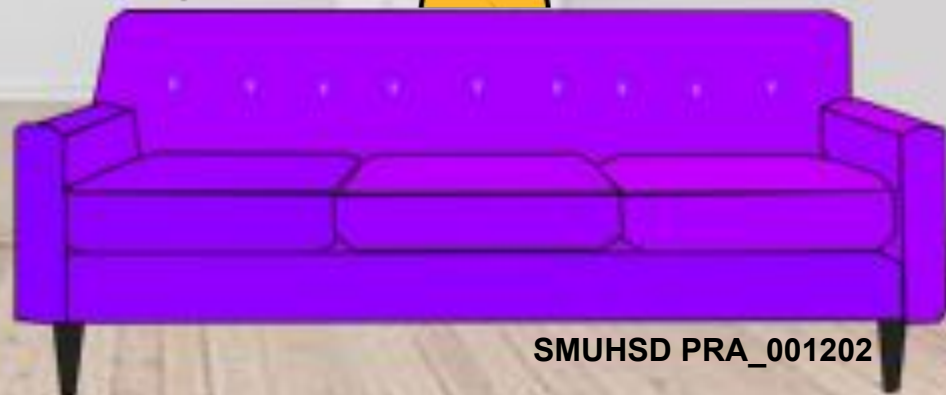


Thursday,
Feb 22nd

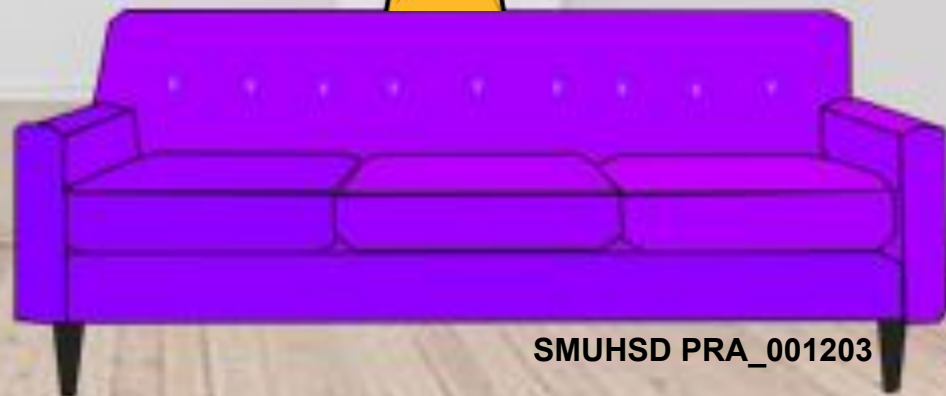
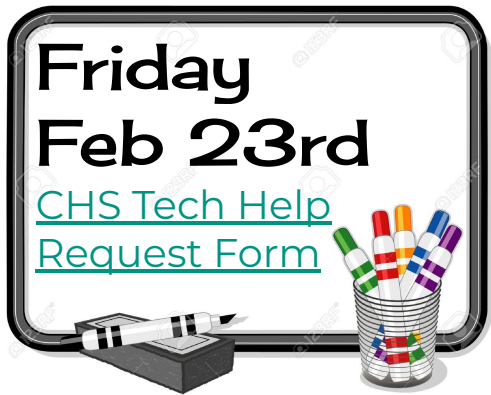
[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001202



SMUHSD PRA_001203

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Add #7 to your Notebook TOC**
2. **#8 Danger of a Single Story Activity**
3. **4 I's of Oppression Intro**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001209

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**



ETHS Live Agenda

Week of
April 8th

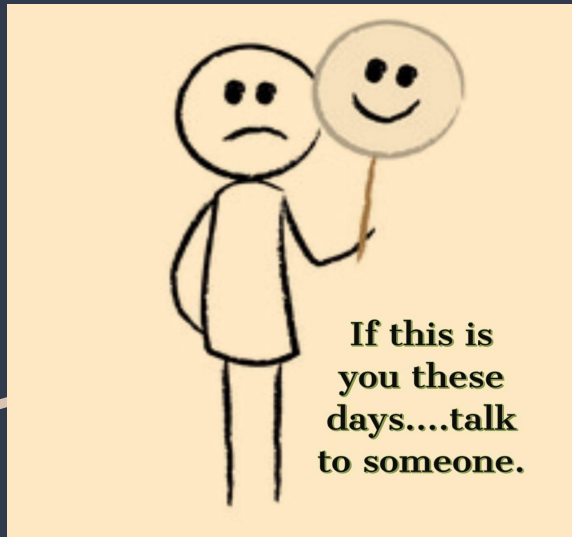


WELCOME TO OUR HOUSE



SMUHSD PRA_001213

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

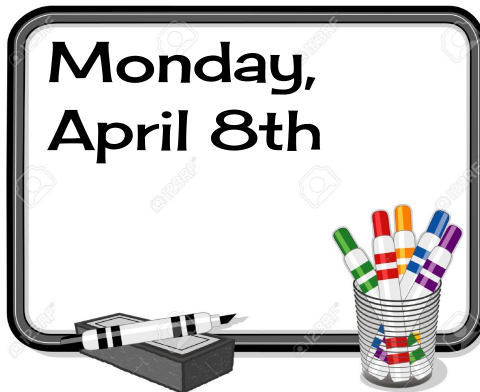
Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

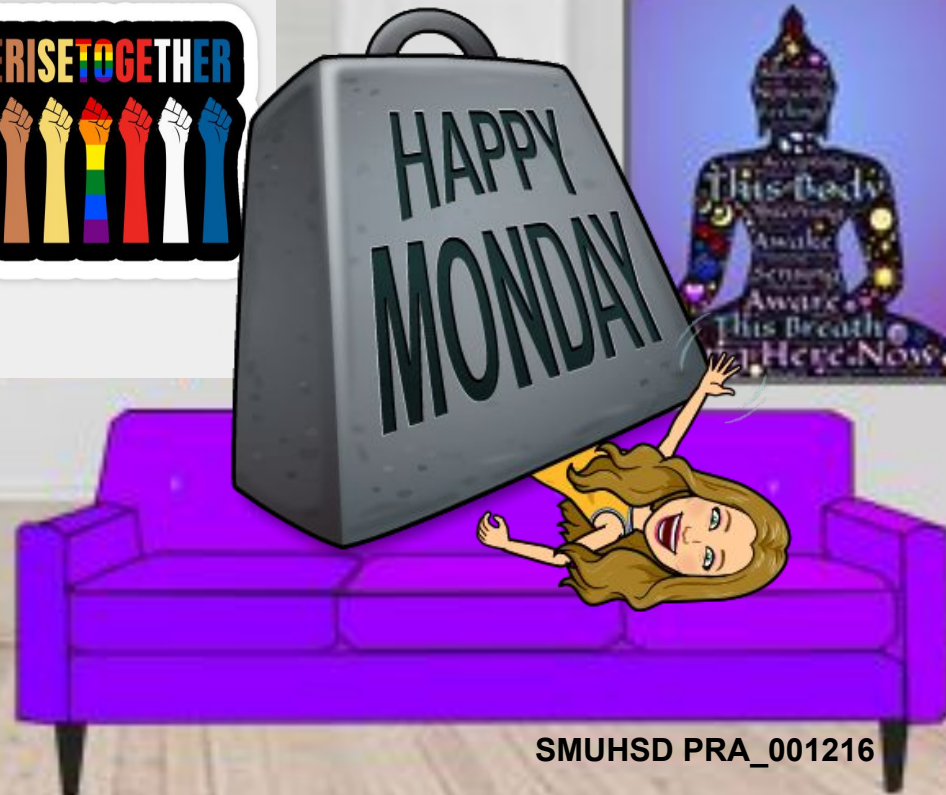
[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

BLACK
LIVES
MATTER



SMUHSD PRA_001216

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 3** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is one thing that you are grateful for today?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001222

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **#18 Race & Ethnicity Socratic Seminar Worksheet**
 - a. **Writing a Claim Tutorial**
 - i. Toolkit

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak





Tuesday,
April 9th



TERRIFIC
TUESDAY



SMUHSD PRA_001225

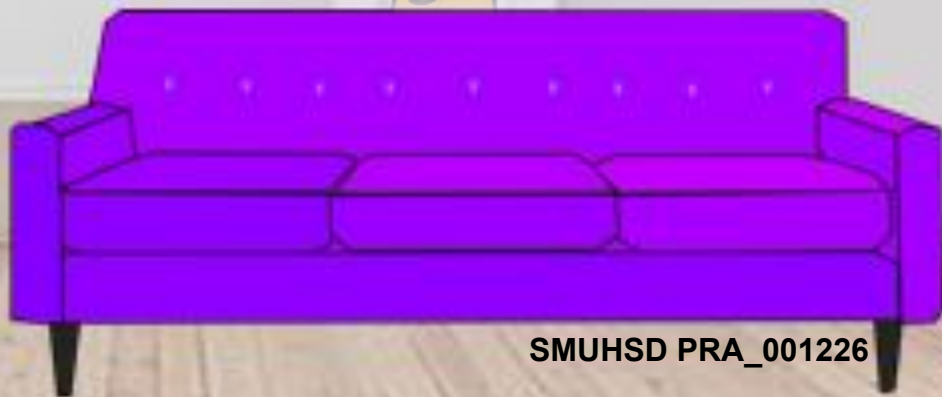


Wednesday,
April 10th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001226

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS

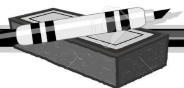


1. **#18 Race & Ethnicity Socratic Seminar Worksheet**
 - a. Finding Evidence
 - b. Reasoning (your analysis)
 - i. Toolkit

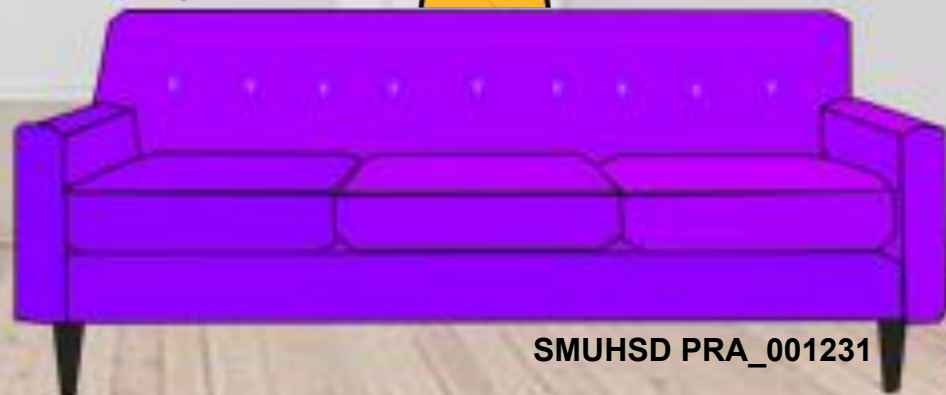
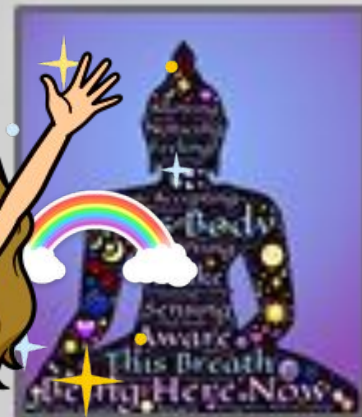


Thursday,
April 11th

[CHS Tech Help
Request Form](#)



THURSDAY

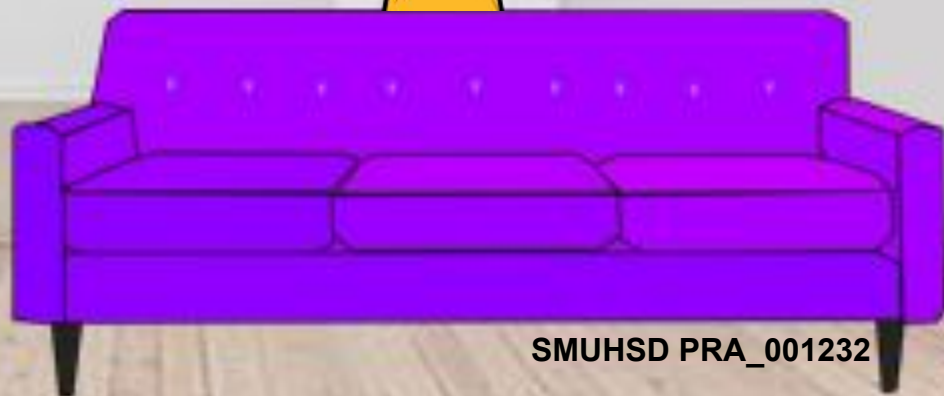


SMUHSD PRA_001231



Friday
March 29th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001232

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. **Unit Two Notebook Quiz**
2. **Work on Socratic Prep when you finish**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001238

HAVE A GOOD



WEEKEND!

OUT OF THE PAST VIEWING QUESTIONS

1. What historical events and societal attitudes shaped the early struggles for gay and lesbian rights in America as depicted in the documentary?
2. What role did media and popular culture play in shaping public perceptions of LGBTQ+ individuals during the historical events depicted in the documentary?
3. Describe THREE key historical figures highlighted in the documentary. How did they contribute to the advancement of gay and lesbian rights?
4. What legal and political challenges did the LGBTQ+ community face during different time periods covered in the documentary?
5. Describe strategies and tactics used by activists to raise awareness and mobilize support for LGBTQ+ rights.
6. In what ways does the documentary highlight progress made in the struggle for gay and lesbian rights, and what challenges remain?

DIRECTIONS: AS YOU WATCH THE DOCUMENTARY, PLEASE RECORD SPECIFIC EXAMPLES OF THE 4 I'S OF OPPRESSION.

Ideological



Institutional



Interpersonal



Internalized



Master Narrative/Single Story -

What is the master narrative or Single story depicted in this documentary?

Counter Narrative

What is the counter narrative depicted in this documentary?

4 I's of Oppression Scenarios Application Activity

| <u>Scenarios</u> | Directions: <i>As you examine each real life scenario, please identify all forms of oppression depicted, write in complete sentences, and explain your answers.</i> |
|------------------|--|
| Scenario 1 | |
| Scenario 2 | |
| Scenario 3 | |
| Scenario 4 | |
| Scenario 5 | |
| Scenario 6 | |
| Scenario 7 | |
| Scenario 8 | |



"Past and Present Struggles for Ethnic Studies" UC Berkeley, Berkeley, California 2015 by Alicia Maria Siu

Course Description - From the SMUHSD Ethnic Studies Course of Study

Introduction to Ethnic Studies is an 18 week semester course designed for students to be politically, socially and economically aware about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, sexuality, and culture, students will cultivate **respect and empathy** for individuals and **solidarity** with groups of people locally, nationally, and globally in order to foster **compassion**, active social engagement and community building. Students will learn how to become **critical thinkers** who examine and analyze current day issues. Students will **work collaboratively** to brainstorm solutions that help promote active citizenship, community advocacy and civic engagement. Particular focus will be given to the contributions, and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. Students will **investigate and analyze** the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their human experience. Students will apply in-depth analysis to contemporary issues and **collectively pose creative, self-affirming solutions** in a variety of ways **to promote agency** through grassroots community advocacy and civic engagement. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to **creating a just society**.

NOW YOU: What do you find interesting about the description above?

Highlight a sentence that you want clarification on.

Course Objectives

Scholars will:

- ☐ have a better understanding of themselves in context of the history of the United States and contemporary society.
- ☐ be able to discuss their identities, including race, ethnicity, gender and the ways these categories are socially constructed and how they affect students' lives and the lives of others.
- ☐ be able to explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.
- ☐ develop academic skills in speaking, listening, reading, analysis, writing, and collaboration which can be applied in multiple academic courses.

Units of Study:

- Unit 1: What is Ethnic Studies & Identity
- Unit 2: Race, Ethnicity, and Racism
- Unit 3: Gender, Sexuality, and Sexism
- Unit 4: Transformation and Change

Core Text

A Different Mirror for Young People: A History of Multicultural America by Ronald Takaki

Assorted articles, and other multimedia resources

Materials for Class - please bring everyday

- ☐ Chromebook & Charger
- ☐ Login information for Canvas and School Gmail Account
- ☐ Headphones compatible with Chromebook
- ☐ A positive attitude, an open mind, and a kind heart

NOW YOU: Which unit of study are you most excited about?

- ☐ Unit 1: What is Ethnic Studies?
- ☐ Unit 2: Race, Ethnicity, and Racism
- ☐ Unit 3: Gender, Sexuality, and Sexism
- ☐ Unit 4: Transformation and Change

Why are you looking forward to this particular unit?

Our Community Environment

Our goal is to create a loving, supportive, and safe community and classroom environment that embodies the message of the following poem by Luis Valdez:

In Lak'Ech

- (1) Tú eres mi otro yo. You are my other me.
- (2) Si te hago daño a ti, If I do harm to you,
- (3) Me hago daño a mi mismo. I do harm to myself.
- (4) Si te amo y respeto, If I love and respect you,
- (5) Me amo y respeto yo. I love and respect myself.

Our hope is that our scholars adhere to the meaning of In Lak'ech as they go through Ethnic Studies during the course of the semester.





NOW YOU: Highlight 3 words that stand out to you from the In lak'ech poem.

Star the # of the line that you connect to the most and explain why:

Assessment & Grading

Your overall grade will be calculated using a combination of formative and summative assessments, IB Learner & responsibility, and the final. The overall final grade weighting in the course will be as follows:

- **Formative Assessments 40%**
 - *Formative assessments* may include classwork, journal entries, homework, warm-up's, exit tickets, other in-class activities, practice discussions, etc.. These are assignments that inform the teacher of the scholar's progress throughout the class. Scholars should view these assignments as practice assignments for the larger summative assignments.
 - Formative assessments may be graded using standards based 3 point rubric.
 - 3 = assignment is completed and exceeds expectations
 - 2 = assignment is completed and meets expectations
 - 1 = assignment is incomplete or needs more work
 - Formative assessments may be re-done for a higher grade within two weeks of the original due date.
- **Summative Assessments - 30%**
 - *Summative assessments* may include content-specific assessments, writing assignments, seminar discussions, presentations, or projects. These assignments measure the scholars' comprehension of the content at the end of a section or unit. There are no "re-do's" on summative assessments.
 - Specific rubrics will be handed out to show scholars how they will be graded on summative assignments.
 - Summative assessments will be graded using a standards based 4 point rubric.
 - 4 = standard is extended or exceeded
 - 3 = meets the standard
 - 2 = approaching the standard
 - 1 = standard is emerging
 - 0 = no evidence

| | |
|---|---|
|  | 4 Exceeding: In addition to being able to meet the standard, the student demonstrated in-depth knowledge and applications that go beyond what was taught. Higher order thinking was evident and student may be skilled to apply the standard in other ways through in depth thinking, creating new explanations, and/or teaching the new knowledge to others. |
|  | 3 Meeting: Student demonstrated learning through completed tasks without major errors or omissions in the evidence regarding information and/or processes that were explicitly taught. Student completed the task independently without teacher support. |
|  | 2 Approaching: Learning evidence was partially completed and/or multiple errors were made during the learning process. Student needed guidance or support in order to complete the task or solve the problem with assistance. Student asked for teacher assistance, or the teacher reviewed the practice individually, and with guidance the student was able to apply the information to the task. |
|  | 1 Emerging: Student required step-by-step assistance, from beginning to end, when working towards mastery. The student was not able to take small portions and complete the task or find the answer without assistance. Student made minimal effort or little learning evident. Student was unable to complete tasks independently. |

- **Final - 15%**
 - The final summative project is worth 15% of the overall grade. Detailed instructions will be given during the final unit.
- **IB Learner & Responsibility- 15%**
 - Capuchino is a International Baccalaureate (IB) World School with emphasis on developing internationally minded people who help to create a better and more peaceful world. IB learners strive to embody each of these 10 [IB Learner profile traits](#): inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk-takers, balanced, principled, and reflective.
 - Every week, scholars will be graded on the IB Learner traits. This may include overall participation and responsibility to self and/or the community for the week. Please see [rubric](#) for details.

Total Grade Calculation - your overall grade will be calculated using this chart:

| Name | Range | Name | Range | Name | Range |
|------|--------|------|-------|------|-------|
| A+ | 100-99 | B | 82-75 | C- | 49-43 |
| A | 98-93 | B- | 74-68 | D+ | 42-33 |
| A- | 92-88 | C+ | 67-58 | D | 32-25 |
| B+ | 87-83 | C | 57-50 | D- | 24-18 |
| | | | | F | 17-0 |

| | | |
|--|--|--|
| NOW YOU: What's the difference between formative and summative assessments? | Which assessment can you re-do if you are unhappy with your grade? Highlight one: Formative or Summative | If your grade in Canvas says 68%, what is your letter grade according to the chart above? |
|--|--|--|

Attendance & Make Up Work

We ask that you attend class and be on time to our class. However, we also realize that you have other things in your life that might prevent you from doing so.

- If you are absent, please look at our **Live Agenda**, then reach out to a classmate or your teacher, AND check **Canvas**. Remember, it is your responsibility to obtain any work you missed looking on Canvas (Modules → Week #).
- If you have further questions, please come see us during AST, before or after school.

It is our hope that scholars will complete work on time as it will be used to prepare you for an upcoming lesson or reinforce content already learned.

- If you are unable to complete assignments on time, it is highly encouraged for you to contact the teacher in advance to make arrangements.
- All assignments will be "open" for the duration of each 6 week marking period. After each marking period, assignments open during that window will no longer be available for completion. It is the teacher's discretion to accept late work past the availability window.

Communication:

- Online Resources: For all items related to the class, please visit Canvas.
 - Everything is on the site, including the Google Presentations, copies of handouts, and links to the online resources, the Table of Contents.
 - To view the week's Google Presentation, please click on "Modules" and go to the the "Week #".
- Please contact your respective Ethnic Studies teacher by email.

Please feel free to contact us with any concerns and questions. We are looking forward to learning with you this semester!

In community,

Periods 2, 7 - Ms. Ogechi Ibeanusi
Period 5: Ms. Alicia Vosberg

Periods 4: Mrs. Jacqueline Rogers

| | |
|--|---|
| NOW YOU: If you forget to do your homework, how long do you have to turn it in? | If you have a question about what we did in class, what should you do according to the syllabus? 1) 2) |
|--|---|

Academic Honesty & Digital Citizenship

All students will adhere to the guidelines presented in the [Academic Integrity Policy](#) as stated on pages 21-22 of the CHS student handbook. *SMUHSD has a strict policy against cheating and plagiarizing, and it will be closely followed in this course.*

- Choose to show evidence of your own learning.
- ***Cheating will not be tolerated in any form.***
 - This includes, but is not limited to:
 - copying student work
 - plagiarizing published work
 - providing answers during a test.

Digital Citizenship:

All students will adhere to the guidelines presented in the [SMUHSD Student Technology Policy](#) on pages 24-27 of the CHS student handbook.

Please review our [H103 Digital Citizenship Agreements Presentation](#) for more details.

Class Community Norms & Expectations

“Discipline is the bridge between goals and accomplishment.”

One Mic Norm -

There is *one* “microphone” in this classroom. In other words, **one person speaks at a time = please be a good and active listener!**

No unauthorized personal Electronics –

Because we have daily access to chromebooks there will be no instructional need for cell phones in our class.

If you carry a phone, it should be **turned off and placed in your assigned cubby at the beginning of each period BEFORE THE BELL RINGS.**

Therefore, if I see you using any unauthorized electronic device:

- ★ I will confiscate it and it will go to THE OFFICE with a REFERRAL TO FOLLOW.
- ★ you will lose 25 participation/citizenship points.

No Arguing with “the Ref” -

If Ms. Vosberg (aka “the ref”) corrects your behavior that is distracting her from teaching and other students from learning ***and you argue with her you will receive a more severe consequence*** such as a detention or a referral.

All School Rules and Policies Apply

Please remember that **all school rules apply in our classroom** (i.e. no hats, hoods, sunglasses, earbuds around the neck, follow dress code, etc.). Please

If you feel the need to argue/discuss the situation at what is an inappropriate time that will disrupt our class, you may instead:

- ★ quietly and quickly pick up a [Conversation Pass/Think Sheet](#) from the designated drawer
- ★ fill it out
- ★ appropriately present the completed [Conversation Pass/Think Sheet](#) to Ms. Vosberg *when convenient and not a disruption to the class.*
- ★ You and Ms. Vosberg will then set up a time to discuss the problem and solve the issue **in private** so as not to disrupt the class any further.

Mutual Respect and Anti-Slur Policy

Treat others as you would like to be treated. Please always have and show **MUTUAL RESPECT** for:

- **Yourself**
- your **fellow students**
- your **teachers**
- Any guests

Absolutely **NO PUT DOWNS**

- ★ Our **ANTI-SLUR policy** is in effect from the moment you walk in the door until you leave, every day.

****A slur is “a disrespectful or hurtful remark, usually about a person’s race, ethnicity, sexual orientation, gender, disability, etc.” *Homo, gay, faggot, retarded, bi**h, the n-word (in any form)* are all examples of slurs that are hurtful to others and show disrespect. (please note that this is not an exhaustive list - see me privately if you are unsure if something is a slur)**

Any violation of our ANTI-SLUR policy will result in

consult our [Student Handbook](#) for more information on school rules.

Our Class Motto = *LEAVE NO MUSTANG BEHIND!*

We take care of each other in room H103!!

→ an immediate 0 (F) for your IB Learner/Responsibility/Participation grade

AND

→ a referral to the Dean along with a parent meeting.

I will not tolerate hurtful behavior in this classroom because everyone deserves a safe learning environment.

*****Please note that SMUHSD has a strict policy against language that insults anyone based on race, ethnicity, national origin, creed, age, sex, sexual orientation, or disability.***

Please ***T.H.I.N.K*** before you speak!

And remember - Every time you use a word it essentially has **two meanings**:

- 1) What **YOU** meant by it
- 2) What it means to the **other person** who hears it

In this classroom....

- * We practice peace
- * We are a judge-free zone
- * We do our best
- * We respect each other & respect the learning process
- * We celebrate each other's successes
- * We leave drama outside
- * We don't hide or disrupt
- * We use one mic and one voice
- * We come to class prepared
- * We will learn and grow together

NOW YOU: Explain our One Mic norm in your own words.

If you are upset and feel like arguing with Ms. V, what should you do instead?

Describe our Mutual Respect Policy in your own words (paraphrase).

What are the consequences for violating our Anti-Slur Policy?

IB LEARNER RESPONSIBILITY RUBRIC - INTRO TO ETHNIC STUDIES

Every week, you will earn a grade for the participation and responsibility category. Please review and reference this page when reflecting on your responsibilities and participation in our class community.

| <i>This week I .</i> | |
|---|--|
| Demonstrated elements of In Lak'ech to our classroom community | <ul style="list-style-type: none"> • My behavior was consistent with the elements of In Lak'ech and appropriately and consistently meets the expectations of our class as explained in our community agreements and the syllabus. <ul style="list-style-type: none"> ◦ Build up! Not break down. • I may have displayed leadership qualities in the classroom. • In Lak'ech! |
| Was responsible to myself | <ul style="list-style-type: none"> • Every class, I was consistently on time to class with appropriate materials (binder, pen or pencil) • I adhered to the routines established by our community. • My class contributions were on time and complete. |
| responsible to my seat partner, group | <ul style="list-style-type: none"> • I worked well with others everyday this week. • I practiced good communication skills - I listened and spoke to my teammates with positive language. • I did my best to actively engage with the activity and work with my partner and/or group. |
| participated in community activities | <ul style="list-style-type: none"> • I participated in an individual or community discussion/activity completely. <ul style="list-style-type: none"> ◦ I may have been brave and shared my opinion or answered a question in full class discussion. |

Beginning of Year ETHS Survey Fall 2021

This survey is designed to learn more about student's interest and expectations of the Ethnic Studies class. It is an anonymous survey and the information will be used by Ethnic Studies teachers to refine the class and attempt to meet your expectations. Thank you for taking the time to complete this as best as you can.

* Indicates required question

1. What grade are you in? *

Mark only one oval.

- ☐ Freshman (9)
- ☐ Sophomore (10)
- ☐ Junior (11)
- ☐ Senior (12)

2. What ethnic group or groups do you identify with? (for example, Guatemalan, Irish, etc.) *

3. Which city do you live in? *

Mark only one oval.

- ☐ San Bruno
- ☐ Millbrae
- ☐ Burlingame
- ☐ San Mateo
- ☐ Hillsborough
- ☐ Foster City
- ☐ Other:

4. What is your gender identification? *

Mark only one oval.

☐ Prefer not to state

☐ Male

☐ Female

☐ Other: _____

5. What do you think Ethnic Studies is? *

6. What do you hope you will learn about in this class? (which topics/things do you want to learn about?) *

7. Why are you taking this class? *

8. How would you rate your motivation to do well in school? *

Mark only one oval.

| | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| not | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very |

9. How empowered do you feel in your education? (do you feel like you are inspired to do well, that you get to make decisions about your education, and that it is meaningful?) *

Mark only one oval.

| | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| not | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very |

10. How empowered do you feel in your community? (active in community events, organizing, know where to get resources) *

Mark only one oval.

| | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | 5 | |
| not | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | very |

11. Do you feel like your story (where you or your family are from, who you are, or people who helped shape your history) have been valued in school? *

Mark only one oval.

| | | | | | | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| | 1 | 2 | 3 | 4 | 5 | |
| not | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | yes, often |

12. Is there anything else you want to add or share about yourself?

This content is neither created nor endorsed by Google.

Google Forms

Bootstrapping Game Questions

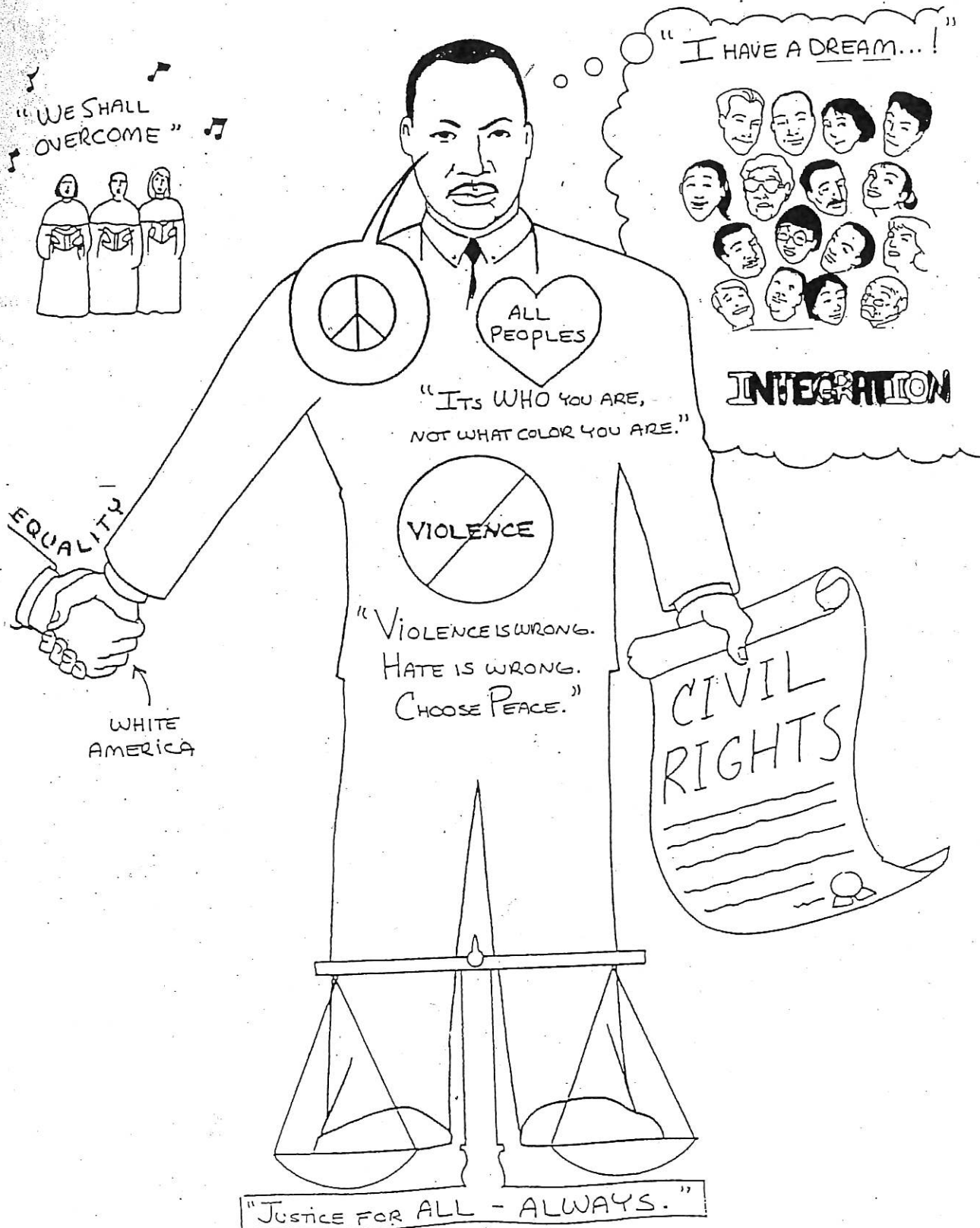
1. What does it mean to "bootstrap" in the context of the game?
2. Describe the main objectives of Bootstrapping the Game. What are the rules of the game, and how do players progress?
3. What types of challenges or obstacles do players encounter while playing Bootstrapping? How do they navigate through these challenges?
4. How might the principles of Bootstrapping be applied outside of the game setting? Can you think of any instances from your own life or experiences?
5. Does Bootstrapping foster collaboration among players, or does it primarily encourage competition? How does this impact the dynamics of the game?
6. How does the game of Bootstrapping contribute to the overall narrative and themes explored in our Ethnic Studies class?

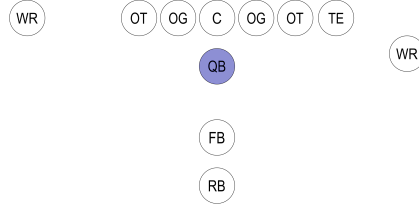
Social Activist Character Collage

Directions: Choose **one** of the social activists that you profiled in **assignment #15** and create a **Character Collage** including all of the items listed below:

| |
|---|
| 1. Ideological oppression(s) the activist fought to end. |
| 2. Key strategies and tactics used by the social activist to achieve their goals. |
| 3. Philosophical beliefs and values |
| 4. Major accomplishments |
| 5. A quote or words of wisdom from the activist |

Character Collage of Martin Luther King Jr.








COLIN IN BLACK AND WHITE: EPISODE 2 QUARTERBACKIN' Ideology: Racism

1. What is necessary to get in order to succeed in America according to Colin? Whose Approval do you need?
2. In 2011 Kelly Williams-Bolar spent 9 days in jail, Why?
3. What is the Boundary Hopping Law?
4. At minimum wage how many hours per day of work and how many days of the week does it take to make a living wage?
5. What happened in 2015 to black mortgage applicants?
6. What happened to those that were approved?
7. Is the system broken or intentional, what is your view?
8. What happened to Colin the 1st day of football Freshman year?

9. What do you think his coach was thinking when he made his decision?
10. What was the Freshman Team record at the end of the Season?
11. Who is Roger Theder?
12. What was one of the 1st things Colin learned from Roger Theder?
13. Who is Randall Callaway and what advice does he give Colin?
14. According to Colin, What does it mean when you call yourself the PROTOTYPE?
15. In a league that's over _____% black less than __/__ of the quarterbacks are black.
16. What happened in Colin's sophomore year tryouts?
17. When the coaches refer to a poster boy, who are they talking about?

Directions: After viewing the episode, please fill in the charts below with examples from the episode.

| <u>Institutional</u> | <u>Interpersonal</u> | <u>Internalized</u> |
|---|---|---|
|  |  |  |

Master Narrative/Single Story -

What is the master narrative or Single story of Black/African American culture? How is this seen in Colin in Black and White?

Counter Narrative

What is the counter narrative of Black/African American culture? How is this celebrated in Colin in Black and White?

Community & Restorative Circles

Norms and Guidelines

- ★ **Respect the talking piece:** everyone listens, everyone has a turn.
- ★ **Speak from the heart:** share only your truth, your perspective, your experiences.
- ★ **Listen from your heart:** let go of judgments and stories that make it hard to hear one another.
- ★ **Trust that you will know what to say:** no need to rehearse
- ★ **Say just enough:** without feeling rushed, be concise and considerate of the time of others.
- ★ **Everything said in the circle, stays in the circle:** respect confidentiality, no gossiping.
- ★ **Additional Agreements:** What additional agreements do we need to make this a safe space?

4 I's of Oppression Activity

Directions - Write in complete sentences and explain your answers. There can be MORE than one I of oppression in each example.

Transphobia/Genderism - Example

After a student has asked to be identified with the pronouns, they or them, a teacher continually refers to the student as he or him. Other peers ask this student “They is a plural pronoun - are you more than one person.” Upset, the student runs to the bathroom, but realizes that there is no gender neutral bathroom for them to use at school.

- 1) Transphobia
- 2) Institutional = no bathroom at school, teacher represents education, Interpersonal = teacher and peers misgender them, Internalized = student is upset
- 3) Your answers?

Transphobia: Hatred or fear of those who are perceived to break or blur stereotypical gender roles, often expressed as stereotyping, discrimination, harassment and/or violence.

Genderism: The systematic belief that people need to conform to their gender assigned at birth in a gender-binary system that includes only female and male.

1.

On a BART train, there are fewer wheelchair spots to make room for bike racks and additional seating.



SMUHSD PRA_001268

2.

A family immigrated to the United States and enrolls their child into the public school. When the young boy arrives, his reading teacher, and PE teacher cannot pronounce his name so they decide to call him, “Bob.” Students make fun of “Bob” because he speaks English with an accent, so they yell at him to go back to “where he came from.”



3.

A white male and a black female cannot get married in their state of residence because it is against the law. When they are out in public, many people call the names and spit at them. They begin to think that their relationship is not a good idea.



SMUHSD PRA_001270

4.

Schools in poor neighborhoods have fewer resources and larger student-teacher ratios than more affluent (rich) neighborhoods because money for schools is based on local property taxes.



5.

An adult male has no personal photos at work. His coworker asks him why he doesn't decorate his cubicle in order to make it more comfortable, but he fears losing his job and hides photos of his husband.



SMUHSD PRA_001272

6.

In an elementary school, a 1st grade class practices hockey in PE. One boy doesn't pass the puck to girls and only passes to the boys. A girl in class gets upset and begins to think that she is not good enough to play hockey. Later the school announces try-outs for the boys hockey team.



SMUHSD PRA_001273

7.

One elderly man applies for a job at a local restaurant. The women interviewing him asks him questions about if he is going to be able to remember parts of his job requirements.



SMUHSD PRA_001274

8.

An class of students is getting ready for the the holiday season. However, the school's winter break only takes off for Christmas and does not mention any other holidays that are taking place during that time. On the day of the class party, students have a Christmas party. The students who are followers of Islam or Judaism, or other religions are feeling left out and do not feel welcome.



Instructions:

STEP ONE: Please read this [BLOG](#).

STEP TWO: Choose *FOUR* (4) Culturally Offensive Phrases from the [BLOG](#) and fill in the table and answer the question below:

| The <i>Culturally Offensive Phrases</i> I chose are..... | Have you ever heard this phrase used before? If so, in what context? | Please explain in your own words <i>why</i> the phrase is offensive to Indigenous folks |
|--|--|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

What can you personally do to make sure culturally offensive language does not continue to be used?

Different Ways of Mourning Through and Ethnic Studies Lens

| Aspects of Mourning/Honoring those that have passed on | Practices of Your Culture/Ethnic Group | Practices of Another Cultural/Ethnic Group of your choice |
|--|--|---|
| Traditional Practices: <ul style="list-style-type: none"> - Funeral Rituals - Burial Customs - Mourning Period | | |
| Symbols and Symbolism <ul style="list-style-type: none"> - Colors - Objects - Religious/Spiritual Symbols | | |
| Modern Practices <ul style="list-style-type: none"> - Memorial Services - Cremation vs. Burial - Memorialization | | |
| Cultural Beliefs and Values <ul style="list-style-type: none"> - Views on Death - Afterlife Beliefs - Family Roles and Obligations | | |
| Impact on Community <ul style="list-style-type: none"> - Role of Community - Support Systems - Cultural Significance | | |
| Reflection and Comparison <ul style="list-style-type: none"> - What Similarities do you notice between your cultural practices and those of the other culture you researched? - What differences do you notice? - Personal Thoughts/Feelings | | |

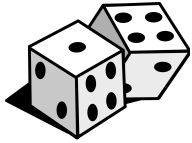
Now choose a way to honor Omar either using a practice from your own culture, or the culture that you researched.

Describe how you will honor him, and then put it into action:

Ethnic Studies 'From Oppression to Liberation' Game Project

Focus Question: How do we end oppression and achieve liberation?

Learning Target: At the end of each unit, students will create part of a board game to illustrate and review Ethnic Studies content that they have learned and to show how the shift from oppression to liberation might look.



Please reference the project [Rubric](#)

STEP ONE: *Decide on your game format*

☐ Digital Game

☐ [Board Game Template 1](#)

☐ [Board Game Template 2](#)

*****Check out Slidesmania website for more options***

☐ Physical Game

☐ Game board

☐ Question/Activity Cards

☐ Game tokens

☐ Dice or other tools

STEP TWO: *Create your game concept*

Create an outline of your board game that includes:

- ☐ Title of your game
- ☐ Game concept and/or Storyline

STEP THREE: Choose Roles

STEP FOUR: **Create Your Game**

- ☐ **Create Game Board**
 - ☐ Digital or Physical
- ☐ **Create Game Cards**
 - ☐ Use information, resources, and content from each unit of study to create **Questions and Answers** for your game cards
 - ☐ Questions on one side
 - ☐ Correct Answers on the other side
 - ☐ Use this checklist to guide you as you create your game cards:
 - ☐ UNIT ONE: What is Ethnic Studies & Identity = at least 15 cards
 - ☐ UNIT TWO: Race & Ethnicity = at least 15 cards
 - ☐ ESSENTIAL VOCABULARY: at least 15 cards
 - ☐ Games cards should be easy to read
 - ☐ Game cards should be a combination of:
 - ☐ *True/False*

- ☐ *Multiple choice*
- ☐ *Fill in the Blank*

STEP FOUR: Directions & Rules

Create a Google Doc that includes the following:

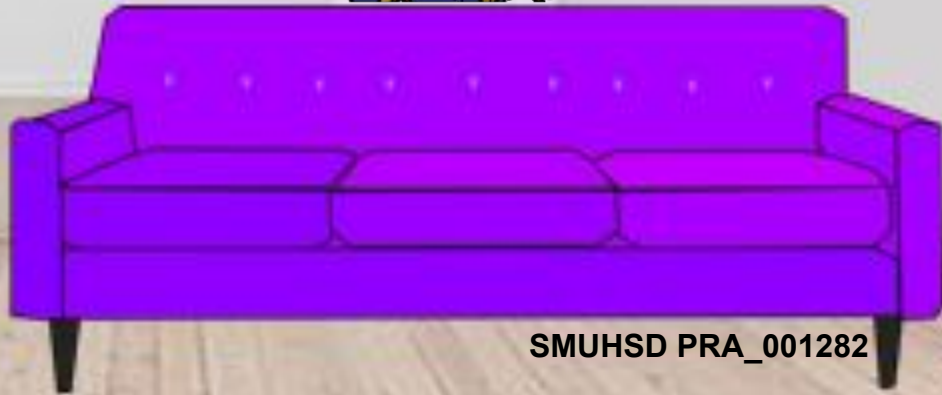
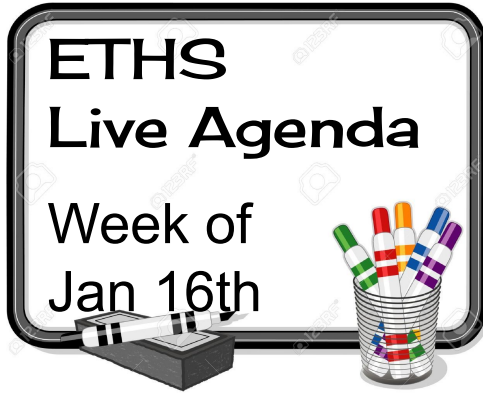
- ☐ Game instructions
- ☐ Game rules
- ☐ Number of players
- ☐ Any other information players need to successfully play the game

***Google Doc will be printed or shared and included with your game*

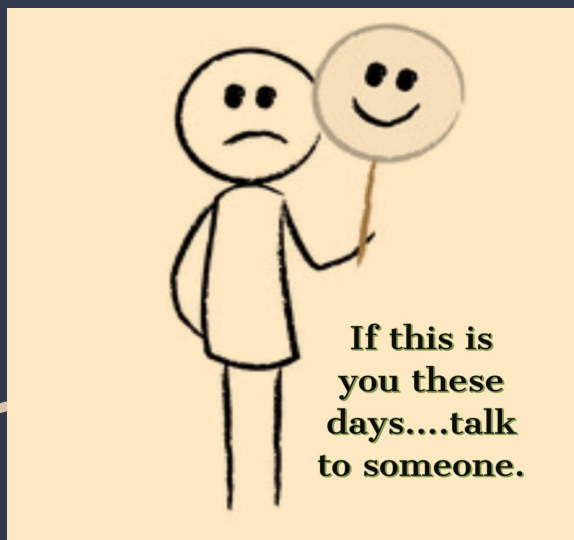
We will be building our games each unit, and we will play them during our Final in May



WELCOME TO
OUR HOUSE



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

Wellness Center Schedule

SMUHSD PRA_001283

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**





Tuesday,
Jan 16th



TERRIFIC
TUESDAY



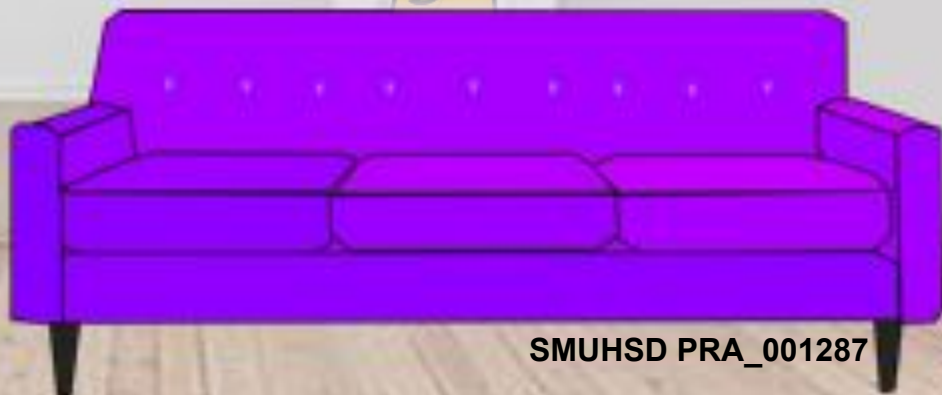
SMUHSD PRA_001286



Wednesday,
Jan 17th



WEDNESDAY



SMUHSD PRA_001287

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack
4. Do **NOT** open your computer
5. Be **in your seat** ready to start our mindfulness practice

FOCUS QUESTIONS AND OBJECTIVES



Focus Question:

What are the **shared values, norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

I can participate in a restorative circle as an ice breaker and brainstorm the purpose of a community.

I can brainstorm values and related actions that are important to me in our class environment.

HOUSEKEEPING



1. Bathroom Policy Reminders
 - a. Date
 - b. Sign out
 - c. Where you are headed
 - d. First and Last Name
 - e. Sign back in!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Community Circle

[Community circle](#) norms and guidelines



Circle Prompt:

- ROUND ONE:
 - ***“If you were a type of weather today, what type would you be?”***





Pose of the Week

Mountain Pose



SMUHS PRA_001293

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001294

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Syllabus Review Activity** (in Canvas)
 - a. Read and answer questions
 - b. We will stop and share out the “Now You” portions
2. Kahoot Syllabus Review

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

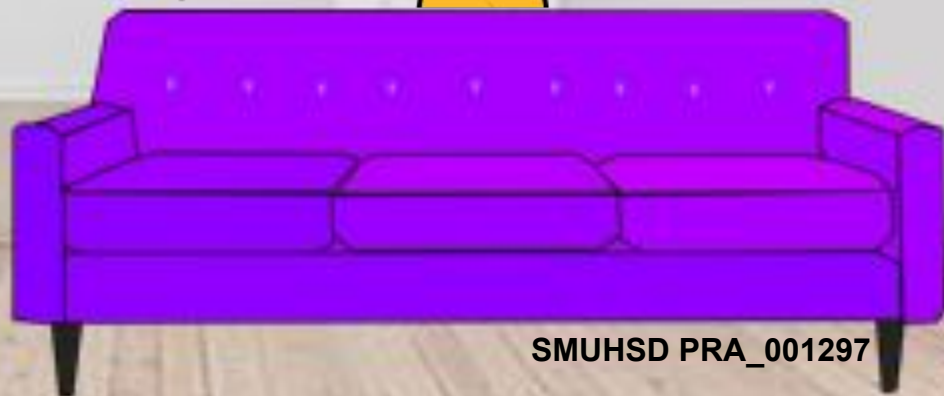




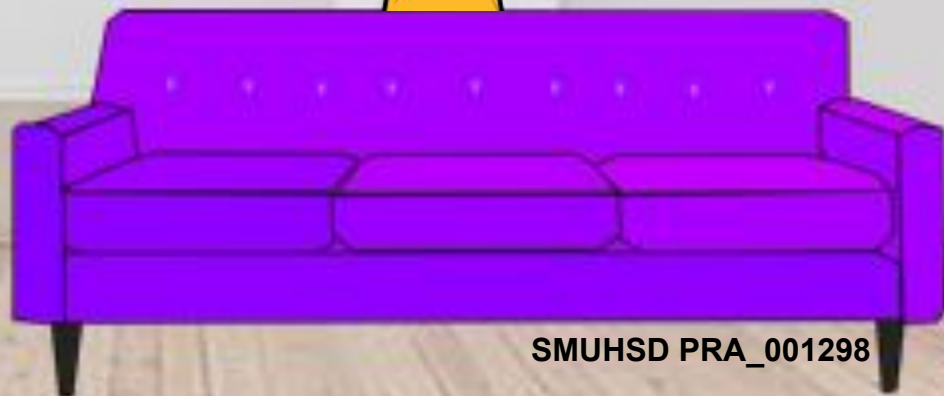
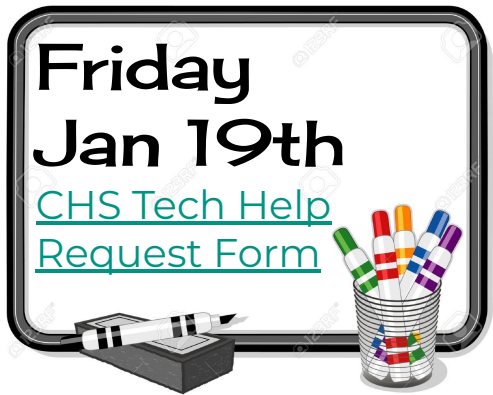
Thursday,
Jan 18th



THURSDAY



SMUHSD PRA_001297



SMUHSD PRA_001298

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack
4. Do **NOT** open your computer
5. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period



Pose of the Week

Mountain Pose



SMUHS PRA_001301

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **IB Learner Expectations**
2. **#1 'Precious Knowledge' Viewing Guide**

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What does ‘self care’ look like to you?”

HOMEWORK AND NEXT STEPS



SMUHSD PRA_001305

COOL DOWN



1. Revisit intention & Affirmation:

May we be safe

May we be happy

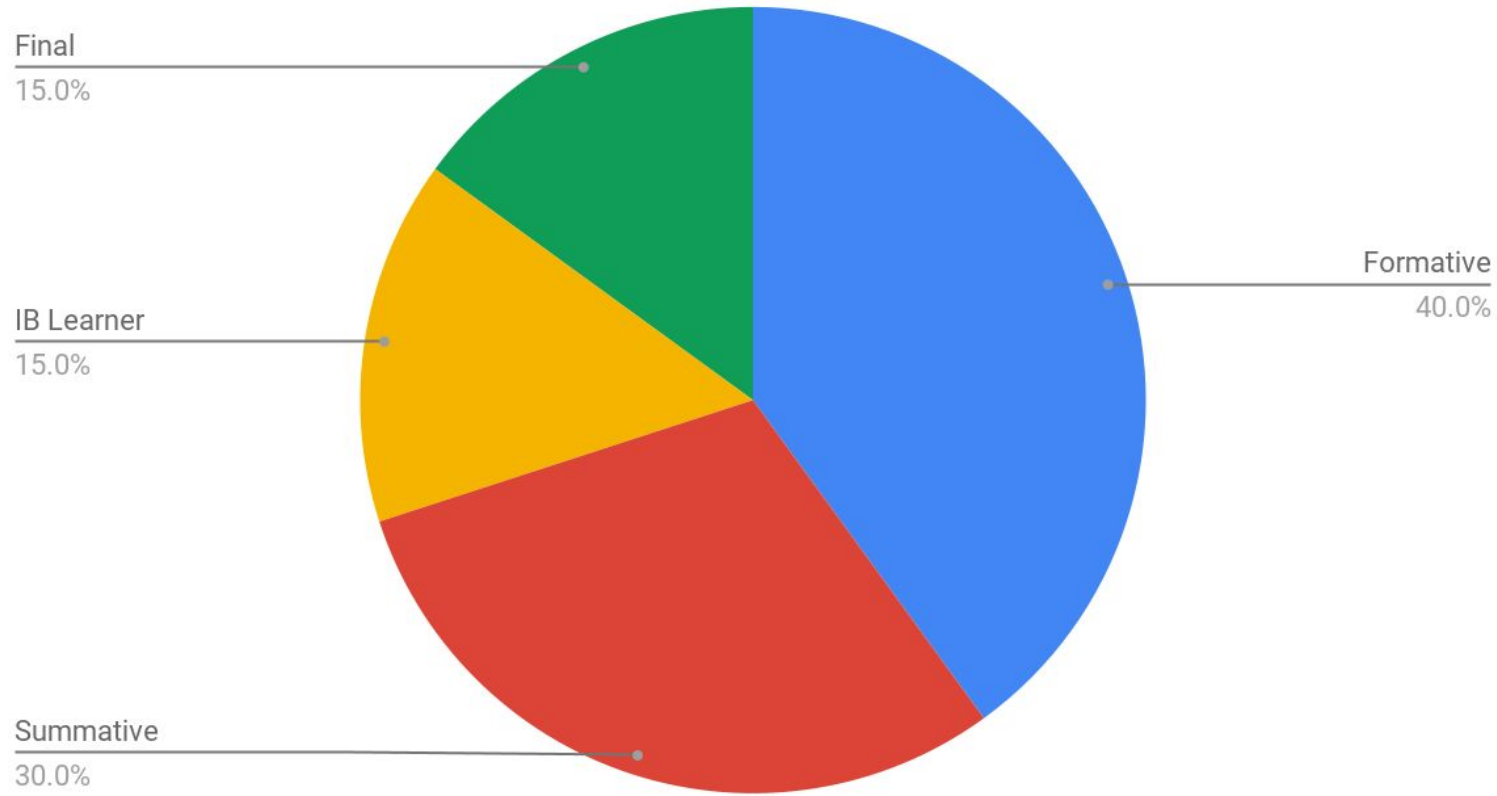
May we be healthy

May we live in peace

May we do no harm

2. Isang Bagsak

Ethnic Studies Overall Grade



HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***

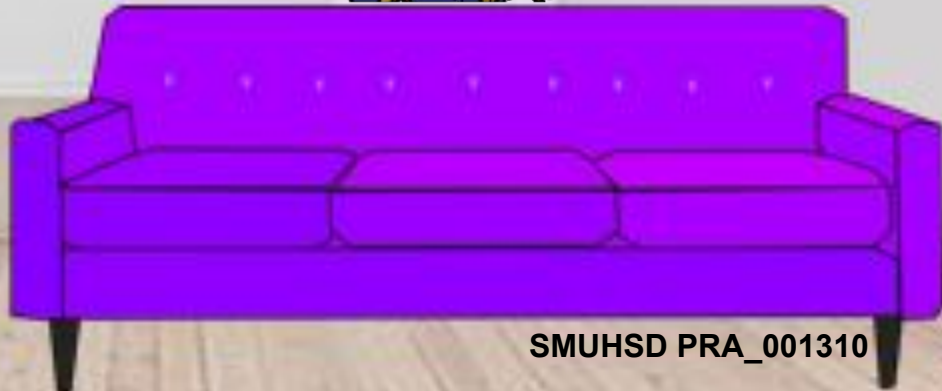

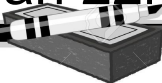




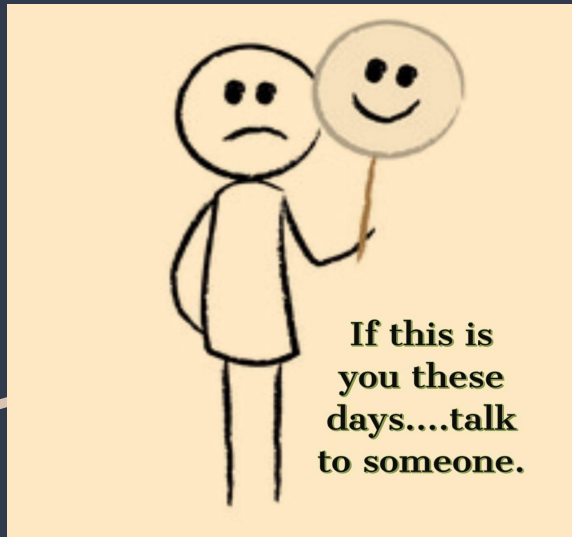
WELCOME TO
OUR HOUSE



ETHS
Live Agenda
Week of
Jan 22nd



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

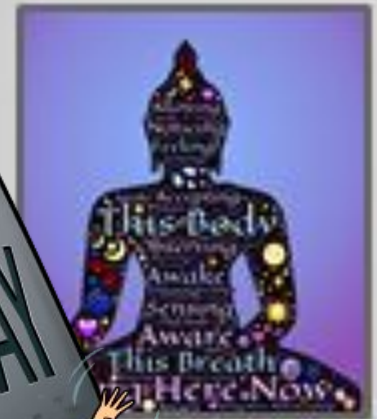
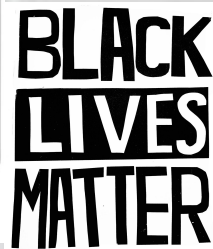
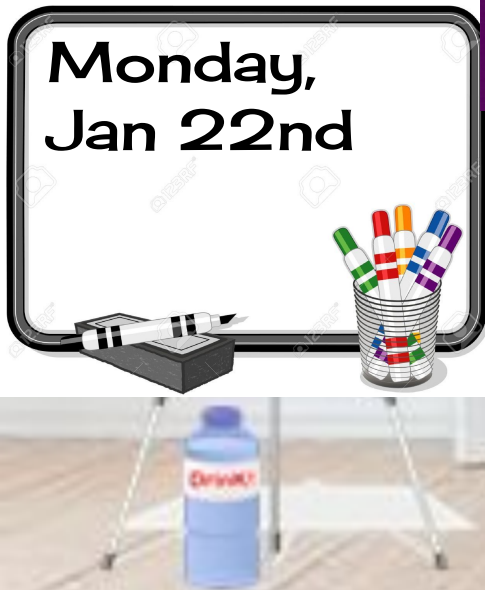
Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 1** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“How full is your ‘attention gas tank’ today?”

***100% = completely present,
50% = partially present, etc”***





Pose of the Week

Pranayama

BUMBLE BEE BREATH (BHRAMARI)



© tummee.com

Bhramari is also called 'bramari' which means 'humming bee'. In this form of breathing, a humming sound is generated during a slow exhalation resembling the sound produced by a buzzing bee.

This sound is created after a deep inhalation and then releasing the air through the nostril while making a light humming sound.

SMUHSD PRA_001318

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001319

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. **#1 Precious Knowledge Viewing Guide**
2. **Tenets of Ethnic Studies Activity**



The Brown Berets



Carlos Montes



- Originated in East Los Angeles in 1967
- Main issues were:
 - Police Brutality
 - Educational equality
 - Vietnam War
- Worked closely with MAYO and sometimes SNCC and Black Panther Party
- Comparable to Black Panthers

MAYO

- Mexican American Youth Organization (MAYO) was founded in San Antonio, TX in 1967.
- It was created by 5 Chicano activist college students.
- Comparable to Student Non-Violent Coordinating Committee (SNCC)
- MAYO founders felt that LULAC was too passive.
- Their earliest activism involved voter registration of Latinos in Texas.
- They also orchestrated school walkouts.



Student walkout in East Los Angeles, 1968



José Ángel Gutiérrez



SMUHSD PRA_001322

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

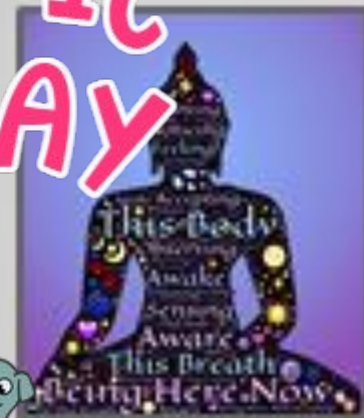




Tuesday,
January 23rd
5th Period



TERRIFIC TUESDAY



SMUHSD PRA_001324

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period



Pose of the Week

Pranayama

BUMBLE BEE BREATH (BHRAMARI)



© tummee.com

Bhramari is also called 'bramari' which means 'humming bee'. In this form of breathing, a humming sound is generated during a slow exhalation resembling the sound produced by a buzzing bee.

This sound is created after a deep inhalation and then releasing the air through the nostril while making a light humming sound.

SMUHSD PRA_001327

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **#1 Precious Knowledge Viewing Guide**
2. **Tenets of Ethnic Studies Activity**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



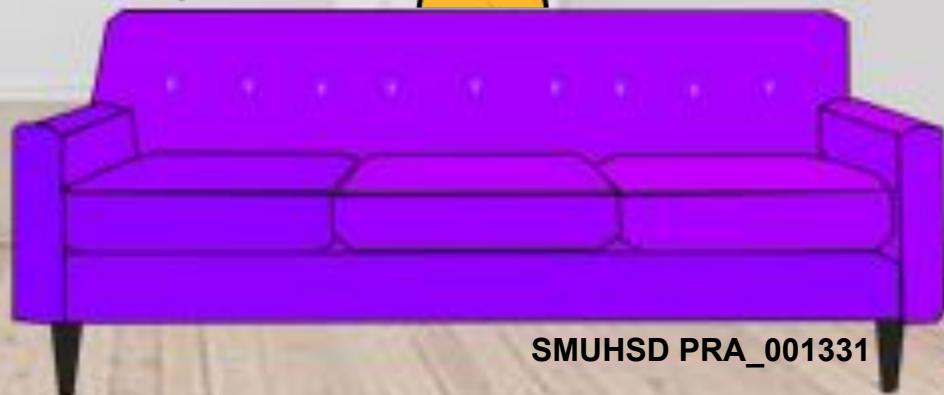


Thursday,
January 25th

[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001331

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Guatemalteco" (1971) with English Translation

SMUHS PRA_001334

Focus Question(s):

What are the shared norms, expectations, and procedures of our classroom and why are they important?

Learning Objective(s):

LESSON STEPS



1. Tenets of Ethnic Studies Activity

2. #2 'Taking Names' Primary Source Analysis

Community Circle

[Community circle](#) norms and guidelines



Circle Prompt:

Please fill out a Mind/Body/Heart Reflection



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001337

Who are you? Name acrostic poem

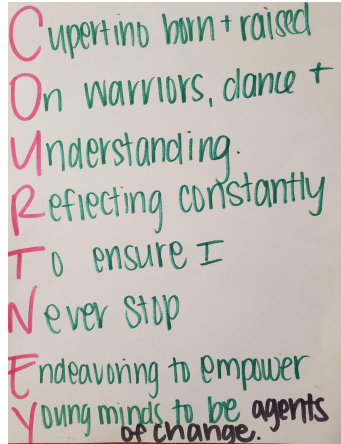
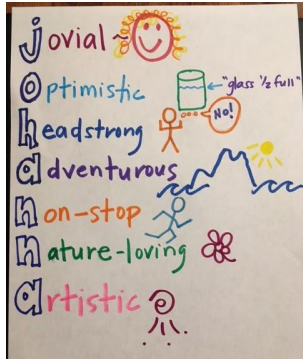
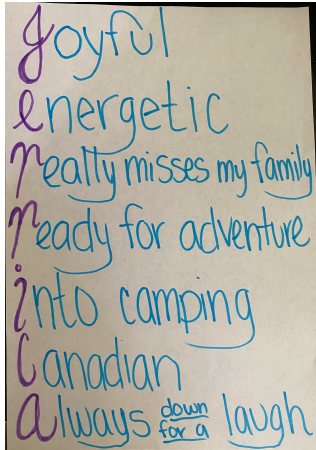
You will:

Create an Acrostic Name Poem that incorporates words and/or images related to your identity.

Be prepared to share in small groups!

Name Acrostic Poem

- Write out your **First Name** by drawing it vertically.



1. Use each letter to describe yourself

- You're painting us a word picture of who you are!
- It does NOT have to flow together but can
- HAVE FUN!!
- You'll be sharing with a small group :)
- Use at least 5 Colors, please!

Speed Sharing

You will share your poems with a couple of people in the class.

As we share, please remember In lak'ech.

LISTEN!



HAVE A GOOD



WEEKEND!

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
"Please share one Rose and one Thorn of your first full week back at school"

***NEED
EXTRA TIME?***



1. Complete **Student Questionnaire** in *Course Resources Module*

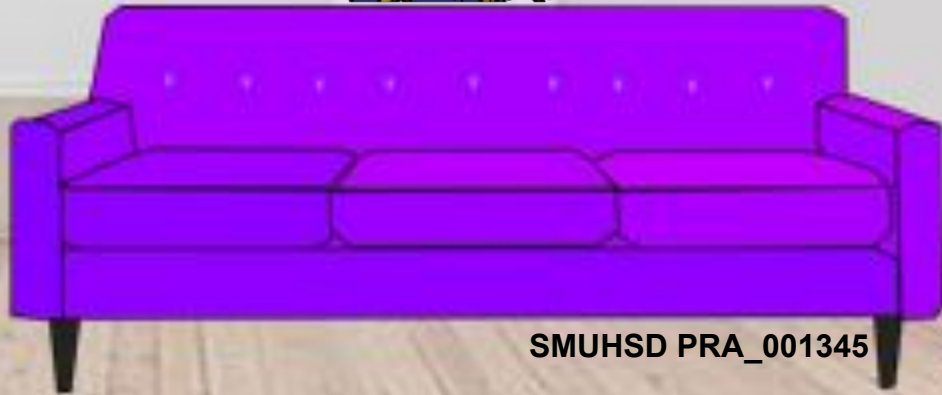
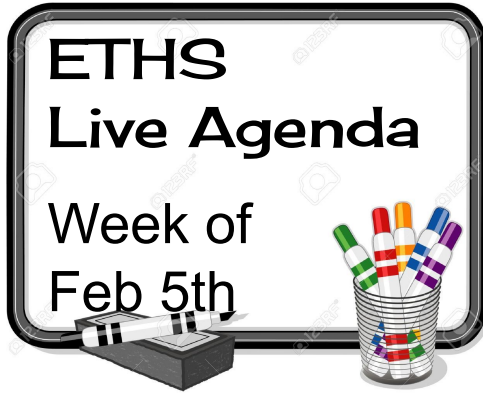


DO NOW



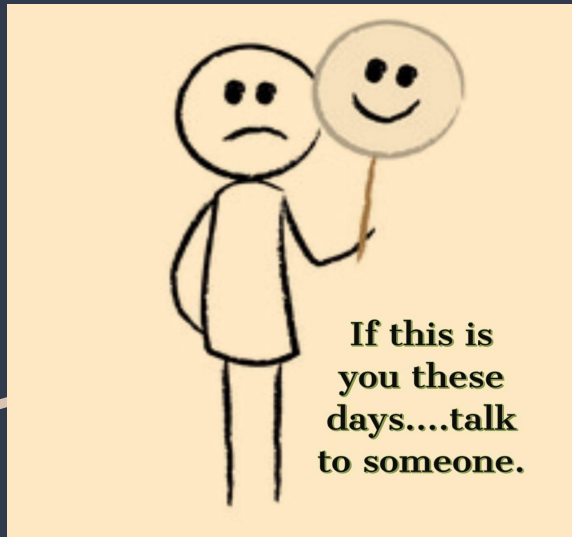


WELCOME TO
OUR HOUSE



SMUHSD PRA_001345

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names

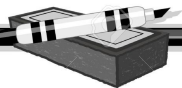


WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**

**Monday,
Feb 5th**

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001348

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 3 or 4 will lead our Land Acknowledgement and Brain Breaks and Isang Bagsak this week!**

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is one thing that you are grateful for today?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001353

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. **Finish #4 My Name Slide**
 - a. **Please turn in to Canvas**
2. **#5 Social Identity Activity**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

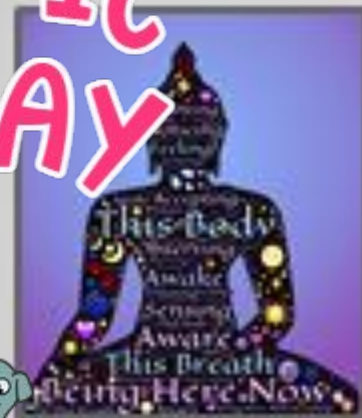




Tuesday,
Feb 6th



TERRIFIC
TUESDAY



SMUHSD PRA_001356

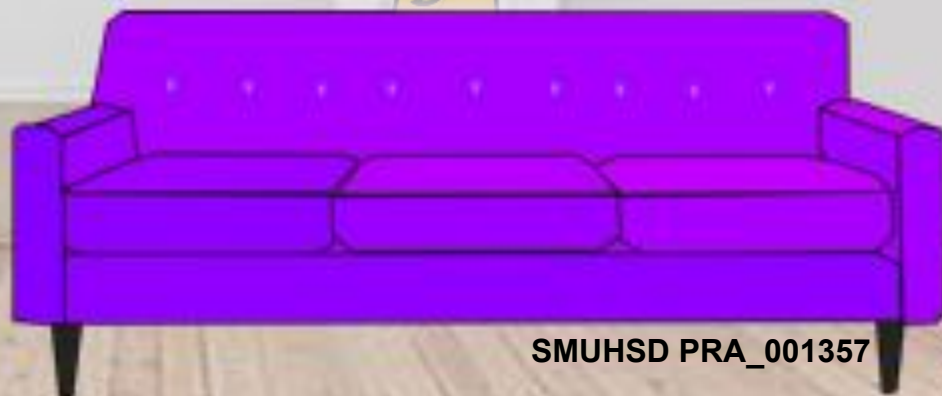


Wednesday,
Feb 7th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001357

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS

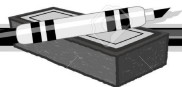


1. **Finish #5 Social Identity Activity**
2. **Introduce *Tree of Life* Slides Activity**

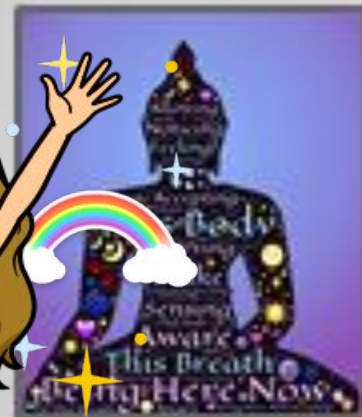


Thursday,
Feb 8th

[CHS Tech Help
Request Form](#)



THURSDAY

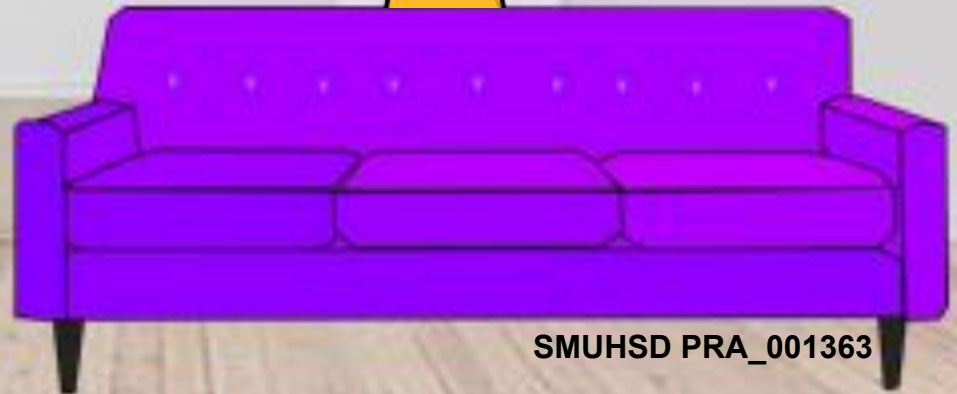


SMUHSD PRA_001362



Friday
Feb 9th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001363

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. ***Tree of Life Slides Activity***
 - a. Today is last day in class to work on slides
 - b. You may use your phone **ONLY** to add photos to your project

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001369

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**

1. Complete **Student Questionnaire** in *Course Resources Module*

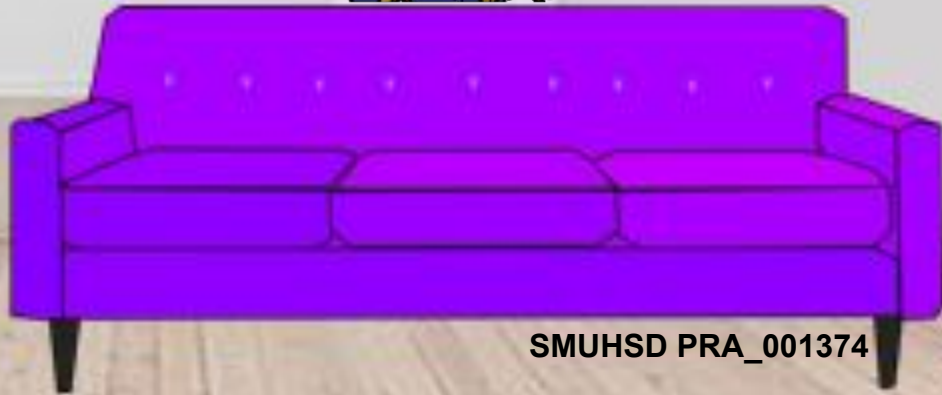
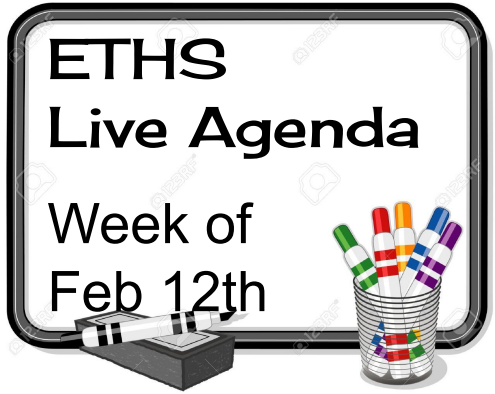


DO NOW

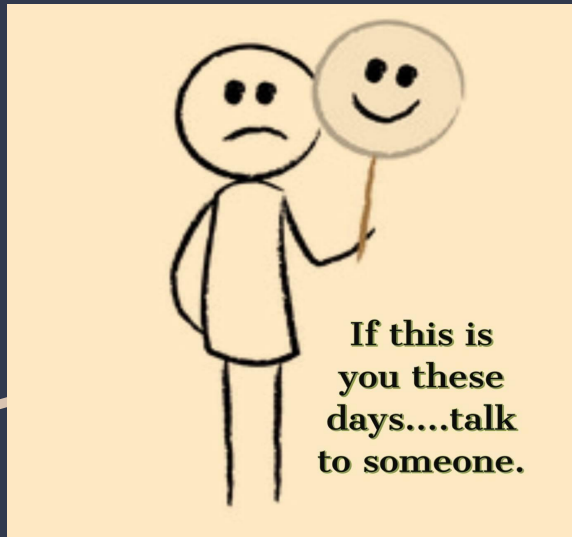




WELCOME TO
OUR HOUSE



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



SMUHSD PRA_001377

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 4 or 5 will lead our Land Acknowledgement and Brain Breaks and Isang Bagsak this week!**

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What part of your identity do you think about most often?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001382

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. #6 Master & Counter Narrative Activity

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

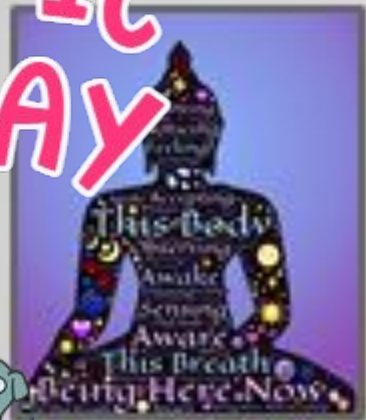




Tuesday,
Feb 13th



TERRIFIC
TUESDAY



SMUHSD PRA_001385

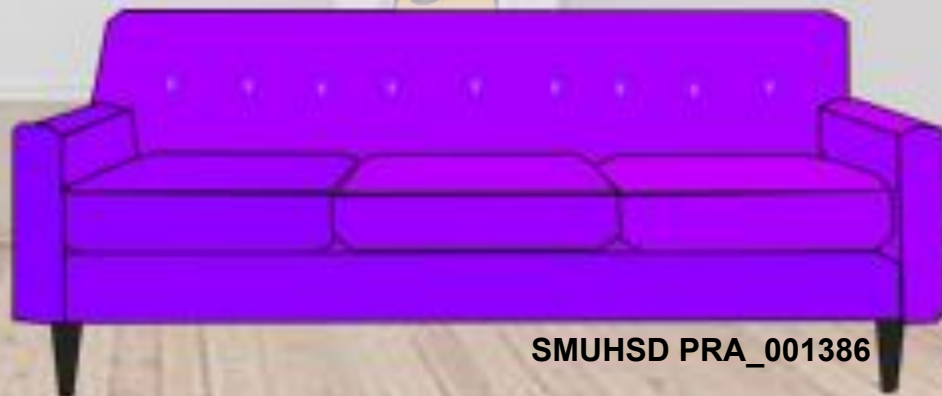


Wednesday,
Feb 14th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001386

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Yoga Sequence Builder

© Tumnee.com



SMUHSD PRA_001388

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS

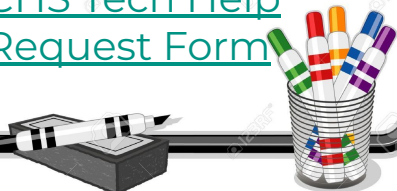


1. #6 Master & Counter Narrative Activity

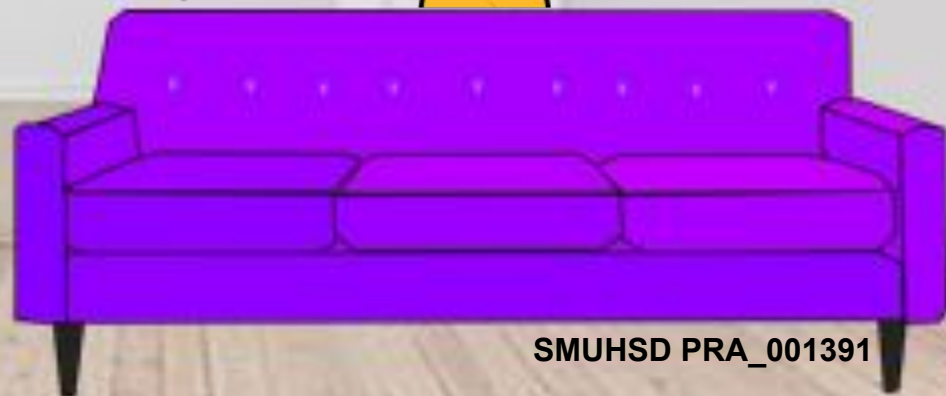
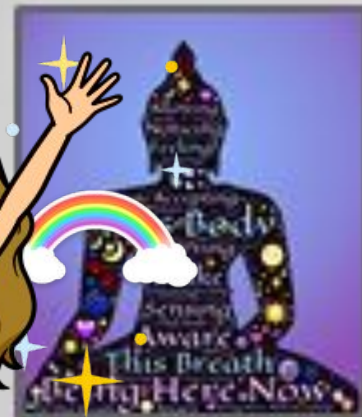


Thursday,
Feb 15th

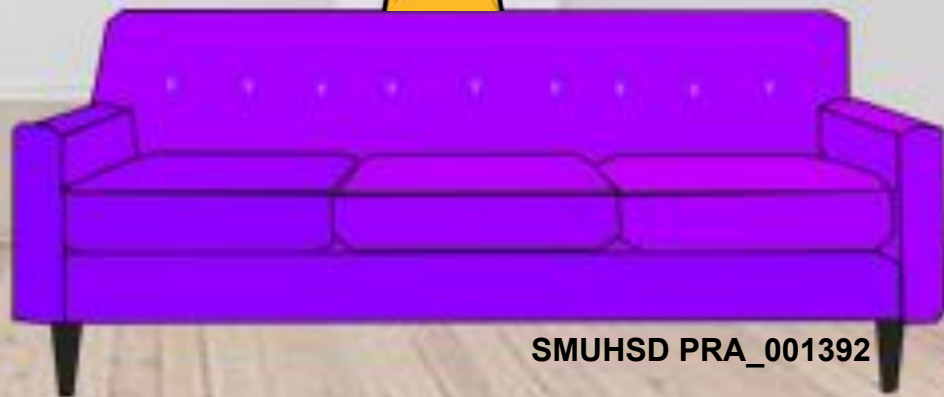
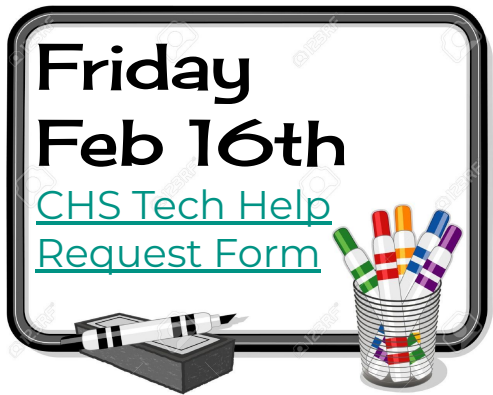
[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001391



SMUHSD PRA_001392

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. **#6 Master & Counter Narrative Activity**
 - a. **Part 3**
2. **#7 Danger of a Single Story Activity**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001398

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

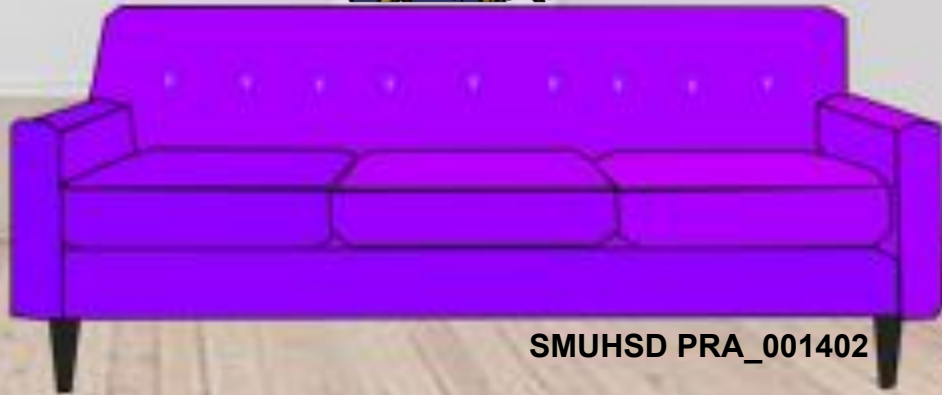
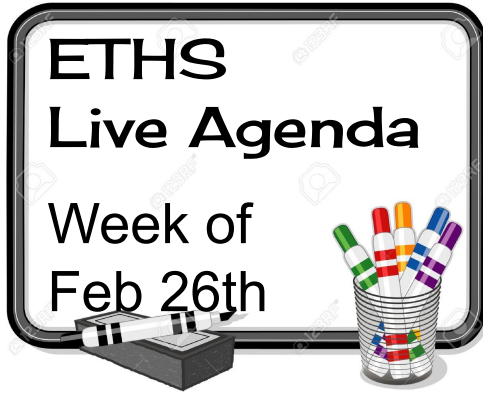
LESSON STEPS



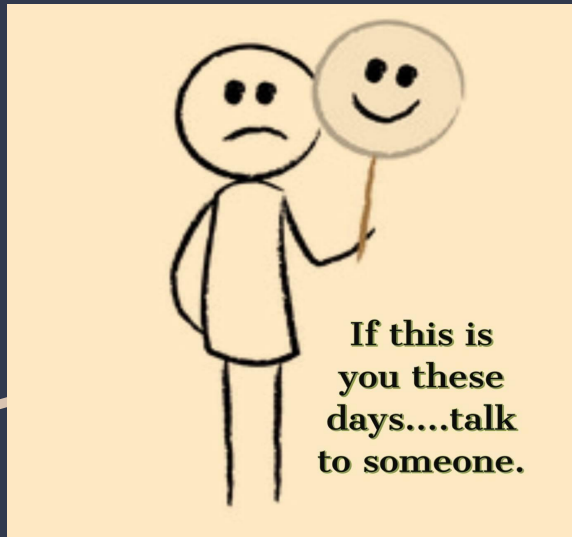
1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**



WELCOME TO
OUR HOUSE



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

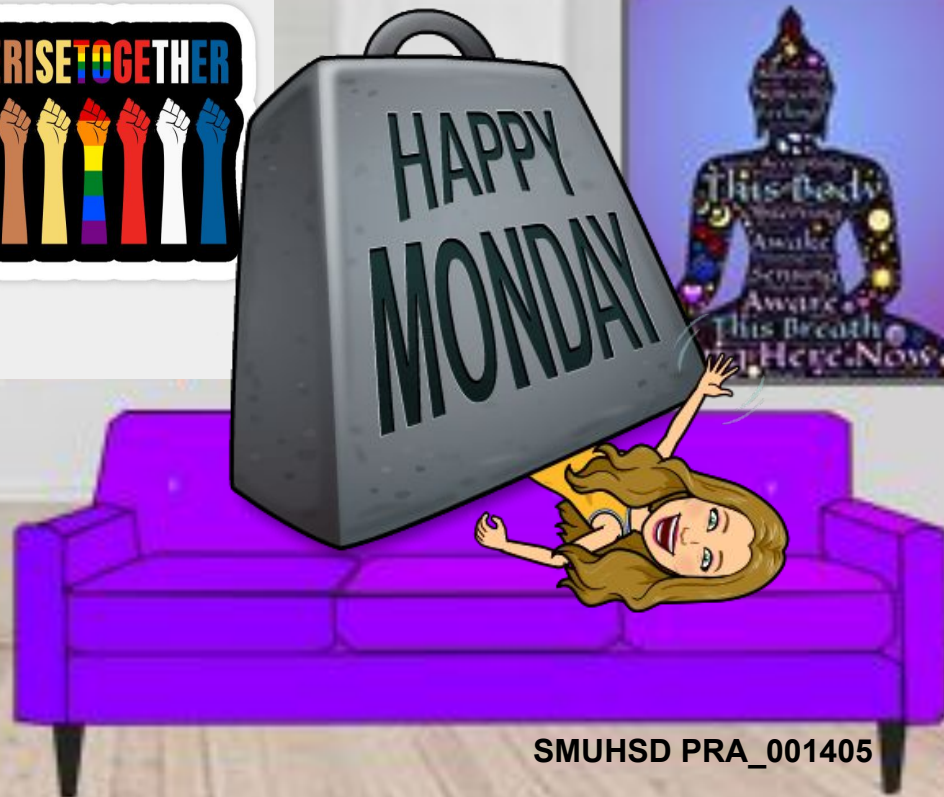
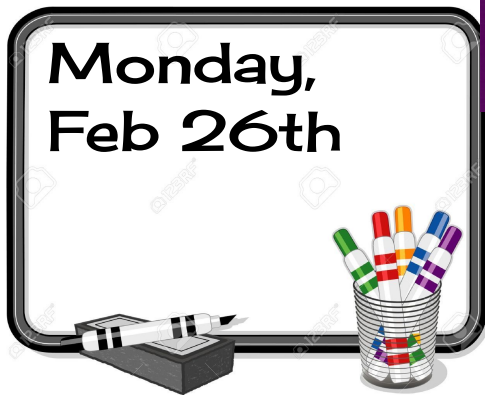
[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



SMUHSD PRA_001405

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 6** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



"As we come together today, we acknowledge that we are on the traditional homelands of California's first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on."



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Yoga Sequence Builder

© Tummee.com



© Tummee.com

SMUHSD PRA_001409

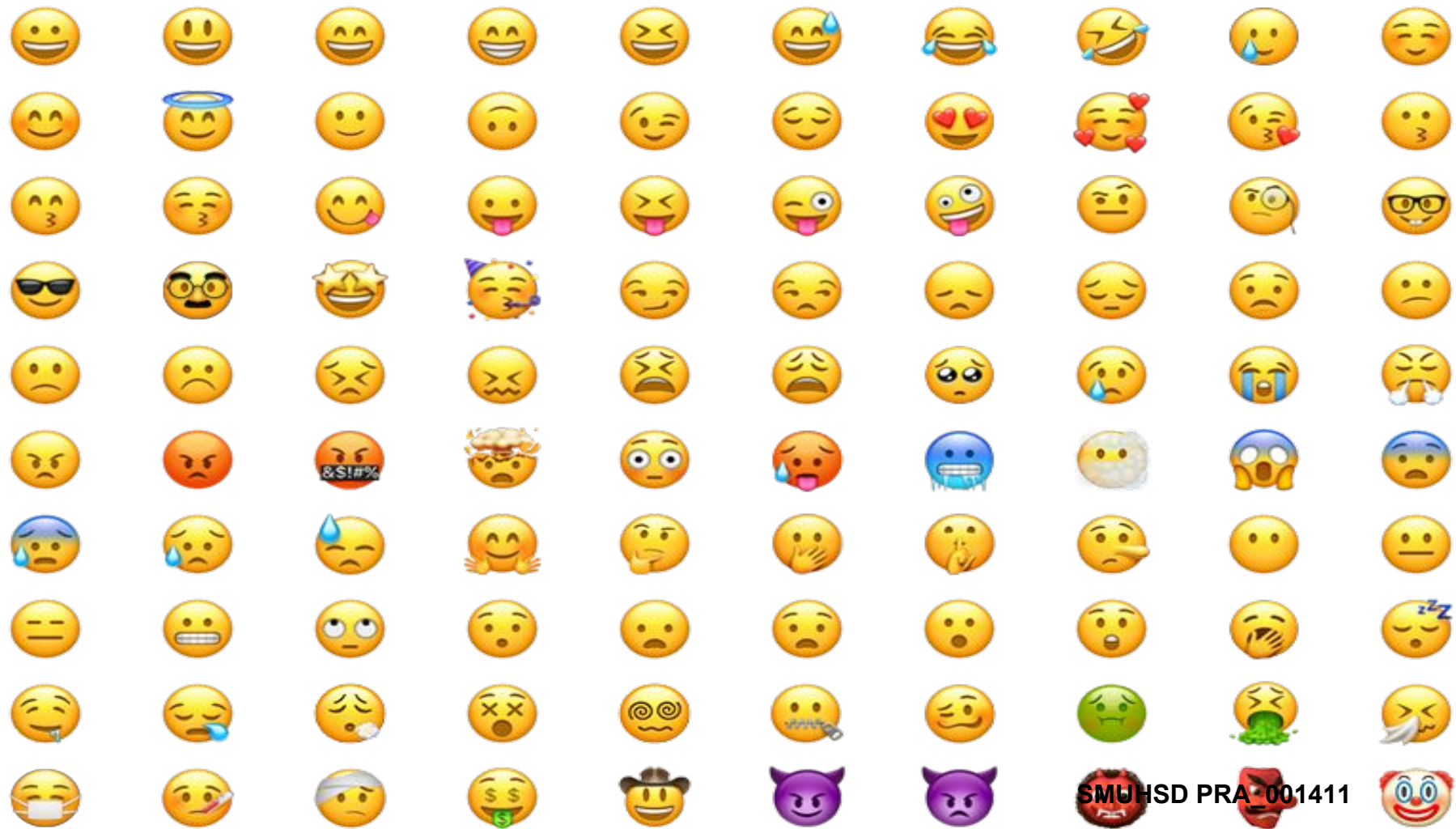
Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is an emoji that describes your mood today?”





In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS D PRA_001412

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. #9 Four I's of Oppression Activity

SMUHSD PRA_001413

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

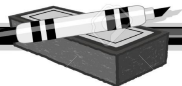
May we do no harm

3. Isang Bagsak

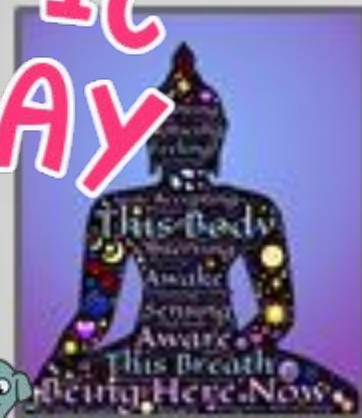




Tuesday,
Feb 27th



TERRIFIC
TUESDAY



SMUHSD PRA_001415

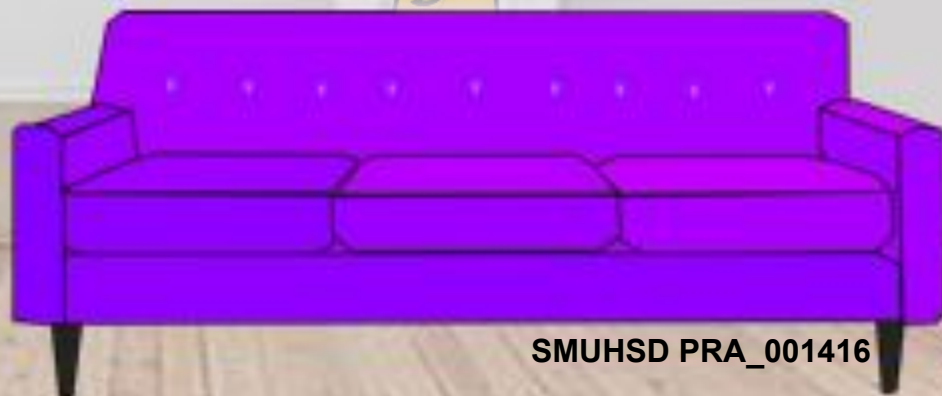


Wednesday,
Feb 28th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001416

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Yoga Sequence Builder

© Tumme.com



SMUHSD PRA_001418

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Guatemalteco" (1971) with English Translation

SMUHS PRA_001419

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS

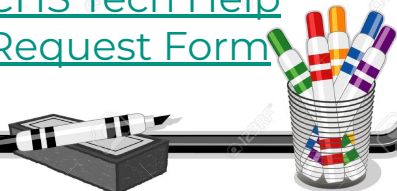


1. #9 Four I's of Oppression Activity

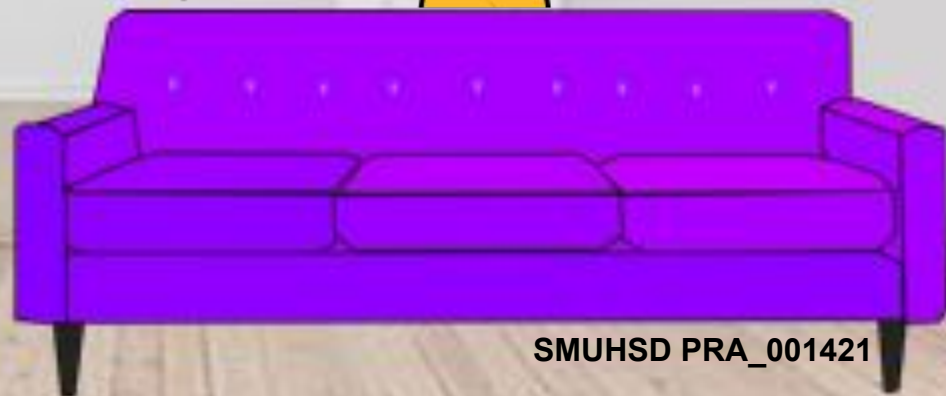
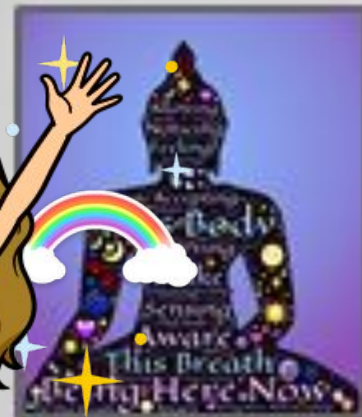


Thursday,
Feb 29th

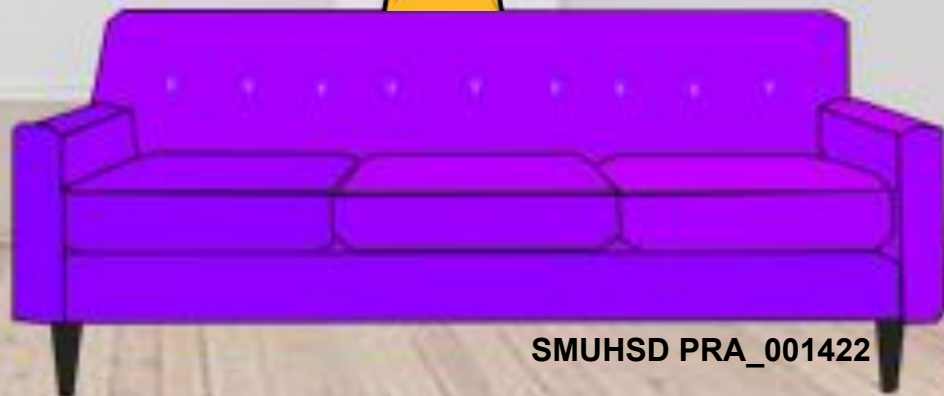
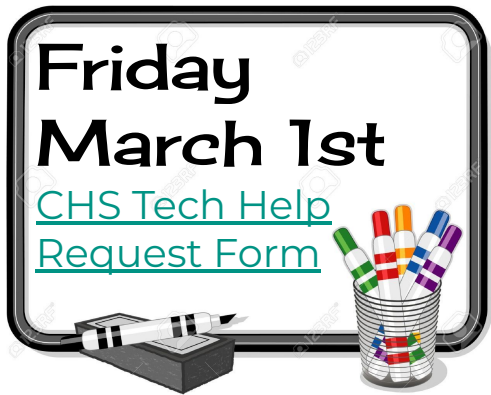
[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001421



SMUHSD PRA_001422

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Guatemalteco" (1971) with English Translation

SMUHS PRA_001425

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. Summative: Four I's of Oppression Application Activity

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001428

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**



ETHS Live Agenda

Week of
March 4th

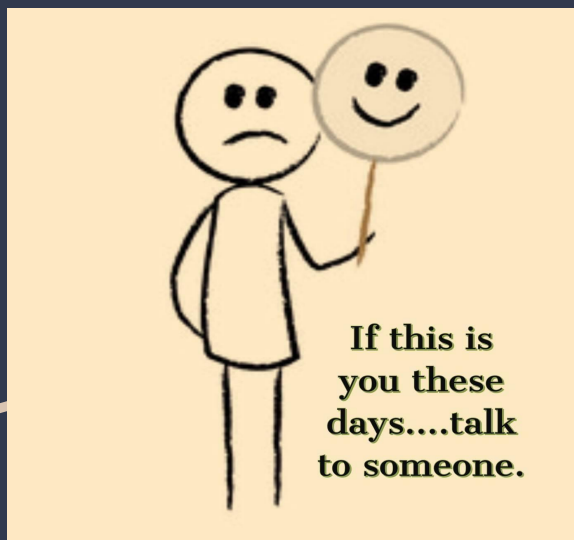


WELCOME TO OUR HOUSE



SMUHSD PRA_001432

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

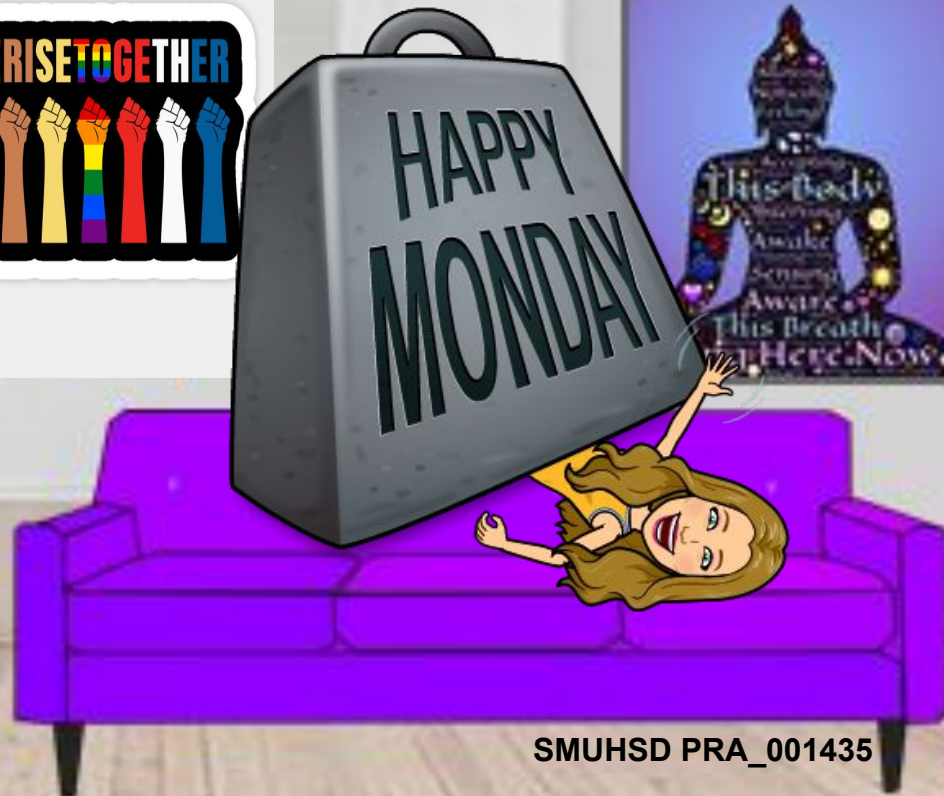
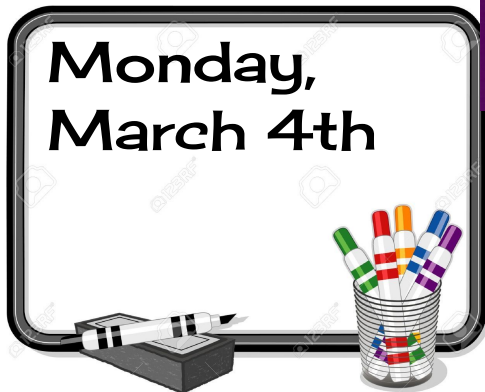
[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

BLACK
LIVES
MATTER



SMUHSD PRA_001435

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 8** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What would you like to welcome into your day today?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS PRA_001441

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. #10 Intro to Race & Ethnicity Activity

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

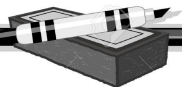
May we do no harm

3. Isang Bagsak





Tuesday,
March 5th



TERRIFIC
TUESDAY



SMUHSD PRA_001444

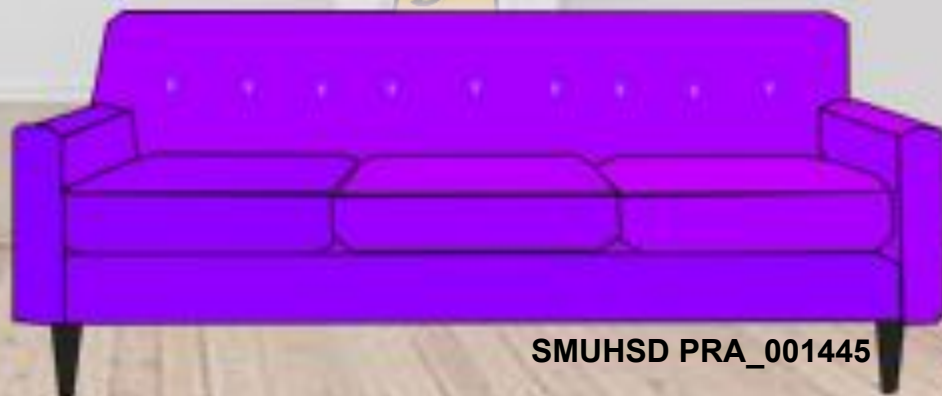


Wednesday,
March 6th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001445

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS

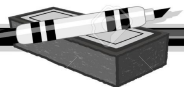


1. #10 Intro to Race & Ethnicity Activity



Thursday,
March 7th

[CHS Tech Help
Request Form](#)



THURSDAY

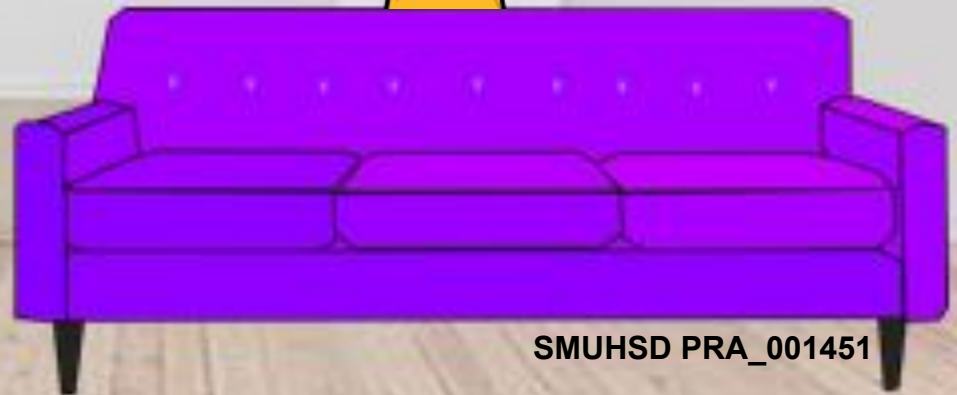


SMUHSD PRA_001450



Friday
March 8th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001451

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Guatemalteco" (1971) with English Translation

SMUHS PRA_001454

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. #10 Intro to Race & Ethnicity Activity

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001457

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**

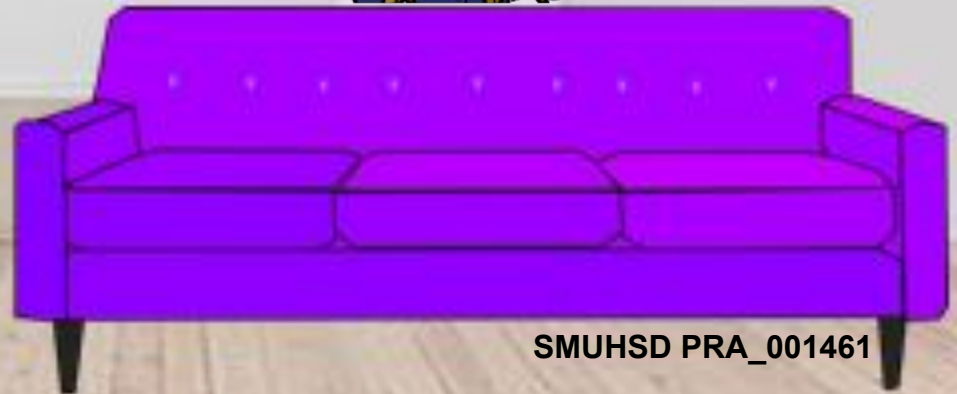


ETHS Live Agenda

Week of
March 18th

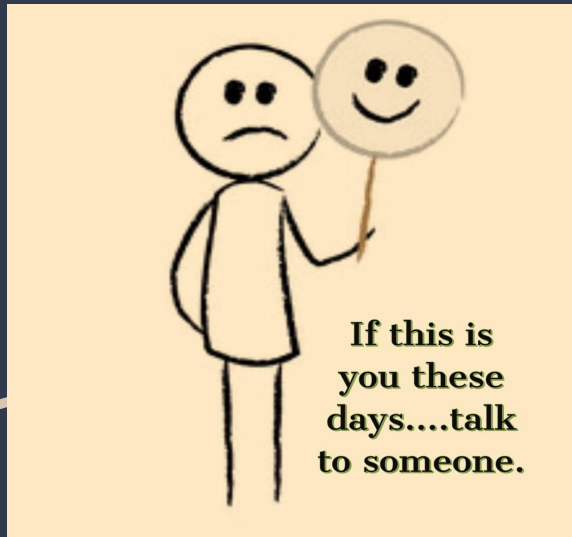


WELCOME TO OUR HOUSE



SMUHSD PRA_001461

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



SMUHSD PRA_001464

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 9** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“If you could rewind your weekend and change one part of it, what would you change?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS PRA_001470

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Privileged or Oppressed?
Activity**
 - a. Coloring activity
 - b. Who is [Audre Lorde](#)?
2. **6th Period - Finish #13 Colin in Black & White**
 - a. Start at 29:44
3. **#14 Colin in Black & White
Episode 2 Viewing Worksheet**



SMUHSD PRA_001472

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak





Tuesday,
March 19th



TERRIFIC
TUESDAY



SMUHSD PRA_001474

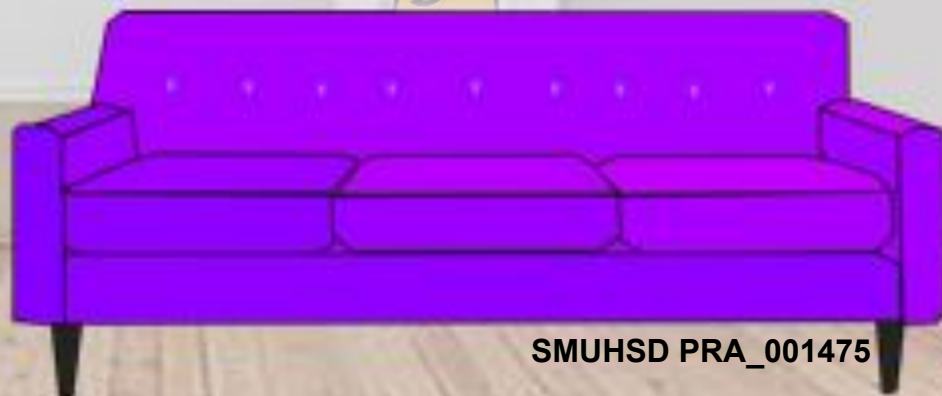


Wednesday,
March 20th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001475

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



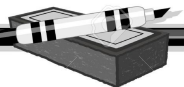
**1. 1. #15 Exploring Social Activism
Coloring & Research Activity**

- a. 30 minutes = color
 - i. Please be mindful to neatly put back all colored pencils and markers where you found them.
- b. Then complete #15 in Canvas
- c. #15 is due by the end of the period today!

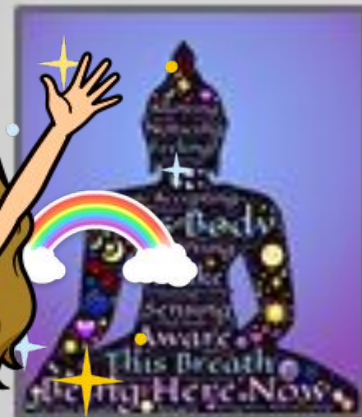


Thursday,
March 21st

[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001480



Friday
March 22nd

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001481

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Guatemalteco" (1971) with English Translation

SMUHS PRA_001484

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. 1. #15 Exploring Social Activism Coloring & Research Activity

a. *30 minutes = color*

- i. Please be mindful to neatly put back all colored pencils and markers where you found them.

b. Then **complete #15 in Canvas**

- c. #15 is due by the end of the period today!

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001487

HAVE A GOOD



WEEKEND!

***NEED
EXTRA TIME?***



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

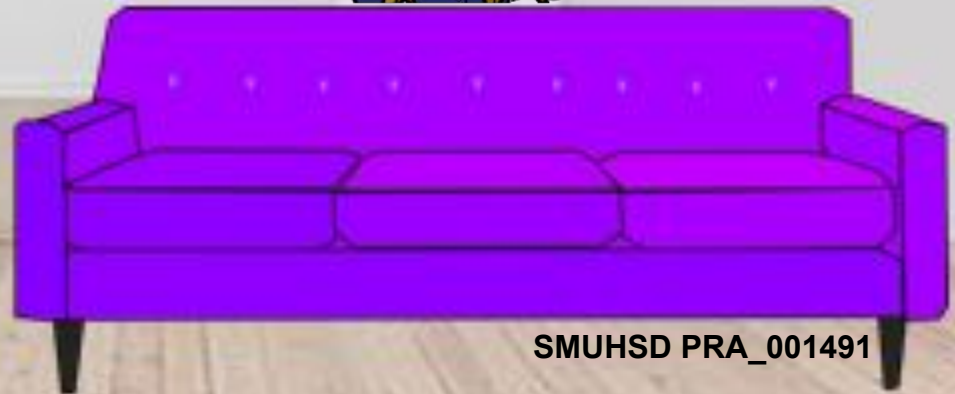
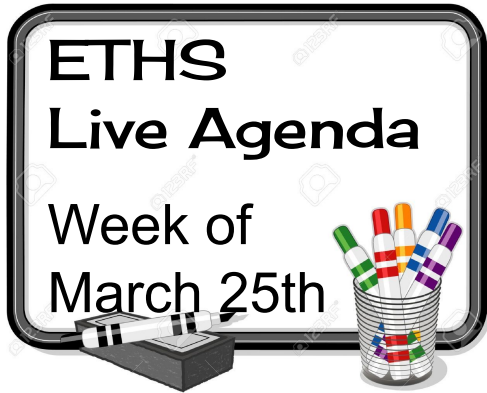
LESSON STEPS



1. Finish and Turn in #5 Name Slide
2. #6 Identity Questions & Social Identity Wheel Activity
3. Journals!
 - a. How do the **multiple aspects of your identity** (race, gender, sexuality, ability etc.) **impact your positionality, privileges, biases, and overall outlook on the world?**

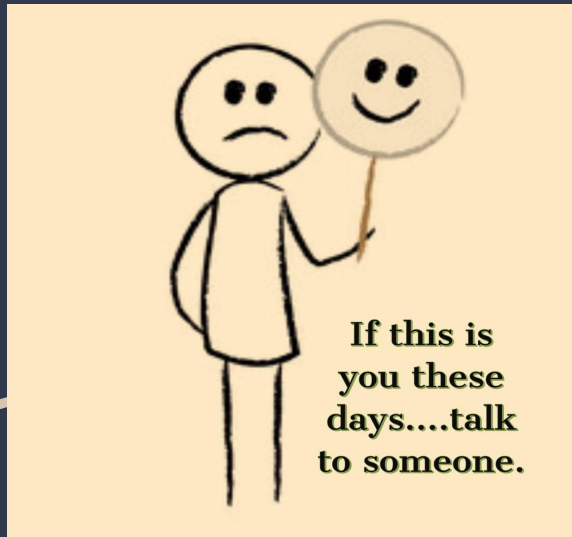


WELCOME TO
OUR HOUSE



SMUHSD PRA_001491

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 2** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What superhero power do you need to make it through this week before spring break?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS PRA_001500

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. Summative: Social Activist Character Collage

- a. Choose an activist from assignment #15
- b. Follow directions in Canvas assignment

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

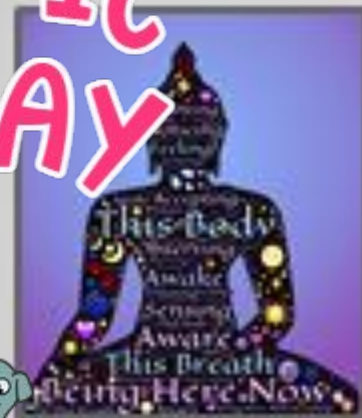




Tuesday,
March 26th



TERRIFIC
TUESDAY



SMUHSD PRA_001503

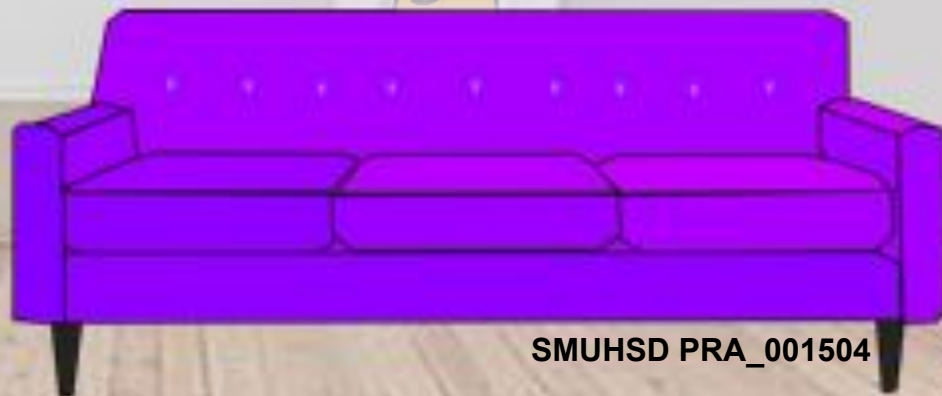


Wednesday,
March 27th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001504

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



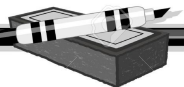
- 1. Summative: Social Activist Character Collage**
 - a. Choose an activist from assignment #15
 - b. Follow directions in Canvas assignment

- 2. #16 Colin in Black & White, episode 3 (Microaggressions)**

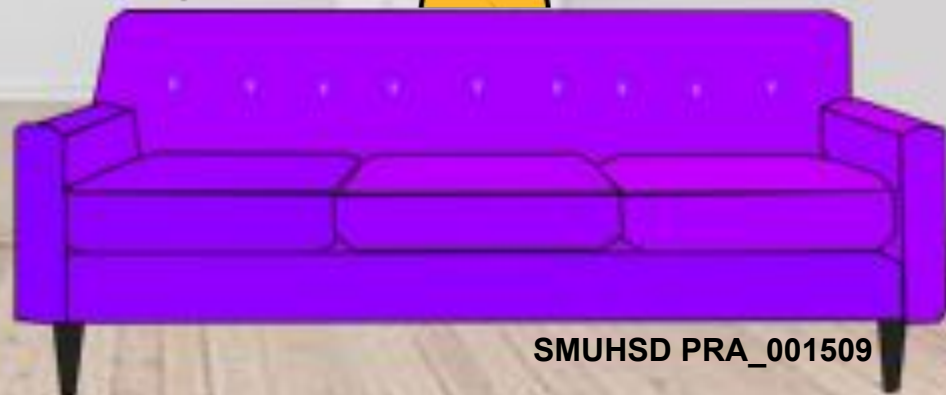
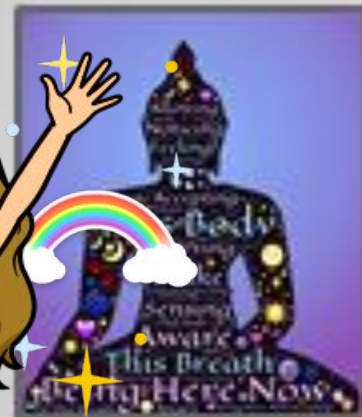


Thursday,
March 28th

[CHS Tech Help
Request Form](#)



THURSDAY

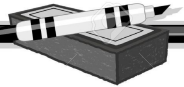


SMUHSD PRA_001509



Friday
March 29th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001510

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Microaggression is a term used for commonplace **verbal, behavioral, or environmental insults**, whether **intentional or unintentional**, that communicate **hostile, derogatory, or negative attitudes** toward **stigmatized or culturally marginalized groups**.

Please take out a piece of paper and something to write with, and complete the following **SILENTLY and INDIVIDUALLY:**

1. Using what you have learned in this unit, please explain in detail **why the following statement is a Microaggression:**
 - a. ***“So does that mean that Jasmine is one of the good ones?”***
2. **How** and **why** do microaggressions cause harm?
3. What can we do as individuals and as a community to **repair the harm** caused by this microaggression? **Be specific.**

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **#17 38 at the Garden Viewing Questions**
2. **#18 Race & Ethnicity Socratic Seminar Worksheet**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001518

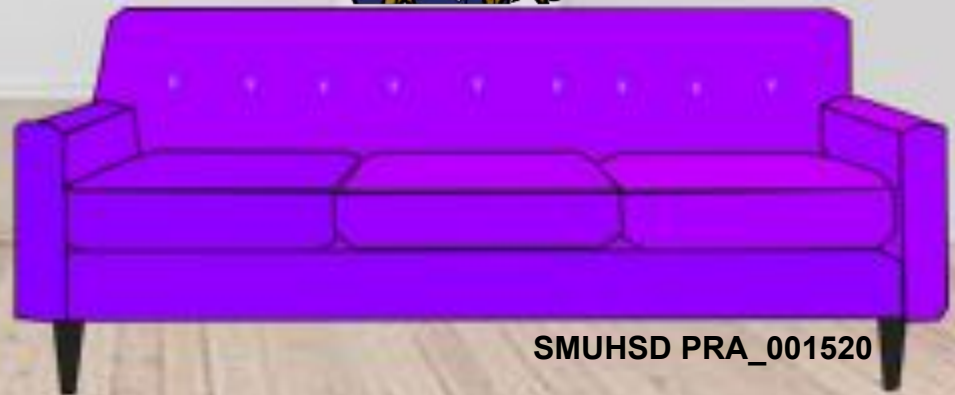
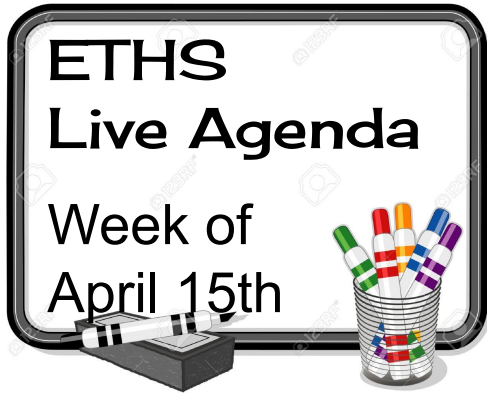
HAVE A GOOD



WEEKEND!

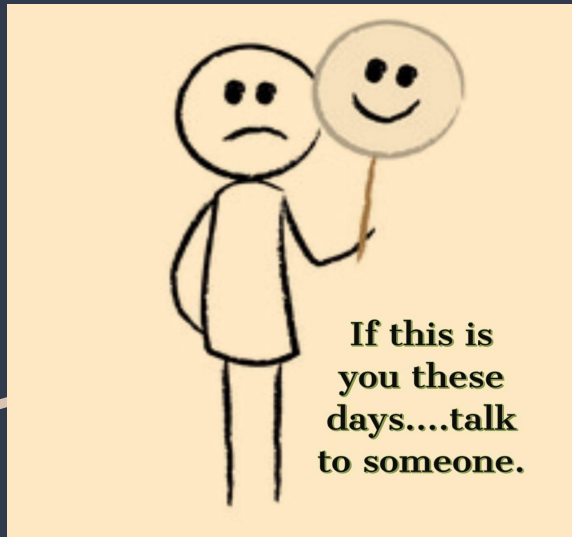


WELCOME TO
OUR HOUSE



SMUHSD PRA_001520

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 3** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land..](#)”

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is one thing that you are grateful for today?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001529

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. **Turn in #18 Race & Ethnicity Socratic Seminar Worksheet to Canvas**
2. **Socratic Seminar**
 - a. **Complete Outer Circle Note-taking Worksheet (in Canvas)**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak





Tuesday,
April 16th



TERRIFIC
TUESDAY



SMUHSD PRA_001532

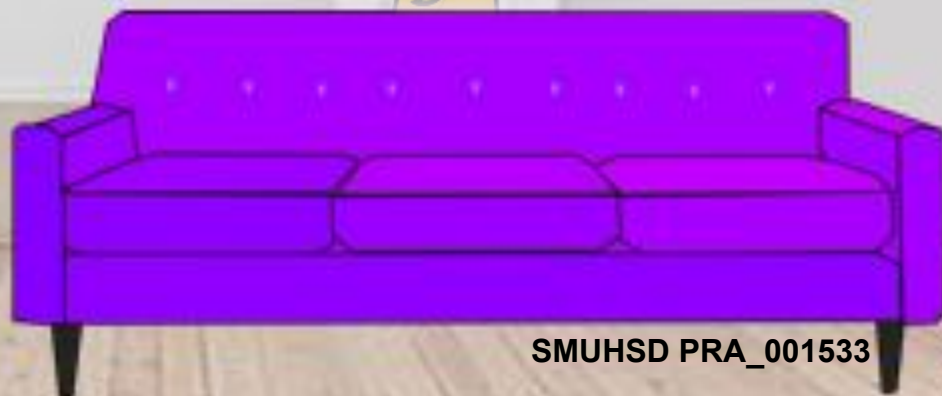


Wednesday,
April 17th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001533

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

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You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS

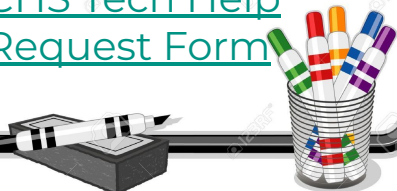


1. **Play ‘Bootstrapping’ Board Game**
2. **#19 Bootstrapping Game Questions**

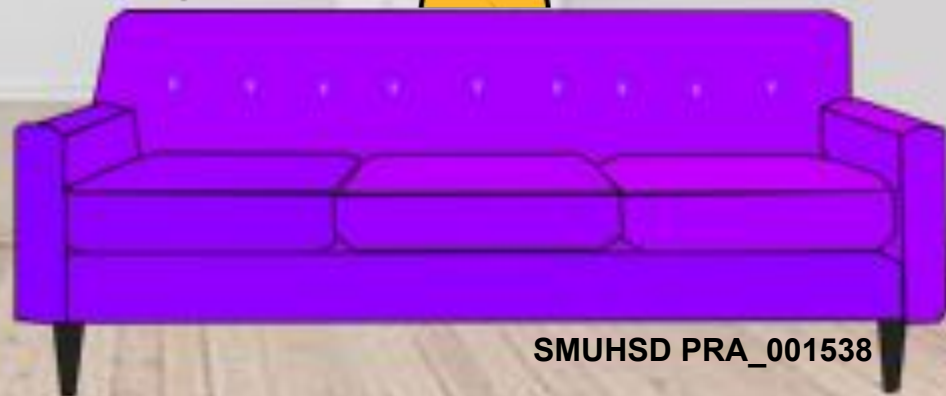


Thursday,
April 11th

[CHS Tech Help
Request Form](#)



THURSDAY

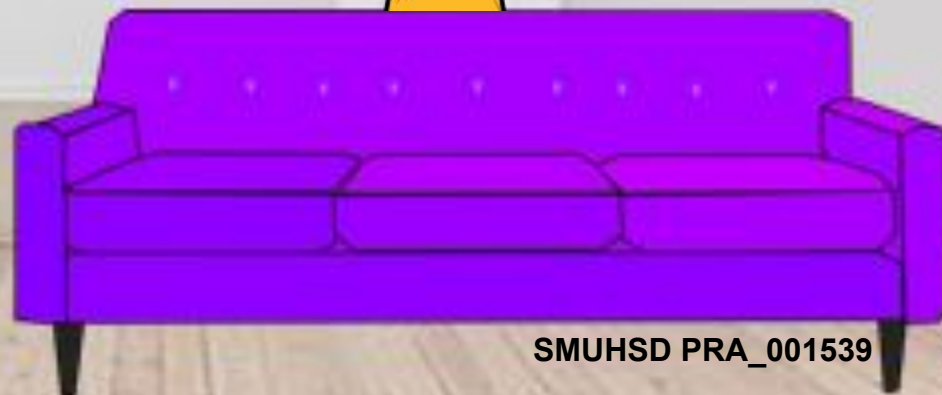
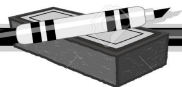


SMUHSD PRA_001538



Friday
March 29th

[CHS Tech Help](#)
[Request Form](#)



SMUHSD PRA_001539

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. #20 Reflections on the N-word Activity

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001545

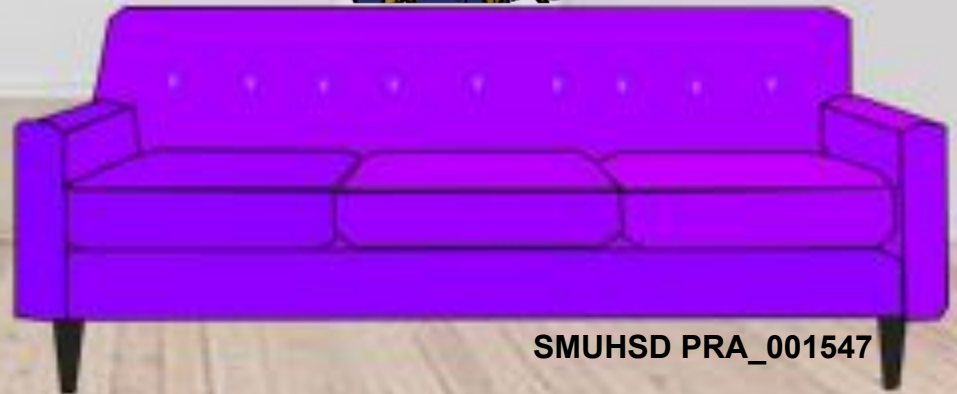
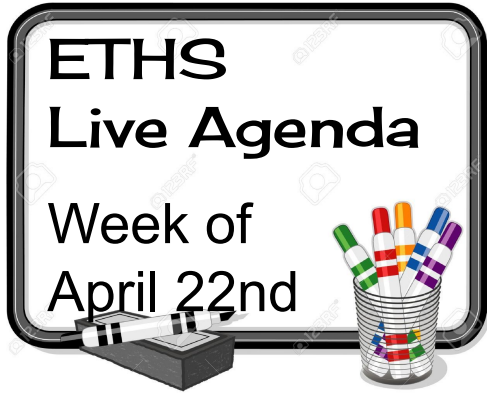
HAVE A GOOD



WEEKEND!

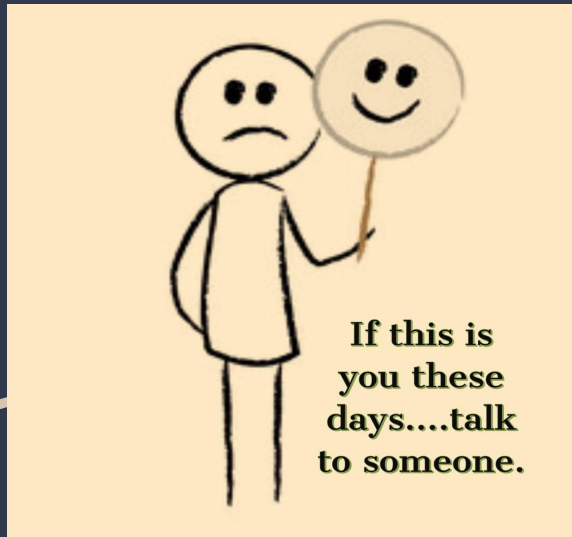


WELCOME TO
OUR HOUSE



SMUHSD PRA_001547

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 5** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is one thing that you like to do to de-stress (school appropriate please!)?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001556

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **#20 Reflections on the N-word Activity**
 - a. **Reading Portion**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak





Tuesday,
April 23rd



TERRIFIC
TUESDAY



SMUHSD PRA_001559

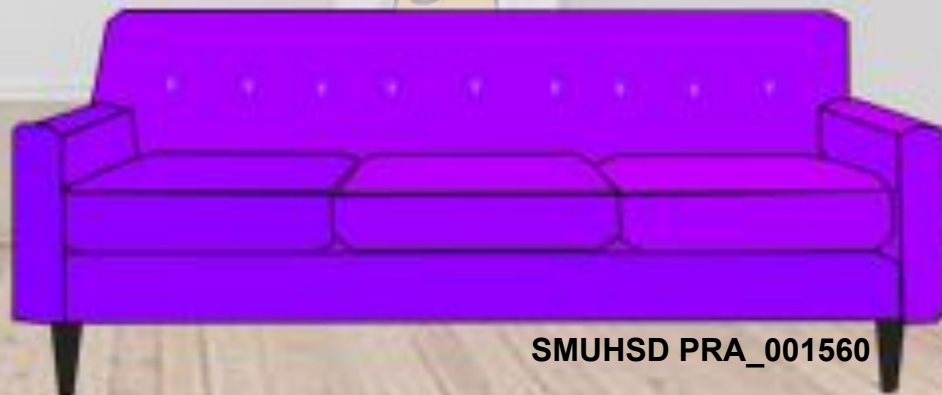


Wednesday,
April 24th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001560

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

1. **#21 Gender Scavenger Hunt Activity**
 - a. **Turn in to Canvas by the end of the period today**

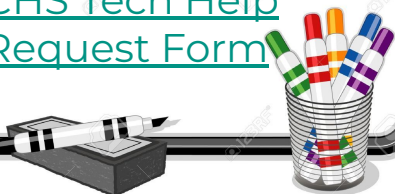
SMUHSD PRA_001564

LESSON STEPS

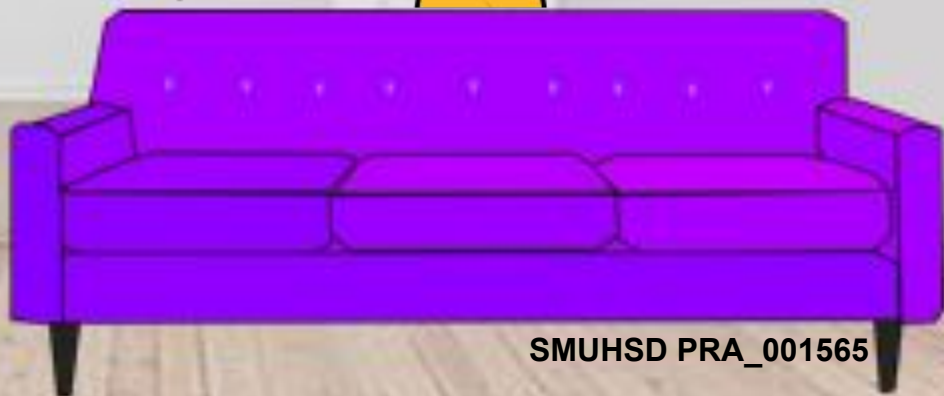




Thursday,
April 25th
[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001565

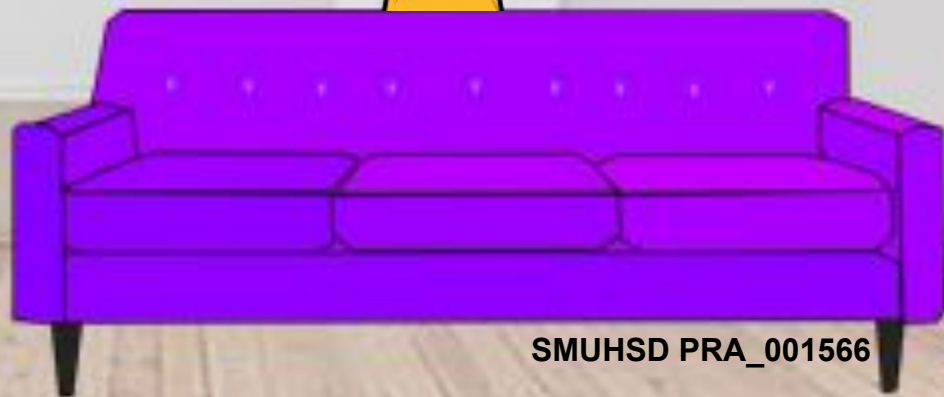


Friday
April 26th

[CHS Tech Help
Request Form](#)



FRI-YAY



SMUHSD PRA_001566

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. **Vocab Matching Game**
2. **#22 History of anti-LGBTQIA+ Slurs Activity**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001572

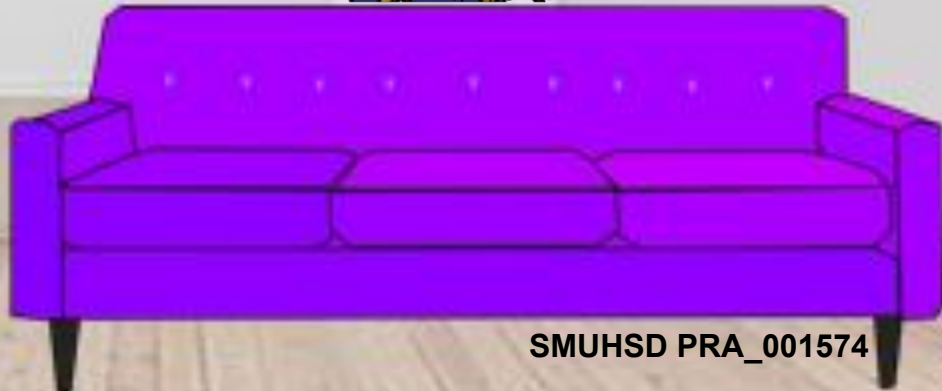
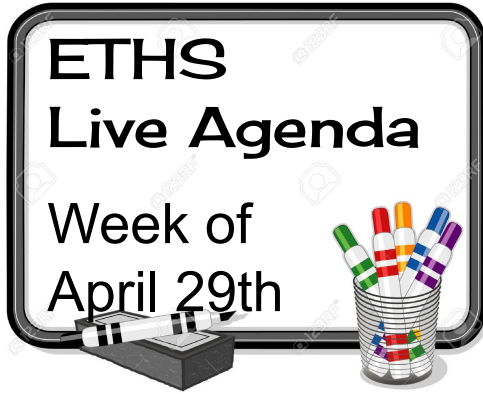
HAVE A GOOD



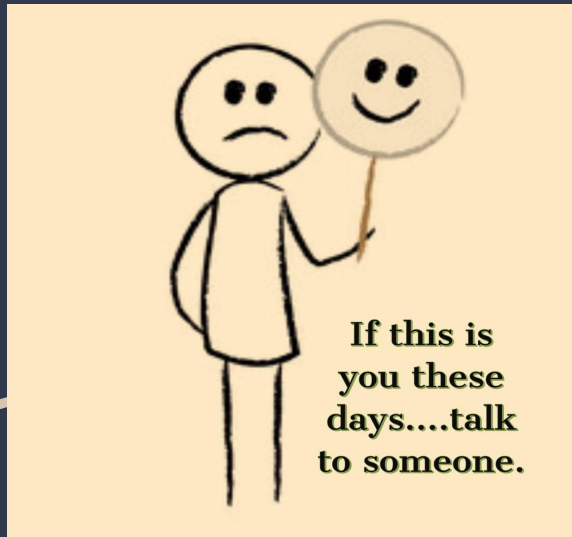
WEEKEND!



WELCOME TO
OUR HOUSE



Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names

SMUHSD PRA_001576



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



SMUHSD PRA_001577

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 6** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
“What is your favorite video game?”



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001583

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. *#23 Out of the Past Viewing Questions*

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak





Tuesday,
April 30th



TERRIFIC
TUESDAY



SMUHSD PRA_001586

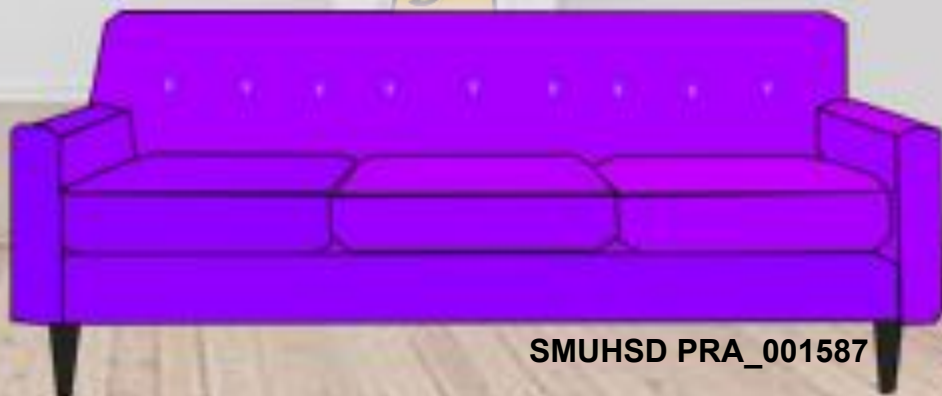


Wednesday,
May 1st

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001587

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS

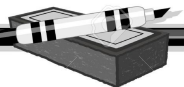


1. *#23 Out of the Past* Viewing Questions

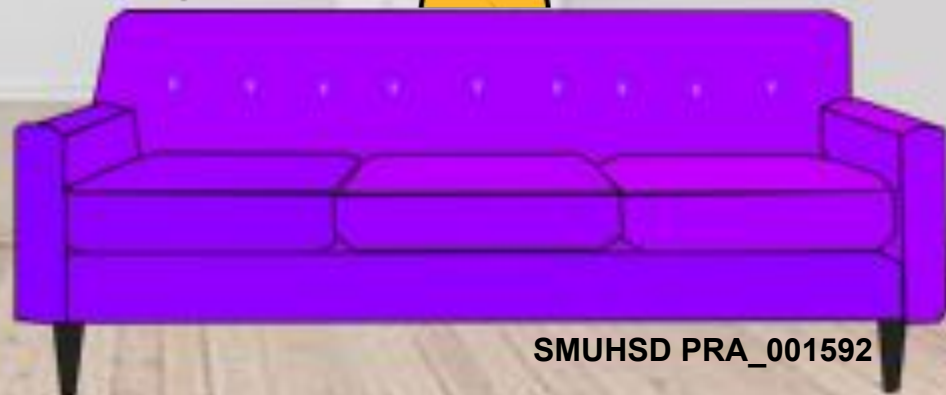


Thursday,
May 2nd

[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001592

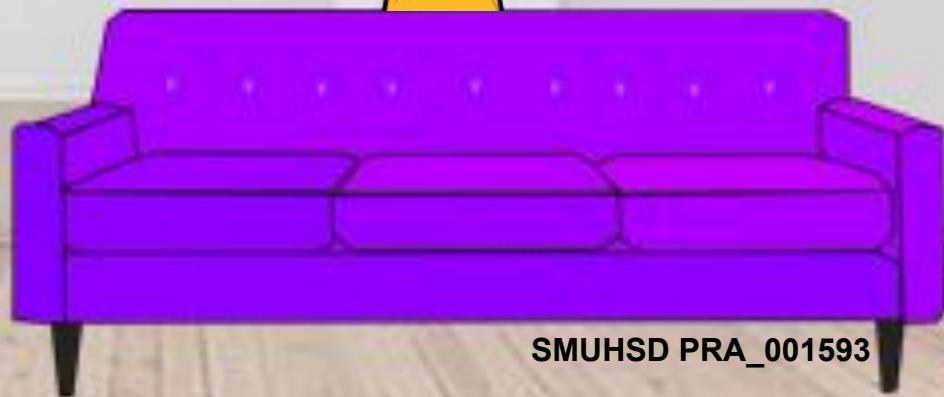


Friday
May 3rd

[CHS Tech Help
Request Form](#)



FRI-YAY



SMUHSD PRA_001593

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Losses Some Kids Have to Deal With
 - a. Identify a major loss in your life
 - b. Create an artistic expression representing that loss (i.e. draw, collage, poem, origami, etc, etc)
 - c. On the back, please write a reflection describing the feelings that come up for you around your loss

Ideas to honor Omar's memory:

1. Memorial Garden
 - a. Plant something
 - b. Seating area
2. Letter to Omar's family

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Needs Inventory**
 - a. *What needs were underneath the feelings you named - needs that were/are not being met?*
2. **Acting In/Acting Our Behaviors**
 - a. *In your own past, did you rely on any behaviors of “acting out” or “acting in” to deal with your loss?*
 - b. *Can you identify ways you might get your needs met in healthy ways?*

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Brainstorm what “grief” means.**
2. **What feelings are part of grief?**
3. **Masks**
 - a. **Choose which kind of mask you use to hide grief.**
 - b. **Create an actual mask to reflect your “mask”**

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001602

HAVE A GOOD



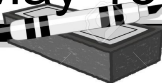

WEEKEND!

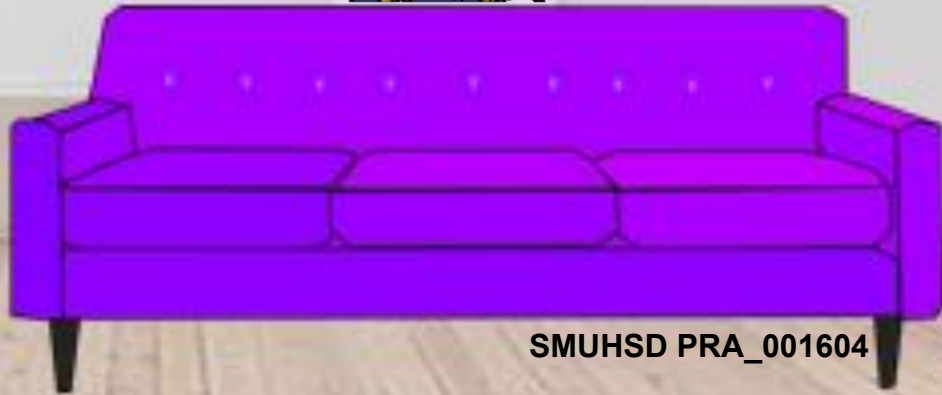


WELCOME TO
OUR HOUSE

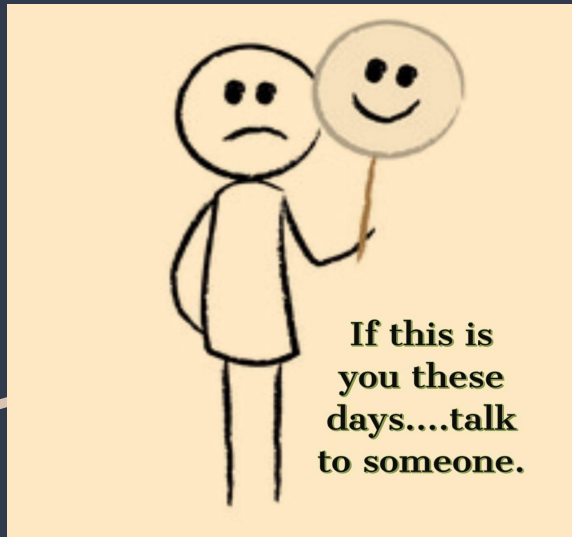


ETHS
Live Agenda
Week of
May 13th





Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



1. **Group 8/9** will lead our **Land Acknowledgement** and **Brain Breaks** and **Isang Bagsak** this week!

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land..](#)”

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

Community Circle



[Community circle norms and guidelines](#)

- Circle Prompt:
- *Who in your life supports you like a mother figure besides your birth mother?*



In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHSO PRA_001613

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. Introduce Final Take Action Project

SMUHSD PRA_001614

Ideas to honor Omar's memory:

1. Memorial Garden
 - a. Plant something
 - b. Seating area
2. Letter to Omar's family

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak

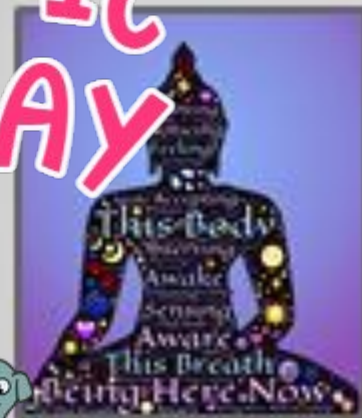




Tuesday,
May 14th



TERRIFIC
TUESDAY



SMUHSD PRA_001617

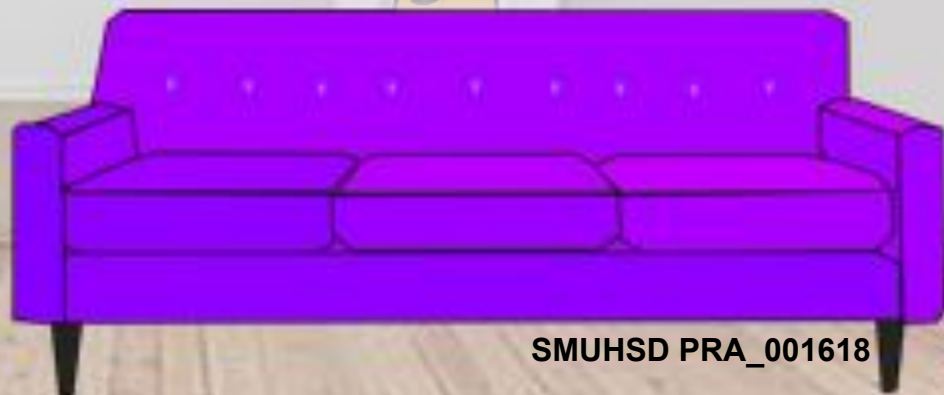


Wednesday,
May 15th

[CHS Tech Help
Request Form](#)



WEDNESDAY



SMUHSD PRA_001618

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

PRAxis

1. IDENTIFY

What is the problem being uncovered?
Who is involved?
What are the power relationships of those involved?

2. ANALYZE

What is the context of the problem?
Who are the key players (oppressed and oppressors)?
How is the community being affected by this problem?

3. PLAN OF ACTION

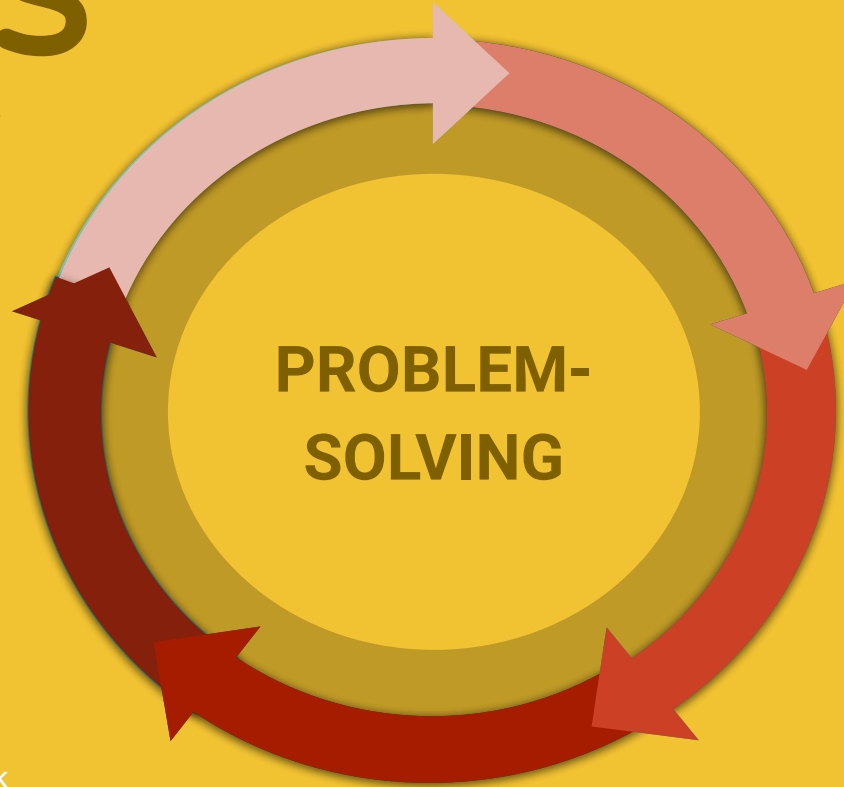
What is the plan to confront this problem within this community?
What are our objectives?

4. IMPLEMENT

Who needs to be involved in implementation?
How do we rally the community to support and participate?

5. EVALUATE

What can we learn? Was the resolution in favor of the community?
Has power been shifted?
How can we continue to work toward liberation in our community?



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS

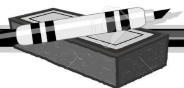


1. **Work on Final Take Action Project**
 - a. **Identify & Analyze**
2. **Summer Paid Opportunity**

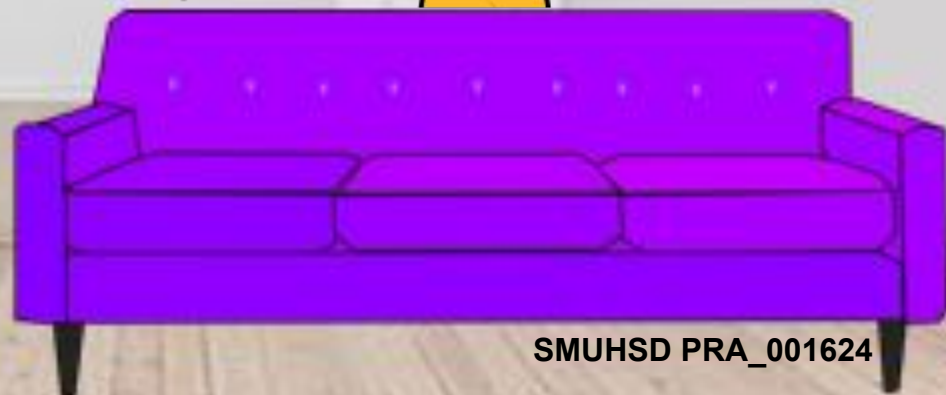


Thursday,
May 9th

[CHS Tech Help
Request Form](#)



THURSDAY

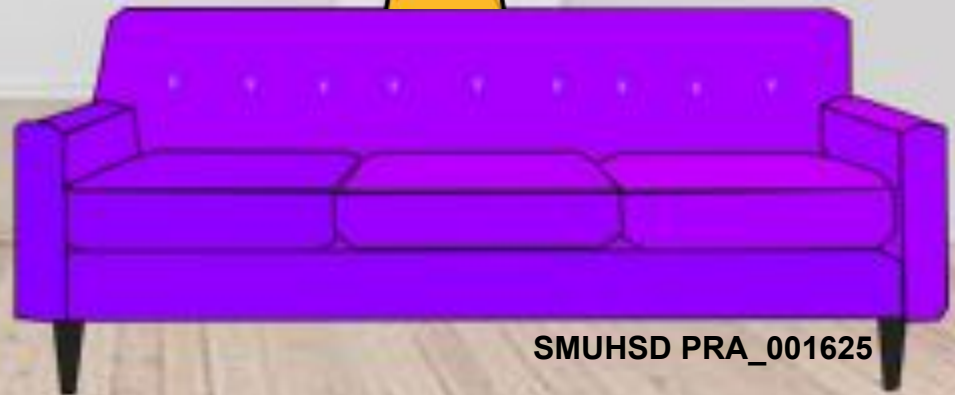


SMUHSD PRA_001624



Friday
May 10th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001625

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Quetzil" (1971) with English Translation

SMUHS PRA_001628

PRAxis

1. IDENTIFY

What is the problem being uncovered?
Who is involved?
What are the power relationships of those involved?

5. EVALUATE

What can we learn? Was the resolution in favor of the community?
Has power been shifted?
How can we continue to work toward liberation in our community?

2. ANALYZE

What is the context of the problem?
Who are the key players (oppressed and oppressors)?
How is the community being affected by this problem?

3. PLAN OF ACTION

What is the plan to confront this problem within this community?
What are our objectives?

4. IMPLEMENT

Who needs to be involved in implementation?
How do we rally the community to support and participate?



PROBLEM-SOLVING

SMUHSD PRA_001629

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS



1. Different Ways of Mourning Through an Ethnic Studies Lens Activity

Ideas to honor Omar's memory:

1. Memorial Garden
 - a. Plant something
 - b. Seating area
2. Letter to Omar's family

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001634

HAVE A GOOD



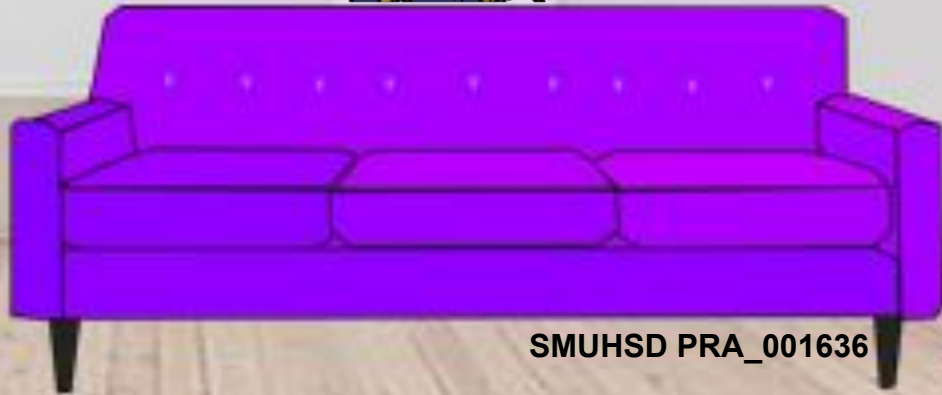
WEEKEND!



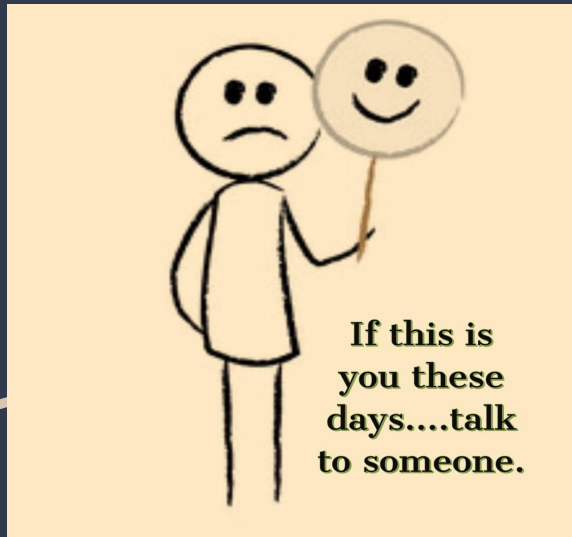
WELCOME TO
OUR HOUSE



ETHS
Live Agenda
Week of
May 20th

A small black and white striped box and a cup of colorful markers.

Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names



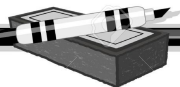
WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

**BLACK
LIVES
MATTER**





Tuesday,
May 21st



TERRIFIC
TUESDAY



SMUHSD PRA_001640

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

Land Acknowledgement



“As we come together today, we acknowledge that we are on the traditional homelands of California’s first people. In San Bruno, this is known as [Ramaytush Ohlone land](#)..

Let us acknowledge their past, present, and future contributions to our California culture. As well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on.”



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

- Based on philosophies from Mayan tradition.
- Originally published in a poem, Pensamiento Serpentino, by Chicano playwright, Luis Valdez.
- Focus on empathy and compassion, beyond just respect.
-

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

- From Luis Valdez' "Pensamiento Serpentino" (1971) with English Translation

SMUHS PRA_001644

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. Final Take Action Project

SMUHSD PRA_001645

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



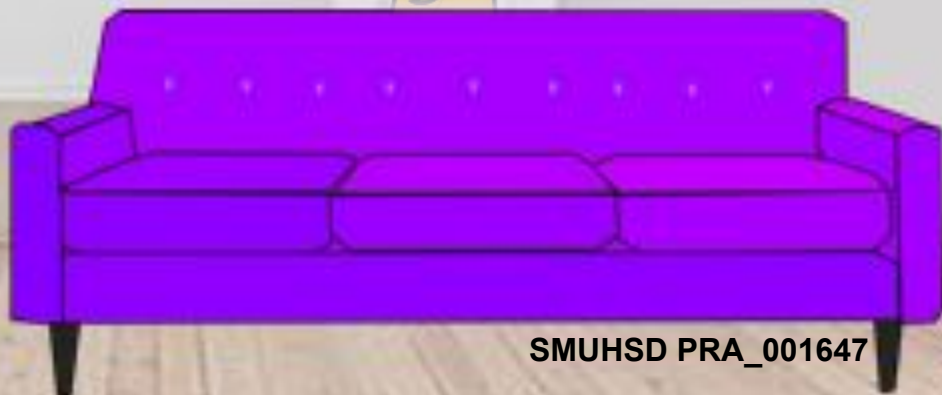


Wednesday,
May 22nd

[CHS Tech Help
Request Form](#)



WEDNESDAY

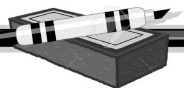


SMUHSD PRA_001647



Thursday,
May 23rd

[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001648

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

PRAxis

1. IDENTIFY

What is the problem being uncovered?
Who is involved?
What are the power relationships of those involved?

2. ANALYZE

What is the context of the problem?
Who are the key players (oppressed and oppressors)?
How is the community being affected by this problem?

3. PLAN OF ACTION

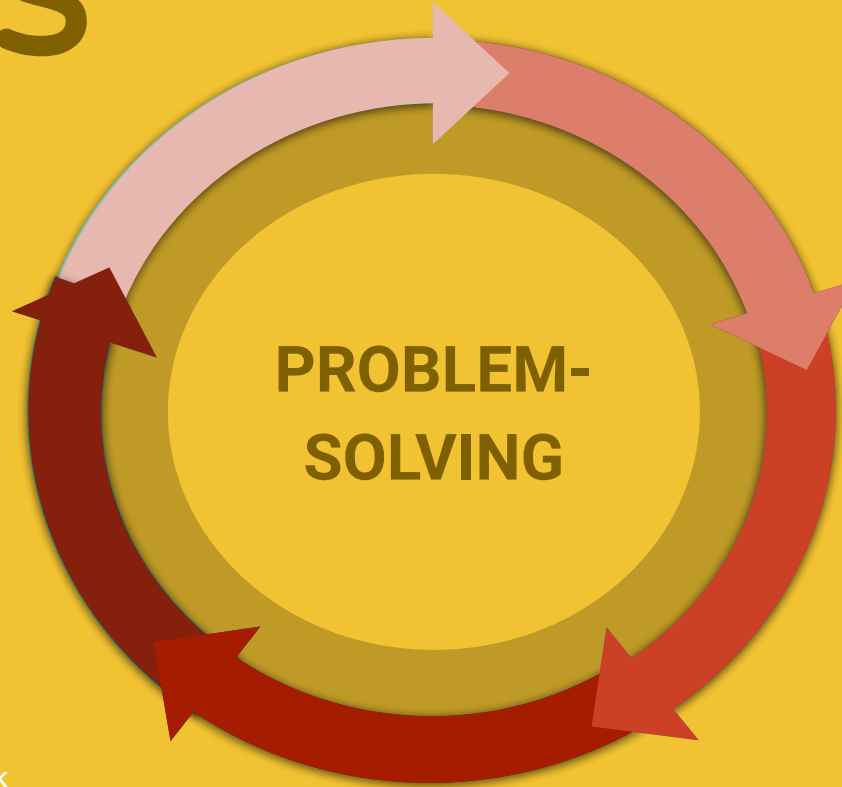
What is the plan to confront this problem within this community?
What are our objectives?

4. IMPLEMENT

Who needs to be involved in implementation?
How do we rally the community to support and participate?

5. EVALUATE

What can we learn? Was the resolution in favor of the community?
Has power been shifted?
How can we continue to work toward liberation in our community?



Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why are they important?**

Learning Objective(s):

LESSON STEPS

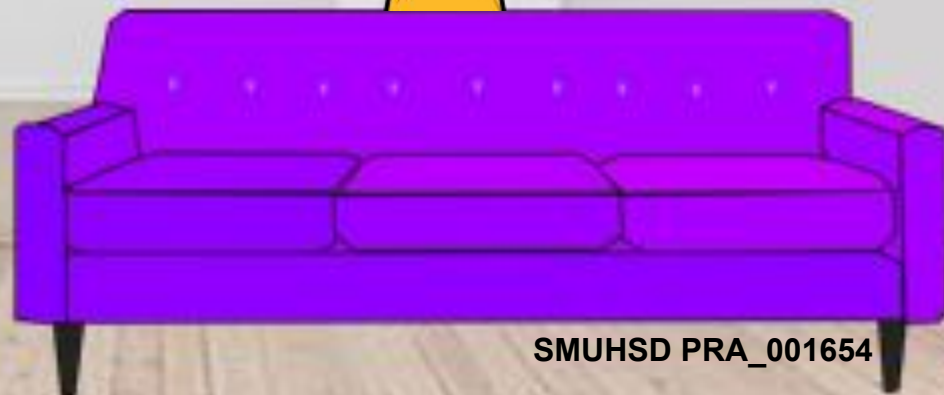
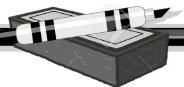


1. **Work on Final Take Action Project**
 - a. Plan of Action & Implementation
2. Completed Planning Template & Completed Project **due TOMORROW, Friday 5/24**



Friday
May 24th

[CHS Tech Help
Request Form](#)



SMUHSD PRA_001654

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period

In Lak'Ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

Focus Question(s):

What are the shared **norms, expectations, and procedures** of our classroom and **why** are they important?

Learning Objective(s):

LESSON STEPS



1. **Complete last slide (choose 3 tenets that relate to your project)**
2. **How to turn in your Final Take Action Project**
 - a. [Digital Projects Submission Link](#)
 - i. Letter, IG Post, digital art piece, digital book, etc
 - b. **Physical Product**
 - i. Turn in on designated Table
3. **6th - Planning for our Stepping Stones:**
 - a. One person from your table will make a copy of [Memorial Stepping Stone Planning Doc](#)

SMUHSB PRA_001658

Ideas to honor Omar's memory:

1. Memorial Garden
 - a. Plant something
 - b. Seating area
2. Letter to Omar's family

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HOMEWORK AND NEXT STEPS



SMUHSD PRA_001661

HAVE A GOOD



WEEKEND!




WELCOME TO
OUR HOUSE

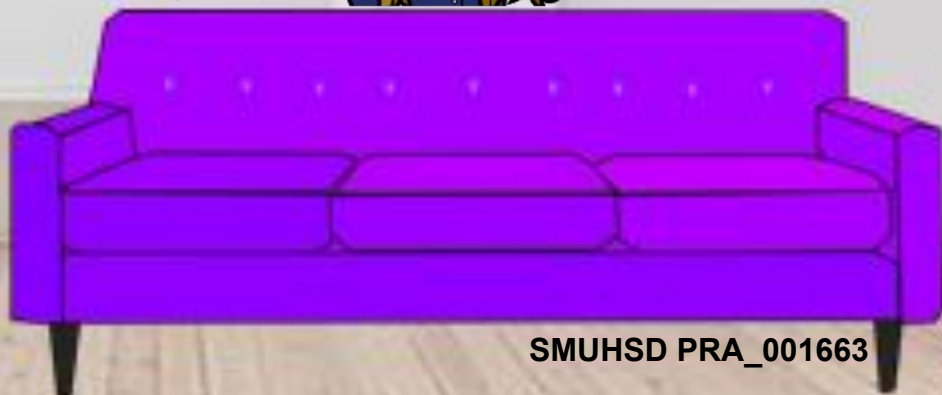


ETHS

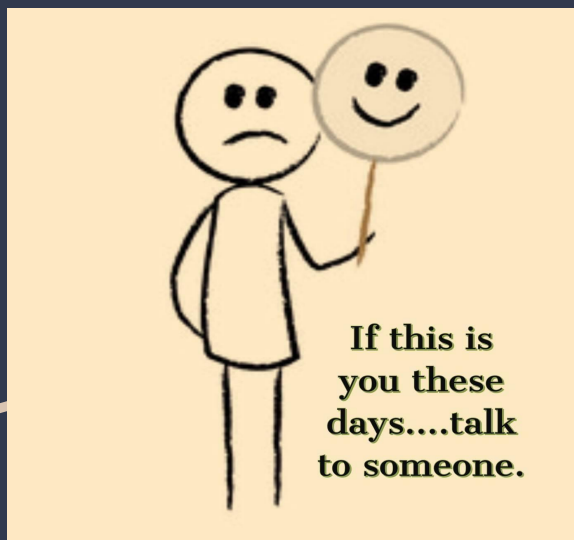
Live Agenda

Week of
May 28th





Resources



Counseling Resources

[Counselor and Mental Health Resources](#)

[Capuchino Chill Room](#)

[Happiness chemicals and how to hack them](#)

Rape Trauma Services

24/7 Crisis Line = 650-692-7273

education@rapetramaservices.org

[Ethnic Studies Community Values & Norms](#)

Wheel of Names

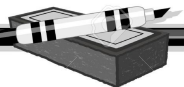


WELL BEHAVED
WOMEN RARELY
MAKE HISTORY

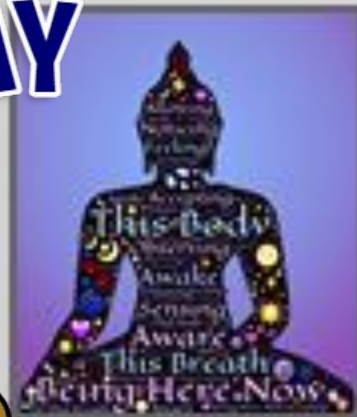
**BLACK
LIVES
MATTER**

Monday,

[CHS Tech Help
Request Form](#)



MANIFEST MONDAY



SMUHSD PRA_001666

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

Land Acknowledgement



"The Capuchino High School community acknowledges that our campus is on the unceded ancestral homeland of the [Ramaytush Ohlone](#) (rah-my-tush o-lone -ee).

The Ramaytush are the original inhabitants of the San Francisco Peninsula whose land was stolen from them and whose native language was lost because of Spanish colonization.

As settlers on the stolen land of the Peninsula, we should be, alongside the Ramaytush, remembering and honoring their ancestors and relatives and their past, present, and future contributions to our California culture, as well as their struggles to be resilient in passing on their words, songs, and traditions in caring for the lands for all to live on. We at Capuchino thank the first people, the Ramaytush Ohlone, for taking care of the land we use now for education and activities.

Our responsibility of caring for the Earth is unique and personal to each of us and should be rooted in allyship with the Ramaytush Ohlone so we can work together to protect and preserve the land for future generations.

SMUHSD PRA_001668



Pose of the Week

Neck Rolls

Yoga Sequence Builder



SMUHSD PRA_001669

In Lak'ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.



SMUHSD PRA 001670

Focus Question(s):

Learning Objective(s):

LESSON STEPS



1. Finish [Take Action Final Project](#)
 - a. All projects are due **TOMORROW** by the end of class!
 - b. All DIGITAL projects need to be turned in here:

[Take Action Final Project Submission Form](#)



Tuesday,
May 28th



TERRIFIC
TUESDAY



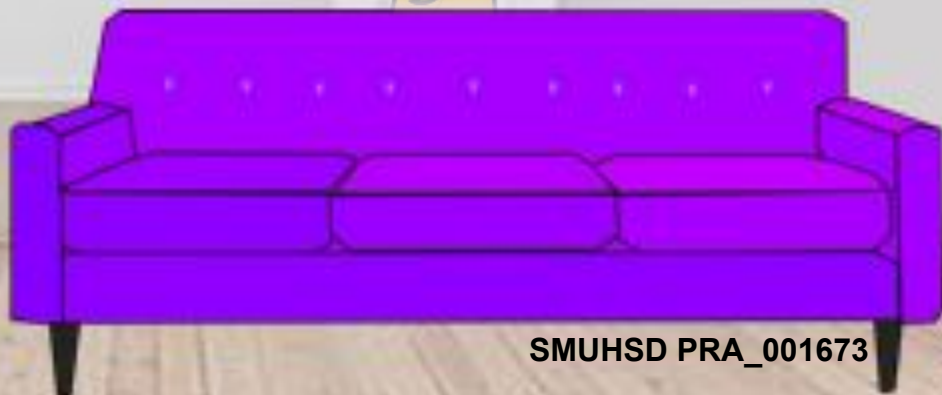
SMUHSD PRA_001672



Wednesday,
May 29th



WEDNESDAY



SMUHSD PRA_001673

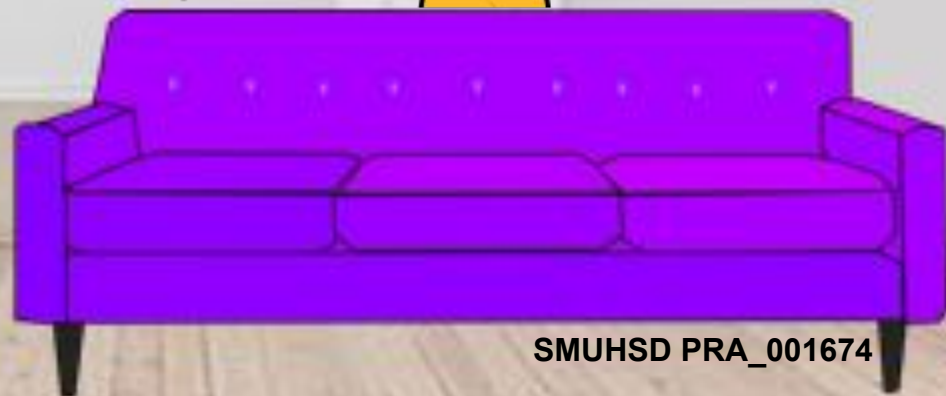


Thursday,
May 30th

[CHS Tech Help
Request Form](#)



THURSDAY



SMUHSD PRA_001674

DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

In Lak'ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.



SMUHSD PRA 001676

Focus Question(s):

Learning Objective(s):

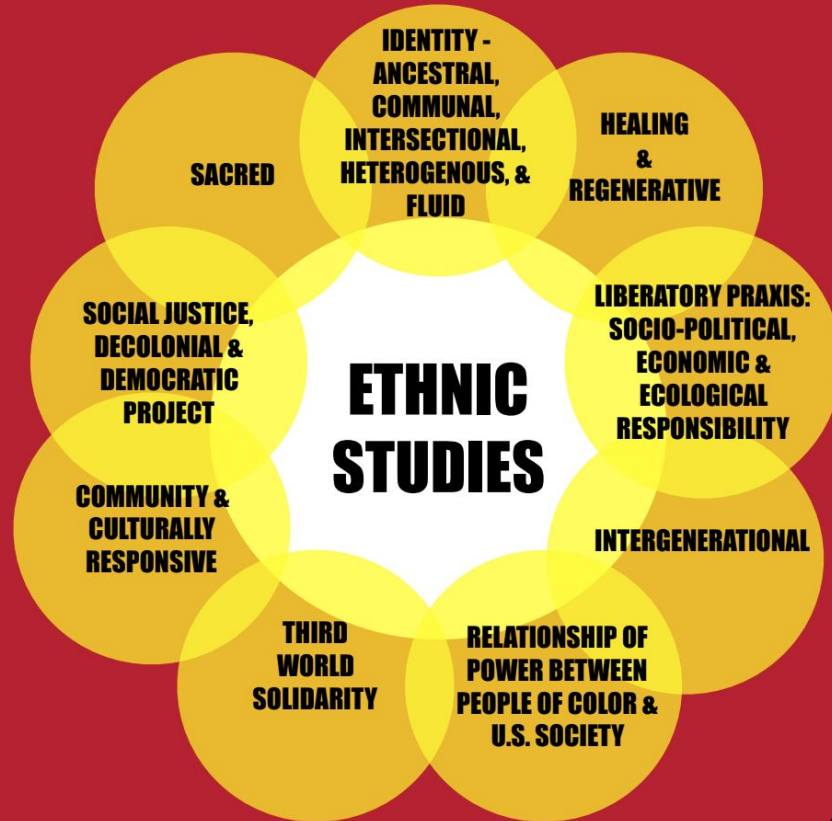
LESSON STEPS



1. Complete end of the semester [survey](#) (mandatory!)
2. Present Take Action Final Project
 - a. **Meet with at least 10 colleagues**
 - b. Complete and turn in **Final Project Presentation Worksheet**
 - i. Due **end of period TODAY**

1. 6th Period:
 - a. Create Stepping Stone to honor Omar

ETHNIC STUDIES TENETS



ACOSTA
Adult Learning
Partnership

SMUHS D PRA-001679

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



DO NOW PROCEDURES



By the time the bell
rings.....

1. Put your **phone** in assigned **cubby**
2. Remove **headphones/air pods** and **put them away**
 - a. *The only time I should see them is if I ask you to use them for an assignment*
3. Do **NOT** unpack or open computer
4. Be **in your seat** ready to start our mindfulness practice

HOUSEKEEPING



SMUHSD PRA_001682



Mindful Moment

1. Mindful Posture
2. Belly Breathing
3. Set an intention for the period



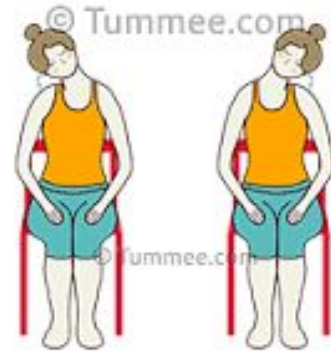
Pose of the Week

Neck Rolls

Yoga Sequence Builder



Yoga Sequence Builder



SMUHSD PRA_001684

In Lak'ech

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.



SMUHSD PRA 001685



Focus Question(s):

Learning Objective(s):

LESSON STEPS



1. Work on [Take Action Final Project](#)
 - a. **By the end of the period:**
 - b. Complete the prep portion of your Slide Template
 - c. Start your physical product (i.e. children's book, art piece, IG post, PSA, etc)

COOL DOWN



2. Revisit intention & Affirmation:

May we be safe

May we be happy

May we be healthy

May we live in peace

May we do no harm

3. Isang Bagsak



HAVE A GOOD



WEEKEND!

CHARACTERISTICS OF WHITE SUPREMACY CULTURE

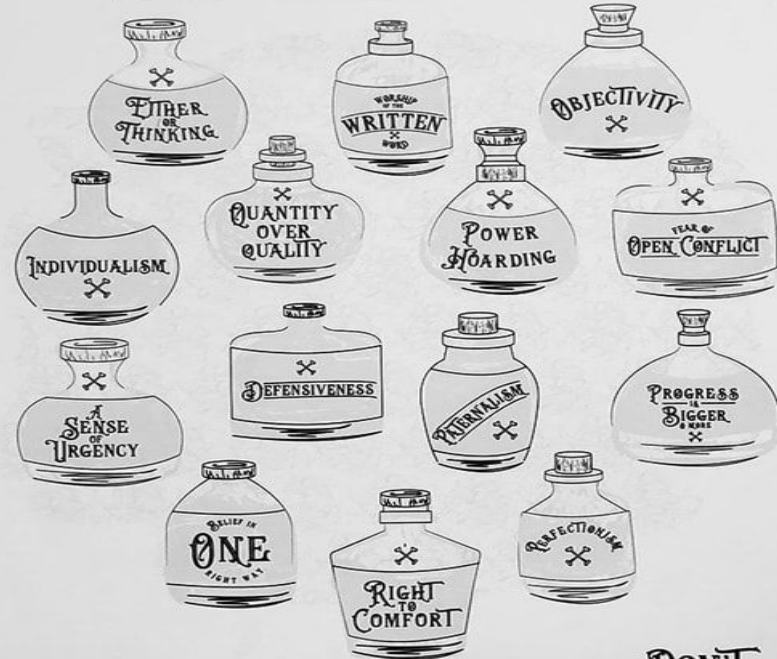
A CULTURE IS A WAY OF LIFE OF A GROUP OF PEOPLE

The behaviors,
beliefs, values & symbols
that they accept.

Generally
without thinking
about them.

&

that are passed along by
communication and imitation from
one generation to the next.



POISON

SYMPTOMS & ANTIDOTES

DON'T
BREATHE
IT IN

dismantlingracism.org/white-supremacy-culture

SMUHS PRA 001689

From Dismantling Racism: A Workbook for Social Change Groups, by Kenneth Jones and Yvonne A. Cherry, 2001



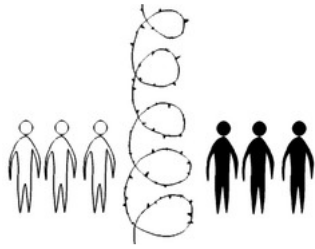
Unit 2 - Race, Ethnicity, Gender (F20)

Study online at https://quizlet.com/_92qoju

1. **race** people are different and have been categorized because of "obvious" "physical" differences - commonly known as skin color.

The United States Census uses the following categories to define this: White, Black or African American, Asian, American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander.
2. **ethnicity** socially constructed categories based on shared cultural (as opposed to physical) traits that a society finds important
Language
Religion
Traditions
3. **oppression** An unjust or cruel exercise of power or authority.
 $\text{PREJUDICE} + \text{POWER}^* = \text{-ISM}$
4. **4 I's of oppression** Ideology, Institutional, Interpersonal, Internalized
5. **Ideological oppression** The IDEA or BELIEF that one group is better than another, and has the right to control the other group.

Examples include racism, sexism, ableism, anti-semitism, Islamophobia


6. **Institutional oppression** When the ideology that one group is better than another group gets embedded into the institutions of society

The use of institutions (laws, legal system, police practice, education system, media, political power, housing development) to reinforce and maintain ideology



Unit 2 - Race, Ethnicity, Gender (F20)

Study online at https://quizlet.com/_92qoju



7. **Interpersonal oppression** The way people play out discrimination and violence on each other.

Examples include: Examples: Microaggressions, racist/sexist jokes, stereotypes, violence directed at certain groups, acts of discrimination towards certain groups



8. **Microaggressions** the everyday verbal, nonverbal, and environmental insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons



9. **Internalized oppression** How an oppressed people internalize the ideological ideas of oppression.

Examples: The self talk - not being good enough, not worthy. You begin to believe, accept, and live out stereotypes and lies about yourself and your community.

10. **gender** A part of one's identity that they are born with. A social construct that classifies a person along the spectrum of a man, woman, both, or neither. This does not have to match



Unit 2 - Race, Ethnicity, Gender (F20)

Study online at https://quizlet.com/_92qoju

"biological sex" though it often does as most people are not transgender.



- | | |
|------------------------------|--|
| 11. biological sex | Refers to the gender assigned at birth, using external genitalia to assign someone male or female. |
| 12. gender identity | Internal sense of one's own gender. Examples include cis-gender, transgender, non binary |
| 13. social construct | an idea that has been created and made important by people in a society. |
| 14. cisgender | describes a person who identifies with the gender they were assigned at birth. |
| 15. transgender | describes a person who does NOT identify with the gender they were assigned at birth. |
| 16. gender expression | How one presents their gender; bound by social construct or culture. |



- | | |
|-------------------------------|---|
| 17. sexual orientation | The classification of one's attraction towards other (gay, straight, bisexual, pansexual, queer, asexual, etc). |
| 18. dominant culture | the values, norms, and practices of the group within society that is most powerful. |

Examples include: white supremacy, patriarchy

- | | |
|-------------------|--|
| 19. racism | |
|-------------------|--|



Unit 2 - Race, Ethnicity, Gender (F20)

Study online at https://quizlet.com/_92qoju

the idea or belief that one race (white or white passing people) is better than the other.

This is a SYSTEM of oppression.

20. **sexism**

the idea or belief that one gender is better than the other, typically the idea that men are better than women, & results in prejudice and discrimination against females or those who present as females.

21. **ageism**

the idea or belief that one age group is better than the other & results in prejudice and discrimination against those who may be senior citizens or teenagers.

22. **Classism**

the idea or belief that one social or economic group is better than the other & results in prejudice and discrimination against those who are considered to be lower economic class.

23. **Ableism**

the idea or belief that people without disabilities are better than those with & results in prejudice and discrimination against those with disabilities

24. **Heterosexism**

the idea or belief that heterosexual relationships are the accepted norm and as a result are better than those who homosexual & results in prejudice and discrimination against homosexuals.

25. **xenophobia**

the fear of or idea that foreigners are less than people who are born in a country. This results in prejudice and discrimination against foreigners.

26. **Anti-Semitism**

the idea and belief that people who are not Jewish are better than those who are. It results in prejudice & discrimination against Jews.

27. **Islamophobia/Anti-Muslimism**

the idea and belief that people who are not Muslim (followers of the religion, Islam) are better than those who are. It results in prejudice & discrimination against Muslims.



Unit 2 - Race, Ethnicity, Gender (F20)

Study online at https://quizlet.com/_92qoju

28. **Linguicism**

the idea and belief that people who do not speak the dominant language without an accent (English in the US) are better than those who do not speak the dominant language.

Socratic Seminar Outer Circle Note Taking Worksheet

Directions:

When you are in the **Outer Circle**, please take notes on the **Claims**, **evidence**, and **Reasoning** presented.

Overall Focus Question: *How does American Society perceive race & ethnicity? How does this influence our thoughts and behaviors?*

ROUND ONE FOCUS QUESTION:

Describe the role **institutions** play in **forming and upholding perceptions of race & ethnicity**.

| Claims/ Arguments Presented (minimum of 3) | Evidence Presented |
|---|--------------------|
| | |
| | |
| | |

| Reasoning/Analysis |
|--------------------|
| |
| |
| |
| |

ROUND TWO FOCUS QUESTION:

Describe how **interpersonal racism** maintains perceptions of race & ethnicity. How does it **impact our thoughts and behaviors?**

| Claims/ Arguments Presented (minimum of 3) | Evidence Presented |
|---|--------------------|
| | |
| | |
| | |

| |
|---------------------|
| Reasoning/ Analysis |
| |
| |
| |
| |

ROUND THREE FOCUS QUESTION: Internalized -

Describe the role of **internalized racism** in upholding perceptions of race & ethnicity. How does it **impact our thoughts and behaviors?**

| Claims/ Arguments Presented (minimum of 3) | Evidence Presented |
|---|--------------------|
| | |
| | |
| | |

| |
|---------------------|
| Reasoning/ Analysis |
| |
| |
| |
| |

Do Now/Warm Up Questions

1. **List the places or circumstances** when you have seen or heard the **n-word**. (You might consider works of literature, music, graffiti, films, comedy shows, casual conversation among peers or family members, as a slur.)
2. In each of the situations you listed in #2, **in your opinion** was the use of the n-word appropriate or inappropriate? Explain Why.
3. What is your **personal opinion** about the use of the n-word?

N-word Activity

Directions: Analyze each primary source provided and then answer the questions that follow.

1. **List the words** Fat Joe uses in the [edited version](#) of “Lean Back” **instead of** the n-word used in the unedited version of the song. **What do these substitutions reveal about the use of the Nword?**
2. How do you feel about the [white teacher using the n-word](#)? Explain why you feel the way you do!
3. What is the “Flow” poet’s **opinion** about the n-word? ***Provide evidence from the spoken word piece.***
4. What arguments does the poet give for why [Latinx folks should not use the Nword](#)?
5. According to the [Abolish the Nword](#) website authors, what is the **historical context** of the n-word? What connection do they see between the n-word and lynching of African Americans?

The N-Word: Connected Through Historical Disconnect?

Submitted by Dr. Neal A. Lester [1] on April 21, 2014

Lester is Foundation Professor of English and Director of Project Humanities at Arizona State University.

| | |
|--|---|
| What does it mean to “take back” a word or saying? | <p>In the last twelve plus months, I have done dozens of public lectures on "Straight Talk About the N-word [3]" on my university campus and at other colleges, high schools, churches and other organizations. I have spoken to segregated audiences, integrated audiences and intergenerational audiences. Over the year of having these conversations, one thing has become clear to me: Folks across the country want thoughtful, informed and critical conversation about the troublesome n-word that goes beyond the surface.</p> <p>What is also clear to me after these many talks is that those who claim pronunciation, spelling and tonal variations of the n-word as an alleged act of “taking it back” and making it a “term of endearment” acknowledge a disconnect from the spiritually lethal label. More often than not, this younger generation of primarily black males uses this word’s variant “nigga/niggah” as a reclaiming of or legitimizing of their strong, black heteronormative masculinity. It’s primarily a “black male thing” to meet and greet with a casual “Whassup, my nigga?!”</p> |
| How do some people claim to have “flipped the word?” | <p>When asked why this greeting is used so often instead of “brotha,” or “man,” or “homey”—which n-word users allege as its equivalent—they contend that they have “flipped the word” so that it doesn’t have that same historical sting associated with turbulent American race relations witnessed by their parents, grandparents and even teachers as manifested in the cruelties of American slavery, lynching and Jim Crow segregation.</p> |
| How does the author feel about this idea of “flipping the word?” | <p>While I do not approach my talks, publications or interviews with the expressed purpose of convincing folks <i>not</i> to use any form of the n-word, I do</p> |

| | |
|--|---|
| <p>What is his argument?</p> <p>According to Common, what does the nword represent? What is the historical connection?</p> <p>Have you or someone you know justified using racial slurs using the excuse “it’s just a word?”</p> | <p>intentionally challenge the notion that how the word is pronounced, intoned or spelled somehow changes its meaning from derogatory to endearing. <i>It does not.</i></p> <p>Indeed, the word “nigger” and all other variations in spelling appear in 19th-century American minstrel songs that are now popular Disney tunes—“Jimmy Crack Corn,” “Polly Wolly Doodle,” “Oh Susanna” and “Shew Fly.” It’s the second and third verses that commit the unpardonable sin of naming without apology.</p> <p>Rapper Common, in his preface to the February 2014 ESPN “Special Report on the N-Word,” offers this historical connection and disconnect among those who do not know what needs to be known, understood and passed along:</p> <p>“The n-word is a euphemism to shield us from the shame of our past. ... It is a polite code for the slur, but the slur itself—<i>Nigger</i>—that looks like a Sunday morning in Alabama when five black girls went into the bathroom of their church, and only one came out.”</p> <p>Once I demonstrate the n-word’s attachment to a past and present American history of violence, pain, misrepresentation, death and mockery associated with black and brown bodies, some lights of awareness flicker. When I ask them how they came to their decisions to use or not use it, they admit that they often don’t think about what they say, or insist, “It’s just a word!”</p> |
| <p>Why is it problematic when we use the excuse “it’s just a word?”</p> <p>Explain what the following quote means in your own words:</p> <p>“A word is ... the skin of a living thought.”</p> | <p>When we all cease to think about the words we use, we are not thinking critically or responsibly about how best to name our realities and our circumstances. Language is powerful. And as U.S. Supreme Court Justice Oliver Wendell Holmes, Jr. posits, “A word is ... the skin of a living thought.”</p> |
| | <p>Perhaps even more disturbing about the disconnect</p> |

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| <p>What do you think it means to live in a “post-racial” America?</p> <p>What evidence does the author present proving that we are not currently living in a “post-racial America?”</p> <p>Explain what the following quote means in your own words: <i>“Definitions belong to the definers, not to the defined.”</i></p> | <p>between using the n-word and the peculiar American history that created it is that so many young folks—blacks, whites, Latino, Asian and others—really believe that racism no longer exists.</p> <p>This disconnect is especially disturbing to hear from a generation who has just lived through Trayvon Martin, Jordan Davis and James Craig Anderson; the racist utterances of pop-culture icons Paula Deen, Michael Richards, John Mayer, Dog the Bounty Hunter and Dr. Laura Schlessinger; the controversies surrounding Stop and Frisk and Stand Your Ground.</p> <p>These are just a few of the countless cultural moments from the recent past that should remind us that we are <i>not</i> in a post-racial America—even if that were some desired social end.</p> <p>A fitting, albeit unfortunate, illustration of this fact occurred when I was working with a local Arizona college team that invited me to do a Black History talk on the n-word, and the non-black graphic designer chose to name the saved marketing poster document “nigposter.jpg.” I and others were decidedly offended. Nowhere in any posters of my many talks locally and nationally have we spelled out the n-word. That adult staff member is now being held accountable.</p> <p>Was this naming meant to be a “term of endearment,” a microaggression or an indication of sheer ignorance? As the one doing the naming, this designer is the one who holds the definition of this file name, not me. In the profound words of author Toni Morrison, “Definitions belong to the definers, not to the defined.”</p> |
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Every time you use a word it has two meanings:

1. What *you* meant by it.
2. What it means to the *person who hears it*.

Using what you have learned and your personal experiences, please provide real life examples to fill out the chart below:

| Ways the Nword is used to support Institutional Oppression | Ways the Nword is used to support Interpersonal Oppression. | How can the use of the Nword lead to Internalized Oppression? |
|--|---|---|
| | | |

Cool Down

1. Thinking back to question #3 of your Do Now, has your understanding and/or opinion of the N word changed after our lesson? Explain why or why not.

ETHS Unit One & Unit Two

Digital Notebook Table of Contents

Directions: Please hyperlink each document to the title of each assignment as you complete them. You may use hyperlinked assignments to take your end of unit Notebook Quizzes.

| Assignment # | Assignment Title |
|--------------|---|
| | |
| #1 | “Precious Knowledge” Viewing Notes |
| #2 | ‘Taking Names’ Primary Source Analysis Activity |
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Unit 2: *Race, Ethnicity, and Racism*

Socratic Seminar Prep Sheet

Overall Socratic Focus Questions:

How does American Society perceive race & ethnicity? How does this influence our thoughts and behaviors?

Learning Targets

1. Students will ***initiate and participate effectively in a range of collaborative discussions*** (one-on-one, in groups, and teacher-led) with diverse partners on the Intro to Ethnic Studies topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
2. Students will ***describe and explain*** the ***role of institutions*** in the ***perceptions of race & ethnicity***.
3. Students will ***describe and explain*** the ***role of internalized racism*** and how it ***impacts our thoughts and behaviors***.
4. Students will ***describe and explain*** the ways in which we can ***eliminate systems of oppression***, specifically for race and ethnicity? Is it possible?
How do we change institutions, interactions with each other, & ourselves?

This is the checklist of what Ms. V will be tracking during the seminar discussion:

- ✓ Presents a claim /idea/offers insightful contributions/ Comments are related to content
- ✓ Supports claim / idea with evidence and directly (title, page number) references text
- ✓ Poses a question
- ✓ Makes connections and builds on/ challenges a classmate's idea with evidence
- ✓ Makes connections between evidence presented and focus question (analysis)
- ✓ Paraphrases
- ✓ Brings others into conversation/Refrains from dominating
- ✓ Demonstrates active listening and thinks before answering
- ✓ Speaks loudly and clearly and speaks to all participants
- ✓ Asks appropriately leveled questions to move discussion forward (Opening, Core, Closing)
- ✓ Focuses on discussion, not debate

You will be **graded** on the following criteria in the Summative Assessment Category:

| | Exceeds (4) | Meets (3) | 2 | Approaching (1) | Not Observed (0) |
|---|---|--|---|--|---|
| Responsibility to Self (3) | | Student completes and brings preparation for seminar. | | Student brings prep but it is incomplete. | Student does not bring prepared materials on the day of the seminar. |
| Master of Content (seen in prep) - Claim (3) | | Student has a claim for each section. | | Student only has one claim. | No claim in written in any section. |
| Mastery of Content (seen in Prep) - Incorporation of Text (4) | +WOW! Student is incredibly thorough with the incorporation of both documents and personal experience (ALL CITED) | Student adequately completes preparation and cites documents. | | Student is missing evidence or relies too much on personal opinion and not enough textual evidence. May not cite evidence. | Student does not use any textual support. |
| Mastery of Content (seen in Prep) - Analysis (4) | + Consistently adds more depth to analysis - WOW! May tie content to gender and the intersectionality of the identity. | Student's analysis is present and adequate. Student attempts to make connections to the content learned in class, specifically on race & ethnicity, 4 I's of oppression. | | Less than half of student claims are adequate. Does not provide analysis or analysis is limited. | Little or no analysis is present. |
| | | | | | |
| Communication - Oral Skills - # of Contributions and Use of Evidence (4) | +Student speaks more than once and presents an idea with evidence, or builds on someone else's' idea with evidence <i>and</i> may add in personal experience. May ask questions to move discussion forward. WOW. Shows restraint. | Student speaks more than once and presents an idea with evidence stated OR builds on someone else's idea. States claim or contribution without judgment. May attempt to ask a question. | | Student speaks once and presents one idea. Majority of ideas presented may focus more on opinion or personal experience . Does not cite evidence in their statements. | Student does not speak. |
| Communication - Oral Skills - Content/Analysis (4) | + WOW! All of the student's contributions are insightful, and bring the conversation to another level! | The majority of student's contributions are relevant, original and may move the conversation forward. Student uses relevant vocabulary covered in course to articulate opinion. | | Student contributed to the discussion but it may be something already said in discussion or repeated by another person in the class. | Student does not speak. |
| Communication - Listening Skills (4) | +Active listening skills are present while engaging in discussion. Builds on a peer's idea and/or feeds a teammate "fish food". Respectfully disagrees or pauses to consider others POV. | Student is practicing active listening skills (eye contact, body language) in and out of the circle. Refrains from judgment when others share ideas. | | Student practices active listening skills in the circle, but may lack those skills in outer circle. May be distracted. May show judgment when listening to others. | Student does not practice active listening skills consistently. Is distracted. May have needed redirection. |

Round 1
SOCRATIC SEMINAR PLANNING TEMPLATE

ROUND ONE FOCUS QUESTION:

Describe the role **institutions** play in **forming and upholding perceptions of race & ethnicity**.

Round One Sources

Suggested Sources/Texts

- Unit Two Canvas Assignments
- THUG
- Poet X
- Personal anecdotes and experiences

| <p>Claim or Idea (Thesis/Topic Sentence)</p> <p><i>Use Toolkit to help you write your claim</i></p> | <p><u>Evidence</u> (Concrete Detail) to justify <u>Topic Sentence #1</u> - Evidence from texts</p> <p><i>Use Toolkit to help you with documenting Evidence</i></p> | <p>Reasoning (Analysis/Commentary)- Why and How does this prove your argument? Specifically make connections back to Claim and Focus Question. Utilize key terms from content and our focus question.</p> <p><i>Use Toolkit to help you with developing your Reasoning</i></p> |
|--|--|---|
| <p><i>Institutions play a role in shaping and upholding perceptions of race and ethnicity by _____(category 1) and _____ (category 2).</i></p> | <p style="text-align: center;">Evidence #1</p> <hr/> <hr/> <hr/> <hr/> | <p style="text-align: center;">Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> |

We can eliminate institutional oppression by _____ and _____.

Citation:

Thomas, Angie. *The Hate U Give*. New York City, Harper Collins, 2017.

Evidence #1

Citation:

Colin in Black and White. 2021. Produced by Ava DuVernay, Netflix, 2021. DVD.

Reasoning/Analysis

Evidence #3

Citation:

Reasoning/Analysis

Round One Question Prep

Directions: To prepare for our Socratic Seminar:

1. *Use our **Toolkit*** to help you develop **Level 2 (Core) and Level 3 (Closing) questions** based on the completed text analysis and addressing our seminar focus question.
 - a. These questions will fuel our discussion during the Socratic Seminar.

| Opening Questions (Minimum of 3) (Level 1) | Core Questions (Minimum of 5) (Level 2) | Closing Questions (Minimum of 3) (Level 3) |
|--|--|--|
| Question 1: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 2: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 3: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> | Question 1: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 2: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 3: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 4: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> | Question 1: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 2: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> Question 3: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <div style="text-align: right;">?</div> |

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| | <hr/> _____? Question 5: <hr/> <hr/> _____? | |
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| <p style="text-align: center;"><i>Round 2</i></p> <p style="text-align: center;">SOCRATIC SEMINAR PLANNING TEMPLATE</p> |
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| <p>ROUND TWO FOCUS QUESTION:</p> <p>Describe how interpersonal racism maintains perceptions of race & ethnicity. How does it impact our thoughts and behaviors?</p> |
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- | |
|---|
| <p><i>Round Two Sources</i></p> <p><u>Suggested Sources/Texts</u></p> <ul style="list-style-type: none"> ■ Unit Two Canvas Assignments ■ THUG ■ Poet X ■ Personal anecdotes and experiences |
|---|

| Claim or Idea (Thesis/Topic Sentence) | Evidence (Concrete Detail) to justify <u>Topic Sentence</u> - Evidence from texts | Reasoning (Analysis/Commentary)- Why and How does this prove your argument? Specifically make connections back to Claim and Focus Question. Utilize key terms from content and our focus question. |
|---------------------------------------|--|--|
| | | |

| Use Toolkit to help you write your claim | Use Toolkit to help you with documenting Evidence | Use Toolkit to help you develop your analysis |
|---|---|---|
| <p><i>Interpersonal racism plays a role in shaping perceptions of race and ethnicity by _____ (category 1) and _____ (category 2).</i></p> <p>We can eliminate interpersonal oppression by _____ and _____.</p> | <p>Evidence #1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Citation:</p> | <p>Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| | <p>Evidence #2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Citation:</p> | <p>Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| | <p>Evidence #3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

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| | Citation: | |
|--|-----------|--|

Round Two Question Prep

Directions: To prepare for our Socratic Seminar:

2. *Use our **Toolkit*** to help you develop **Level 2 (Core) and Level 3 (Closing) questions** based on the completed text analysis and addressing our seminar focus question.

a. These questions will fuel our discussion during the Socratic Seminar.

| Opening Questions (Minimum of 3) (Level 1) | Core Questions (Minimum of 5) (Level 2) | Closing Questions (Minimum of 3) (Level 3) |
|--|---|--|
| Question 1: _____ _____? | Question 1: _____ _____? | Question 1: _____ _____? |
| Question 2: _____ _____? | Question 2: _____ _____? | Question 2: _____ _____? |
| Question 3: _____ _____? | Question 3: _____ _____? | Question 3: _____ _____? |
| | Question 4: _____ | |

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| | <hr/> _____? Question 5: <hr/> <hr/> _____? | |
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Round 3

SOCRATIC SEMINAR PLANNING TEMPLATE

ROUND TWO FOCUS QUESTION:
 Describe the role of **internalized racism** in upholding perceptions of race & ethnicity. How does it **impact our thoughts and behaviors**?

- Round Two Sources*
Suggested Sources/Texts
 - Unit Two Canvas Assignments
 - THUG
 - Poet X
 - Personal anecdotes and experiences

| | | |
|---------------------------------------|---|---|
| Claim or Idea (Thesis/Topic Sentence) | <u>Evidence</u> (Concrete Detail) to justify <u>Topic Sentence</u> - Evidence from texts | Reasoning (Analysis/Commentary)- Why and How does this prove your argument? Specifically make connections back to Claim and Focus Question. Utilize |
|---------------------------------------|---|---|

| <p><i>Use Toolkit to help you write your claim</i></p> | <p><i>Use Toolkit to help you with documenting Evidence</i></p> | <p>key terms from content and our focus question. <i>Use Toolkit to help you with developing your Reasoning</i></p> |
|--|---|--|
| <p><i>Internalized racism plays a role in shaping perceptions of race and ethnicity by _____ and impacts thoughts and beliefs by _____ (category 1) and _____ (category 2).</i></p> <p><i>We can eliminate internalized oppression by _____ and _____.</i></p> | <p>Evidence #1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Citation:</p> | <p>Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| | <p>Evidence #2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Citation:</p> | <p>Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| | <p>Evidence #3</p> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>Reasoning/Analysis</p> <hr/> <hr/> <hr/> <hr/> <hr/> |

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| | Citation: | <hr/> |
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Round Three Question Prep

Directions: To prepare for our Socratic Seminar:

3. *Use our [Toolkit](#)* to help you develop **Level 2 (Core) and Level 3 (Closing) questions** based on the completed text analysis and addressing our seminar focus question.

a. These questions will fuel our discussion during the Socratic Seminar.

| Opening Questions (Minimum of 3) (Level 1) | Core Questions (Minimum of 5) (Level 2) | Closing Questions (Minimum of 3) (Level 3) |
|--|---|--|
| Question 1: <hr/> <hr/> ? | Question 1: <hr/> <hr/> ? | Question 1: <hr/> <hr/> ? |
| Question 2: <hr/> <hr/> ? | Question 2: <hr/> <hr/> ? | Question 2: <hr/> <hr/> ? |
| Question 3: <hr/> <hr/> ? | Question 3: <hr/> <hr/> ? | Question 3: <hr/> <hr/> ? |

| | | |
|--|---|--|
| | <p>Question 4:</p> <hr/> <hr/> <p>_____?</p> <p>Question 5:</p> <hr/> <hr/> <p>_____?</p> | |
|--|---|--|

What are the ways in which we can eliminate systems of oppression, specifically around race and ethnicity? Is it possible? How do we change institutions, interactions with each other, & ourselves?

Directions: Please **complete research** on *at least five activists* from your coloring activity and answer the **research questions**.

Activist #1

Name:

Date of Birth:

Research Questions:

Student Responses

1. What historical and social events influenced the social activist you are researching to take action?

2. How did the social activist's background and intersectionalities (i.e. race, ethnicity, gender, socioeconomic class, etc) shape their activism?

3. What were the key strategies and tactics used by the social activist to achieve their goals?

4. What were the major challenges and obstacles faced by the social activist?

5. What were the long-term impacts of the social activist's work on society? What did they accomplish through their activism?

Activist #2

Name:

| | |
|--|--------------------------|
| Date of Birth: | |
| Research Questions: | Student Responses |
| 6. What historical and social events influenced the social activist you are researching to take action? | |
| 7. How did the social activist's background and intersectionalities (i.e. race, ethnicity, gender, socioeconomic class, etc) shape their activism? | |
| 8. What were the key strategies and tactics used by the social activist to achieve their goals? | |
| 9. What were the major challenges and obstacles faced by the social activist? | |
| 10. What were the long-term impacts of the social activist's work on society? What did they accomplish through their activism? | |

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|----------------------------|--------------------------|
| Activist #3 | |
| Name: | |
| Date of Birth: | |
| Research Questions: | Student Responses |

| | |
|---|--|
| 11. What historical and social events influenced the social activist you are researching to take action? | |
| 12. How did the social activist's background and intersectionalities (i.e. race, ethnicity, gender, socioeconomic class, etc) shape their activism? | |
| 13. What were the key strategies and tactics used by the social activist to achieve their goals? | |
| 14. What were the major challenges and obstacles faced by the social activist? | |
| 15. What were the long-term impacts of the social activist's work on society? What did they accomplish through their activism? | |

| <div> <div>Activist #4</div> <div> Name: Date of Birth: </div> </div> | |
|--|-------------------|
| Research Questions: | Student Responses |
| 16. What historical and social events influenced the social activist you are researching to take action? | |

| | |
|--|--|
| 17. How did the social activist's background and intersectionalities (i.e.race, ethnicity, gender, socioeconomic class, etc) shape their activism? | |
| 18. What were the key strategies and tactics used by the social activist to achieve their goals? | |
| 19. What were the major challenges and obstacles faced by the social activist? | |
| 20. What were the long-term impacts of the social activist's work on society? What did they accomplish through their activism? | |

| <div> <div>Activist #5</div> <div> <div>Name:</div> <div>Date of Birth:</div> </div> </div> | |
|--|-------------------|
| Research Questions: | Student Responses |
| 21. What historical and social events influenced the social activist you are researching to take action? | |
| 22. How did the social activist's background and intersectionalities (i.e.race, ethnicity, gender, socioeconomic class, etc) shape their activism? | |

| | |
|--|--|
| 23. What were the key strategies and tactics used by the social activist to achieve their goals? | |
| 24. What were the major challenges and obstacles faced by the social activist? | |
| 25. What were the long-term impacts of the social activist's work on society? What did they accomplish through their activism? | |

Exploring White Privilege Activity

STEP ONE:

Directions: After reading the following excerpts in the left column from “White Like Me” by Tim Wise, answer the following questions in the right column individually. **Be prepared to share your answers.**

Being a white man, born and reared in a society that has always bestowed upon me privileges and advantages that it has just as deliberately withheld from people of color, I am not expected to think the way I do, I suppose, let alone to act on those beliefs. After all, to be privileged, to have advantages, is a coveted position in society, so why, many ask, would I seek to change a set of social conditions that work to my benefit?...

1. Define “privilege” (feel free to use dictionary.com)
2. How do we normally get privileges and advantages?
3. Now define the term “White Privilege” (feel free to google a definition)
4. Do you see White privilege in the world around you? If so, can you explain where you see it or experience it?

Although white Americans often think we’ve had few first-hand experiences with race - because most of us are so isolated from people of color in our day-to-day lives - the reality is that this isolation is our experience with race. We are all experiencing race, because from the beginning of our lives we have been living in a racialized society,

5. What does Wise mean by a “racialized society?”
6. How do you think social isolation from people of color and white folks affects one’s experiences around race?

| | |
|---|--|
| <p><i>where the color of our skin means something, even while it remains a matter of biological and genetic irrelevance.</i></p> <p><i>Race may be scientific fiction, but it is a social fact: one that none of us can escape no matter how much or how little we talk about it...</i></p> | |
| <p><i>But despite the fact that white privilege plays out differently for different folks, the fact remains that when all other factors are equal, whiteness matters and carries with it great advantages. So, for example, although whites are often poor, their poverty does not alter the fact that relative to poor and working class persons of color, they typically have a leg up. No one privilege system trumps all the others every time, but no matter the ways in which individual whites may face obstacles on the basis of nonracial factors, our race continues to elevate us over similarly situated persons of color....</i></p> | <p>7. What does it mean to have a “leg up?”</p> |
| <p><i>Above all else, and this is mostly for my family, but perhaps in a strange way for anyone reading it, please know that everything I say, I say from a place of love: true love, which is neither unreflective nor uncritical nor blind, but which is, above all else, honest. Just as you must now deal with my honesty,</i></p> | <p>8. What do you think Tim Wise means when he says “Everything I say I say from a place of love”?</p> <p>9. What kind of reactions do you think Wise is worried about from his white family and community</p> |

| | |
|--|--|
| <p><i>I am prepared to deal with yours in reaction to it, whatever that might mean.</i></p> | <p>members?</p> |
| <p><i>I have divided the book into six sections reflecting the key lessons about whiteness that I am in the process of learning. The first of these is that to be white is to be “born to belonging.” This is a term I first heard used by my friend and ally, Mab Segrest; although she used it in a different context, I always thought it captured the essence of whiteness. To be white is to be born into an environment where one’s legitimacy is far less likely to be questioned than would be the legitimacy of a person of color, be it in terms of where one lives, where one works, where one goes to school, or pretty much anything else. To be white is, even more, to be born into a system that has been set up for the benefit of people like you, and as such provides a head start to those who can claim membership in this, the dominant club.</i></p> | <p>10. What does the term “born to belonging” mean to you?</p> <p>11. Why does Wise believe that it “captures the essence of whiteness?”</p> <p>12. How can white privilege provide a head start for certain people?</p> |
| <p><i>Second, to be white not only means that one will typically inherit certain advantages from the past but also means that one will continue to reap the benefits of ongoing racial privilege, which itself is the flipside of discrimination against people of color.</i></p> | <p>13. Have you ever disagreed about something with family or friends? How did it feel for you? For them?</p> <p>14. What does it mean to “inadvertently collaborate” with racism?</p> |

Third, whites can choose to resist a system of racism and unjust privilege, but doing so is never easy. In fact, the fear of alienating friends and family, and the relative lack of role models from whom we can take direction renders resistance rare, and even when practiced, often ineffective, however important it may be. Fourth, oftentimes even in our resistance, we inadvertently collaborate with racism and reinforce racial domination and subordination - in other words, we must always be on guard against our own screw ups.

Fifth, whites pay enormous costs in order to access the privileges that come from a system of racism: costs that are intensely personal and collective, and which should inspire us to fight against racism for our own sake. And finally, in struggle against injustice, against racism, there is the possibility of redemption . . . The trick is getting from privilege, collaboration, and loss to resistance and redemptions, so that we may begin to belong to a society more just and sustainable than what we have now.

15. Can you think of any costs that whites incur in order to access privileges that come from a system based on racism?
16. In your opinion, what is the most important idea in this entire excerpt?

STEP TWO:

In any society or group with structural inequality, those who are privileged by the society enjoy benefits and advantages that are often taken for granted and are invisible to them, while those with less power and privilege face obstacles and deprivations that are very obvious and painful to them.

The purpose of this activity is to raise awareness, so that we can choose to take actions that support social equality.

Directions: Please reference your “Privileged or Oppressed” Worksheet (hard copy) while you answer the following questions:

| | |
|---|--|
| Please list the privileges from your Worksheet that come from being a member of a dominant group: | |
| Please list the disadvantages or obstacles that come from you being a member of an oppressed group: | |
| Where in your daily life do you experience privilege? How does it make your life easier? | |
| What are some strengths that come from membership in an oppressed group? | |

Gender Scavenger Hunt

Directions: Individually, use your chromebooks to find examples of the following topics. Please provide a brief description or find an image of the example and fill in the chart below.

| TOPIC | BRIEF DESCRIPTION OF EXAMPLE |
|--|------------------------------|
| Advertising focused on women | |
| Advertising focused on men | |
| Gender neutral advertising | |
| Toys focused on boys | |
| Toys focused on girls | |
| Gender neutral toys | |
| Examples of spaces or items around school focused on girls | |
| Examples of spaces or items around school focused on boys | |
| Gender neutral spaces or items around school | |

After you have completed the above chart, please write a FULL PARAGRAPH REFLECTION (7-10 sentences minimum) about any patterns you noticed and any reactions you had as you reflect on the activity.

The History of the Word “Gay”

The word gay dates back to the 12th century and comes from the Old French “gai,” meaning “full of joy or mirth.” It may also be connected with the Old High German “gahi,” meaning impulsive. For centuries, gay was used commonly in speech and literature to mean happy, carefree, bright and showy, and did not take on any sexual meaning until the 1600s.

gay (gā) 1. there once was a time when all “gay” meant was “happy.” then it meant “homosexual.” now, people are saying “that’s so gay” to mean dumb and stupid. which is pretty insulting to gay people (and we don’t mean the “happy” people). 2. so please, knock it off. 3. go to ThinkB4YouSpeak.com

Ad

GILSEN

At that time the meaning of gay as carefree evolved to imply that a person was unrestrained by morals and prone to decadence and promiscuity. A prostitute might have been described as a “gay woman” and a womanizer as a “gay man.” “Gay house” was commonly used to refer to a brothel and, later, “gaiety” was used as a common name for certain places of entertainment.

In the 1890s, the term “gey cat” (a Scottish variant of gay) was used to describe a vagrant who offered sexual services to women, or a young traveler who was new to the road and in the company of an older man. This latter use suggests that the younger man was in a sexually submissive role and may be among the first times that gay was used to imply a homosexual relationship.

In 1951, gay appeared in the Oxford English Dictionary for the first time as slang for homosexual, but was most likely used in this way “underground” at least 30 years earlier. For example, in the 1938 film, *Bringing Up Baby*, Cary Grant dons a feathery robe when his clothes are sent to the cleaners and says, “...I just went gay.” This line (ad-libbed by Grant) can be interpreted to mean that he was behaving in a happy-go-lucky or lighthearted way, but is accepted by many as the first use of gay to mean homosexual in a mainstream movie.

Today gay is a socially accepted term for homosexual people. However, this word is rooted in the classification of certain types of people as illicit, counterculture or behaving in ways that go against the respectable conventions of society. When gay is used today to mean stupid or undesirable (it has only been used in this way since the 1990s), it carries with it a history of negative judgment and rigid ideas about who or what is acceptable.

The History of the Word “Faggot”

You may know that “faggot” means “a bundle of sticks.” The word “faggot” has been part of the English language since the 1300s. When and how did it become an anti-gay slur?

fag-got (fag'et) 1. there was a time when the word “faggot” meant a bundle of sticks. but then people started using it in an insulting, offensive way and things changed. so when you say things like “homo,” “dyke” and “that’s so gay” trying to be funny, remember, you may actually be hurting someone. 2. so please, knock it off. 3. get more information at ThinkB4YouSpeak.com

Ad

OLSEN

During the European Inquisitions, “faggot” referred to the sticks used to set fires for burning heretics, or people who opposed the teachings of the Catholic Church. Heretics were required to gather bundles of sticks (“faggots”) and carry them to the fire that was being built for them.

Heretics who changed their beliefs to avoid being killed were forced to wear a “faggot” design embroidered on their sleeve, to show everyone that they had opposed the Church. Since it was hard to live with such a bad reputation, people began to use the word “faggot” to refer to anything that was considered to be a burden or difficult to bear. Unfortunately, the term quickly became a sexist insult, as people used it to disrespect women in the same way the term “ball and chain” is used today.

The word “faggot” appeared in the United States during the early 20th century. It was used to refer to men who were seen as less masculine than people believed they should be. During the course of the 20th century, the word “faggot” became the slur most commonly used to abuse gay men and men perceived to be gay. In fact, “faggot” has become a general insult that is often used to humiliate any man. Since many people are biased against LGBT people, being called “faggot” is a big fear of many heterosexual men, and thus the easiest way to hurt them. Considering the long and violent history of the word, it’s important for people to understand its meaning before they use it so carelessly.

The History of the Word “Dyke”

“Dyke” is a very old word. You may have encountered it already in a science class; it’s a mass of mineral matter that fills a hole in a rock formation. Or, you may have seen it in a geography lesson; it refers to a variety of ditches, trenches, caves and dams that have been built by many different civilizations. None of these definitions, however, relates to the modern usage of “dyke” as a slur directed at lesbian women or women perceived to be lesbian.

dyke (dīk) 1. be honest with yourself. you’re not thinking of “an embankment that holds back and controls water.” the problem is, words like “dyke” and “faggot” are so commonly used as insults these days, it’s really hard to remember a time when they weren’t. 2. so please, knock it off. 3. learn more at ThinkB4YouSpeak.com

Ad

GOLSEN

One theory about the origin of “dyke” as an anti-lesbian slur suggests that “dyke” came from the word “hermaphrodite,” which used to be a very common term describing people born with ambiguous sex characteristics. When the word “hermaphrodite” was more commonly used, popular variations such as “morphodite” and “morphodike” sprang up. Some people believe that “dyke” came from “morphodike” and was used to reinforce the stereotype that all lesbians look and act like men.

Early British history provides another theory about the origin of the word “dyke.” Boudicca (pronounced “bou-dikka”) was a chieftain/queen in the Iceni tribe in Britain during the 1st century C.E. At the death of her husband, according to his will, Boudicca was given control of the tribe. But the Romans, who were occupying Britain, did not recognize the will of Boudicca’s husband, and seized his land and property, flogging Boudicca and raping her two daughters in the process. Boudicca then led a victorious armed revolt against the Romans, but they ultimately countered the attack and slaughtered many Iceni.

No matter which theory is the most accurate, all point to the word “dyke” having its roots in beliefs about how women are supposed to look and act. Women who have refused to conform to society’s expectations of them often have been labeled as “dykes,” whether or not they have identified as lesbians.

| <i>This week I .</i> | |
|---|--|
| Demonstrated elements of In Lak'ech to our classroom community | <ul style="list-style-type: none"> ● My behavior was consistent with the elements of In Lak'ech and appropriately and consistently meets the expectations of our class as explained in our community agreements and the syllabus. <ul style="list-style-type: none"> ○ Build up! Not break down. ● I may have displayed leadership qualities in the classroom. ● In Lak'ech! |
| Was responsible to myself | <ul style="list-style-type: none"> ● Every class, I was consistently on time to class with appropriate materials (charged chromebook, headphones, positive attitude) ● I adhered to the routines, values, and norms established by our community. ● My class contributions were on time and complete. |
| Was responsible to my seat partner and group | <ul style="list-style-type: none"> ● I worked well with others everyday this week. ● I practiced good communication skills - I listened and spoke to my teammates with positive language. ● I did my best to actively engage with the activity and work with my partner and/or group. |
| participated in community activities | <ul style="list-style-type: none"> ● I participated in an individual or community discussion/activity completely. <ul style="list-style-type: none"> ○ I may have been brave and shared my opinion or answered a question in full class discussion. |

Who am I?

Identity Questions

Learning Targets:

- I can define identity.
- I can map out my multiple identities using the following Social Identity Wheel to discover intersectionalities.

1. What is identity?

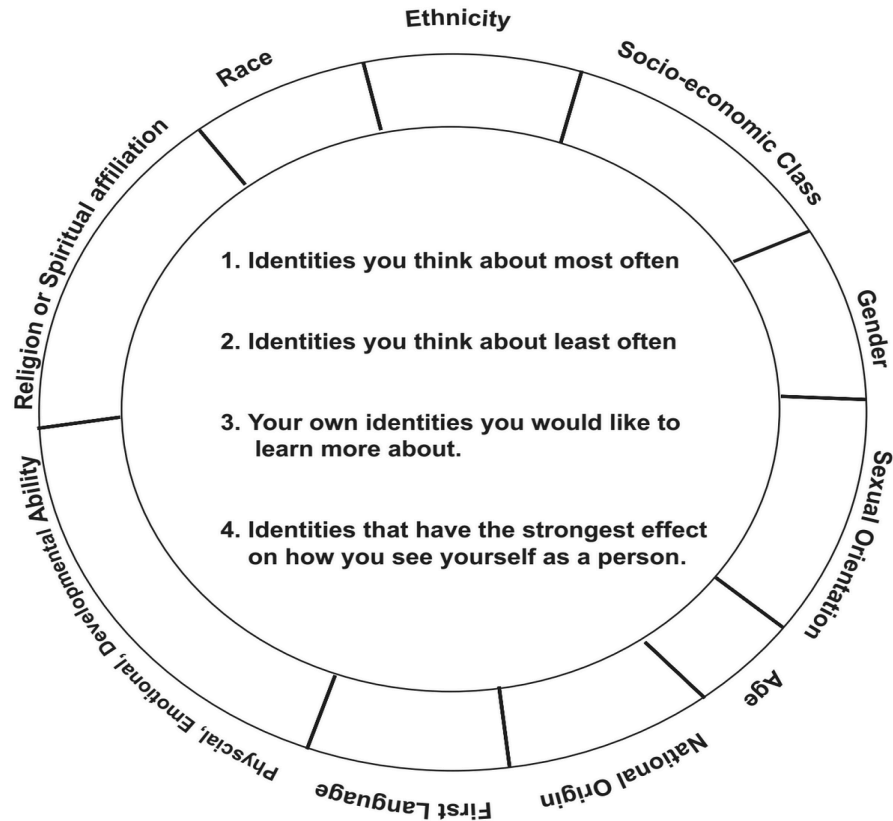
2. Please fill out the table below:

| Race (i.e. Black, White, Indigenous, Alaskan, Native Hawaiian, Asian, etc) | Ethnicity (a social group that shares a common and distinctive culture, religion, language, etc) | Socio-economic Class (i.e. Wealthy, middle class, working class, poor) | Gender (i.e. male, female, gender non-conforming, non binary,, etc.) | Sexual Orientation (a person's identity in relation to the gender or genders to which they are sexually attracted; heterosexual, homosexual, bisexual, etc. |
|--|--|--|--|---|
| | | | | |
| Age | National Origin (country where you were born) | First Language | Physical, Emotional, Developmental Ability | Religious or Spiritual Orientation |
| | | | | |

3. As you look at the following Social Identity wheel graphic, what are the most important parts of your identity, the ones you relate to and think about the most and that have the most effect on how you see yourself?

Social Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)



4. What are some major events or people in your life that have shaped who you are?
5. Can your identity change? How? Why does it change?
6. Do you think people have an idea of who you really are? Explain?

Who am I?

Identity Questions

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- I can define identity.
- I can map out my multiple identities using the following Social Identity Wheel to discover intersectionalities.

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|--|--|--|--|---|
| | | | | |
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Happiness Chemicals and how to hack them



DOPAMINE THE REWARD CHEMICAL

- Completing a task
- Doing self-care activities
- Eating food
- Celebrating little wins



SEROTONIN THE MOOD STABILIZER

- Meditating
- Running
- Sun exposure
- Walk in nature
- Swimming
- Cycling



OXYTOCIN THE LOVE HORMONE

- Playing with a dog
- Playing with a baby
- Holding hand
- Hugging your family
- Give compliment



ENDORPHIN THE PAIN KILLER

- Laughter exercise
- Essential oils
- Watch a comedy
- Dark chocolate
- Exercising



Intro to Race & Ethnicity Activity

Essential Questions: What's a social construct? What is race, and ethnicity? Who defines race in this country?

Step 1: Watch [The History of Race](#) & complete the following prompt:

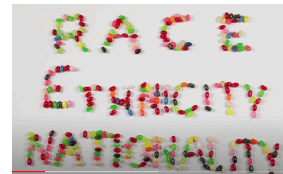
Why is race a myth according to the Vox video? Use one piece of evidence to support your claim. Answer in 4-6 sentences.

Step 2: Look up the definition and do some research to answer the following questions:

| | | |
|--------------------------------|--|---|
| Define Social Construct | Who creates and maintains social constructs? | Give 3 examples of social constructs |
|--------------------------------|--|---|



Step 3. Watch this [video](#) and define race, ethnicity, and nationality using the terms from the video and write them on this worksheet.



| 1. Race | 2. Ethnicity | 3. Nationality |
|---|---|---|
| Definition: | Definition: | Definition: |
| What is the jelly bean example they give? | What is the jelly bean example they give? | What is the jelly bean example they give? |

Step 4. In the United States, the Census largely determines how race is defined. Every 10 years, the US counts the number of people living in the country. One of the questions they ask is what racial category do you belong to. Here is the updated question on the 2020 Census form.

4. How would you fill out this [census form](#)?

Step 5. Click on this link and [watch 3:04 - 5:20](#), and then answer in complete sentences:

5. What role did the census play in defining race? How did this connect to voting and power in the government (who had it and who did not)?

Step 6. Click on this link to [watch](#), then answer these questions:

6. What are the TWO things the video wants you to know about race?
- 1.
 - 2.

7. **Explain** how and why RACE is a social construct? Why do we think that we can SEE race (what happens in our brains)?



Quick recall after watching the video:

| | | |
|--|---|---|
| <p>8. What are two examples of biological diversity?</p> <ol style="list-style-type: none"> 1. 2. | <p><i>Race has been defined by our US Census since 1790.</i></p> <p>9. How were African American enslaved people counted in the Census?</p> | <p>10. When were Indigenous (<i>what does this word mean?</i> _____) Peoples finally counted?</p> |
|--|---|---|

11. Fill in the blank with what they said in the video:

“It (the census) really shows us that those categories _____. Really it shows us the _____, not the _____ in our census. It’s really the ultimate proof that these categories are coming from our _____ that we’re _____.”

Step 7. Think about and answer the following questions in 3-5 complete sentences

| | |
|--|--|
| <p>12. <i>Institutions are BIG organizing things that impact how we live life. Some examples include family, education, social media, religion, and government.</i></p> <p>How has the institution of government, through the census, impacted the definition and the social construction of race?</p> | <p>13. Which best explains how you identify? Race or ethnicity? Explain.</p> <p>14. Which of these institutions has shaped your thoughts on how you identify your own race, ethnicity? Government? Family? School? Friends? The Media? Is it a combination? Explain.</p> |
| <p>14. Think of ONE question you still have after watching these videos about race and ethnicity:</p> | |

Unit 2: *Race, Ethnicity, and Racism*

Socratic Seminar Make-up Assignment

Directions: Please write a well constructed, academic paragraph addressing each prompt below.

What is the role of **institutions** in the perceptions of race & ethnicity?

What is the role of interpersonal racism in perceptions of race & ethnicity? How does it **impact our thoughts and behaviors?**

What is the **role of internalized racism** and how does it **impact our thoughts and behaviors?**

| |
|--|
| |
|--|

Part 1 Instructions: Read [this excerpt](#) from *A Different Mirror: A History of Multicultural America* by Ronald Takaki and answer the following questions:

| | |
|--|--|
| 1. How does Takaki define the “master narrative” in the United States? | |
| 2. What impact does the author say the “master narrative” has on people in the United States who do not fit that narrative (like himself)? | |
| 3. What evidence does the author provide to support his argument that this “master narrative is inaccurate”? | |

Familiarize yourself with definitions of Master and Counter Narrative and use them to complete the rest of the assignment.

Master Narrative = *An incomplete and inaccurate version of history that is created by those in power*

Counter Narrative = *A version of history that raises and uplifts the voices of those who have been historically ignored. Explains multiple perspectives and aspects of the story.*

Part 2 Instructions: Please follow each link below to listen to each song, then answer the questions that follow.

| Part 2: “This Land is Your Land” vs “This Land is Native Land” | |
|--|--|
| <p>Context: The first song combines “This Land is Your Land,” “America the Beautiful,” and the Pledge of Allegiance. It was sung at the 2020 Presidential Inauguration. The second song, by Kat Jefferson, was posted to social media following the Biden-Harris inauguration on January 20, 2021.</p> | |
| <p style="text-align: center;"><u>“This Land is Your Land”</u></p> <p>JLo’s Version at the 2020 Presidential Inauguration [Part 1] This land is your land, this land is my land From California to the New York island, From the redwood forest to the Gulf Stream waters; This land was made for you and me.</p> <p>As I was walking that ribbon of highway I saw above me that endless skyway; I saw below me that golden valley; This land was made for you and me.</p> <p>This Land (repeats)</p> <p>[Part 2] America, America God shed his grace on me And crown thy good with brotherhood From sea to shining sea</p> <p>[Part 3] Una nación, bajo Dios, indivisible, con libertad y justicia para todos</p> <p>[part 4] Let’s get loud!</p> <p>Because this land was made for you and me</p> | <p style="text-align: center;"><u>“This Land is Native Land”</u></p> <p>This Land is Native Land, by Kat Jefferson</p> <p>This land is Native land, This land is Native Land</p> <p>From the Iroquois to Coast Salish Islands From the Tule River Tribe to the Navajo</p> <p>This land was stolen from my people</p> <p>This land is stolen land, this land is stolen land</p> <p>From where our buffalo roamed And where our salmon swam</p> <p>To attempted genocide and assimilation Colonization stole more than you know</p> |
| 1. For each of the 4 parts of the song above, annotate in the margin. What is the message within each part? | 4. Label what the different parts of the song mean and what the message is. |
| 2. Label what part of the song by JLo is Master Narrative and label which part is Counter Narrative. | 5. How does Kat Jefferson’s song differ from JLo’s version? |
| 3. Answer below: How can JLo’s song be considered a counter narrative? | 6. Answer below: How is this song a counter narrative? |
| | |

Part 3 Instructions: Please scroll to the next page to examine the painting *American Progress*, then answer the questions that follow.

| Part 3: Creating a Counter Narrative | |
|---|--|
| Complete the following questions using the image on the next page. | |
| | |
| 7. How does the image represent a master narrative? | |
| 8. WHO is harmed and HOW are they harmed by this narrative? | |
| 9. Using the Hard Copy provided, work with your group to edit the image (mark it up!) by adding or crossing out details to transform it to a counter narrative. | STOP - go mark the Hard Copy of the image provided! |
| 10. Who benefits from the edits you made? Why? | |
| 11. Who might feel threatened by this new narrative? Why? | |



***American Progress*, John Gast, 1872**

1. The name I was given is...
2. I like / dislike my name because...
3. My name is / isn't a good fit for my personality because...

GO TO [Name Videos](#) and choose two videos to watch, then answer the following questions:

4. I watched these 2 videos titled:
5. What is a connection or reaction that you had to the videos? What did it make you think of about names and identity?



Reflection on your Racial & Ethnic Identity

Take some time to reflect on your racial and ethnic identity.

Remember, **race** focuses on physical traits like skin tone color, while **ethnicity** focuses on cultural traits.

Maybe you haven't ever thought of your racial or ethnic identity... that's okay! Do your best to ask questions and reflect.

Please write in complete sentences.

1. What do you know about your ethnicity?
2. Is this something you and your family and friends have talked about? Why or why not?
3. Do you think about your race and how often? If no, why do you think that is?
4. Do you think about your ethnic identity? If no, why do you think that is?
5. Do you feel like your racial identity and ethnic identity are similar or

different? Explain.

6. What do you wish you knew about your own racial or ethnic identity to help you better understand it?

Student Questionnaire

jkempkey@smuhdsd.org [Switch account](#)



Not shared

* Indicates required question

First Name *

Your answer

Last Name *

Your answer

Preferred Name/Name you would like to be called in class:

Your answer

If you have a name that is often mispronounced, please provide me with the phonetic spelling to help me pronounce your name correctly *

(i.e. Alicia = Uh-lee-see-uh):

Your answer



How do you identify in regard to gender? *

- ☐ Female
- ☐ Male
- ☐ Non-binary
- ☐ Prefer to self-describe:
- ☐ Prefer not to say

My pronouns are (check all that apply):

*

Please watch the [GENDER PRONOUN VIDEO](#) for more info on pronouns if you are unsure)

- ☐ He/Him
- ☐ She/Her
- ☐ They/Them
- ☐ It/Its
- ☐ Xe/Xem
- ☐ Ze/Zir
- ☐ Ask my pronouns!

May I use these *Pronouns* in front of the class? *

- ☐ Yes
- ☐ No

May I use these *Pronouns* when I contact home? *

☐ Yes

☐ No

May I use these *Pronouns* in front of other teachers and staff members? *

☐ Yes

☐ No

Use this [ACE Score](#) quiz to determine your ACE Score. *

My ACE score is:

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☐ 6

☐ 7

☐ 8

☐ 9

☐ 10

What languages do you speak at home? *

Your answer

What are your interests outside of school? What extracurricular activities do you plan on participating in this year (i.e. drama, sports, clubs, etc)? *

Your answer

I am a: *

- ☐ Visual Learner - it helps me to see visual examples
- ☐ Kinesthetic Learner - it helps me to use my hands and be tactile
- ☐ Auditory Learner - I learn best by listening
- ☐ I am a mixture of both visual and kinesthetic
- ☐ I am a mixture of both auditory and visual
- ☐ I am a mixture of both auditory and kinesthetic
- ☐ I am not sure and need to think about it more

I am in the following programs at Cap: *

- ☐ AVID
- ☐ ELD
- ☐ I have a 504 plan
- ☐ I have an IEP
- ☐ I am not in any special programs at Cap

Is there anything else about you that you would like me to know so that I can support you and be the best teacher possible to you? *

Feel free to use this sentence starter if you like:

"I wish my teacher knew and/or did..."

Your answer

Submit

Clear form

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Google Forms





| Ethnic Studies ‘Take Action’ Project Presentation Rubric | | | | |
|--|---|---|--|---|
| | Exceeds 4 | Meets 3 | Approaching 2 | Not Observed 1 |
| Mastery of Content | +Heavy emphasis on action in project. Very deliberate and detailed on how they plan to take action. Is very reflective about their project and the takeaways from the course. WOW | Student adequately demonstrates knowledge of content and topic as covered in class. A plan is proposed on how to take action, although needs to be more fully developed. Student is reflective about their project. | Student demonstrates some knowledge of content. Alludes to how to take action. | Student's demonstration of knowledge is incomplete or lacking. No action plan observed. |
| Overall Creativity | Project is extremely creative. Effective effort is seen throughout product and presentation. Exceeds expectations! WOW! | Student is adequately creative and demonstrates effective effort in most areas of the product and/or presentation. | Student’s creativity or effort is approaching expectations in both the product and presentation. | |

DIRECTIONS: Meet with TEN other students and learn about their Take Action projects while filling out the table below:

| Presenter Name | Product (i.e. Children’s book, art piece, etc) | Content/ Topics covered in Product | Proposed Action displayed in Product | Rubric Score | Your overall takeaways after presentation/ what did you learn |
|----------------|--|---------------------------------------|---|-----------------|--|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |

[“Taking Names”](#)
SOAPStone Analysis

Directions: After listening to “Taking Names” linked above, use the SOAPStone Cheat Sheet in your Toolkit (in Resources Module in Canvas) to analyze the [song lyrics](#).

| | Analysis |
|--|----------|
| S peaker <i>Who is the writer or creator of the document? What is known about them? What assumptions about them can we make?</i> | |
| O ccasion <i>What do we know about the time when this text was created?</i> | |

| | |
|--|--|
| <p><i>What circumstances or situation may have influenced the creation of this text?</i></p> | |
| <p>Audience</p> <p><i>Who is this piece directed towards? Who is the intended reader/viewer/listener? What prior knowledge might the intended readers have?</i></p> | |
| <p>Purpose</p> <p><i>What is the text trying to accomplish?</i></p> <p><i>What is the overall argument made?</i></p> | |

| | |
|---|--|
| Subject <i>What content or topic does the author explore in this piece?</i> | |
| Tone <i>What is the author's mood or point-of-view? Identify key words throughout to determine tone.</i> | |



Tenets of Ethnic Studies

Study online at https://quizlet.com/_7ysep3

1. **Identity: Ancestral, Communal, Intersectional, Heterogeneous, and Fluid** Centers the experiences and identities of Black, Indigenous, and People of Color.
2. **Intergenerational** Provides perspectives, experiences and relationships from and between multiple generations. Know history, know self; no history, no self!
3. **3rd World Solidarity** Honors and provides perspectives, and experiences from Africa, Asia, Latin America, Oceania, and the Arab World as it relates to decolonial and social justice processes.



4. **Community and Cultural Responsive** Utilizes students' backgrounds, knowledge, and lived experiences to inform the teacher's lessons and methodology.
5. **Relationship between People of Color & the U.S society** Understanding the connection and history between people of color (POC or BIPoC - Black, Indigenous, people of color) and how they are seen or interact with United States society.
6. **Social justice & Democratic project** Centers the processes of equity and the material conditions of both individual and community well being. Committed to the power of the people.



7. Liberatory Praxis



Tenets of Ethnic Studies

Study online at https://quizlet.com/_7ysep3

Provides opportunities for students to engage in research, action, and reflection that seek to alleviate (solve) oppressive and inequitable conditions.

- | | |
|------------------------------------|--|
| 8. Healing and Regenerative | Allows space for the holistic process of renewing, restoring and recovering health both individually and collectively. |
| 9. Sacred | Respect, Honor, and Protection of life, knowledge and all relations. |
| 10. Decolonial | Rooted in Indigenous and non-Western knowledge while seeking to deconstruct colonial ideologies and power structures. |
-

ETHNIC STUDIES TENETS



SMUHSD PRA_001764



Matching Game

Time your team!

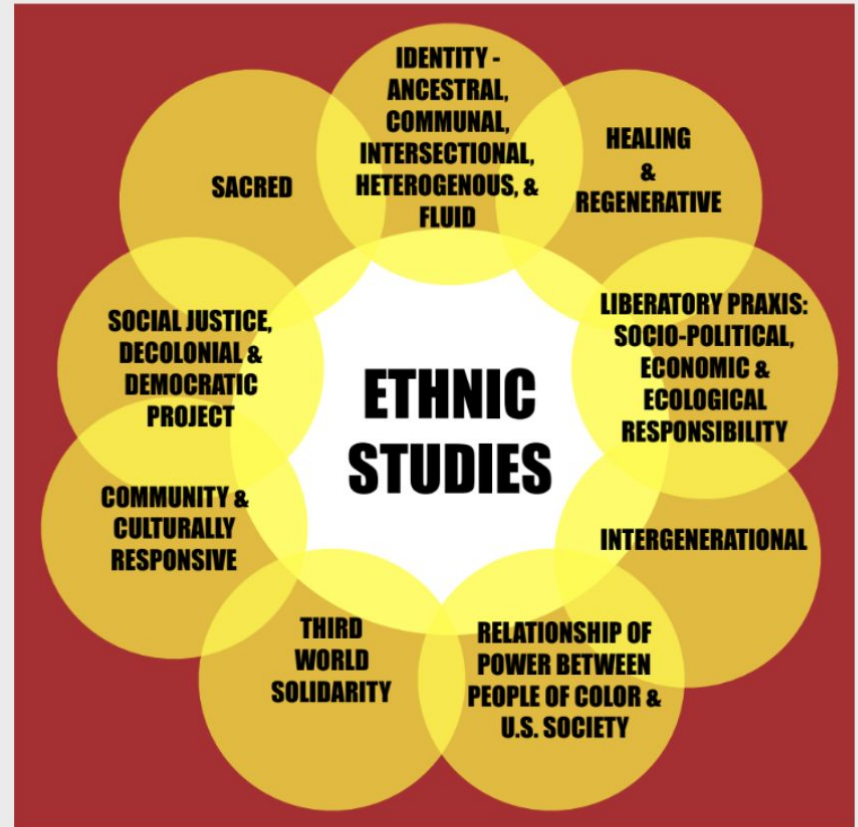
Match the Tenet to
the definition

Application

Identify the tenets that are reflected in each of the activities or items that we did in class.

Explain how it applies!

“Isang Bagsak!”

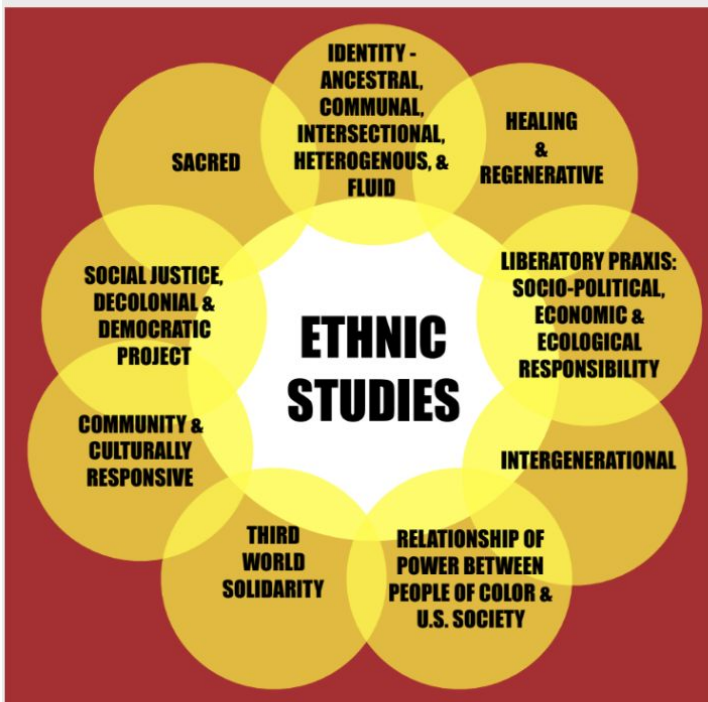


In Your Group

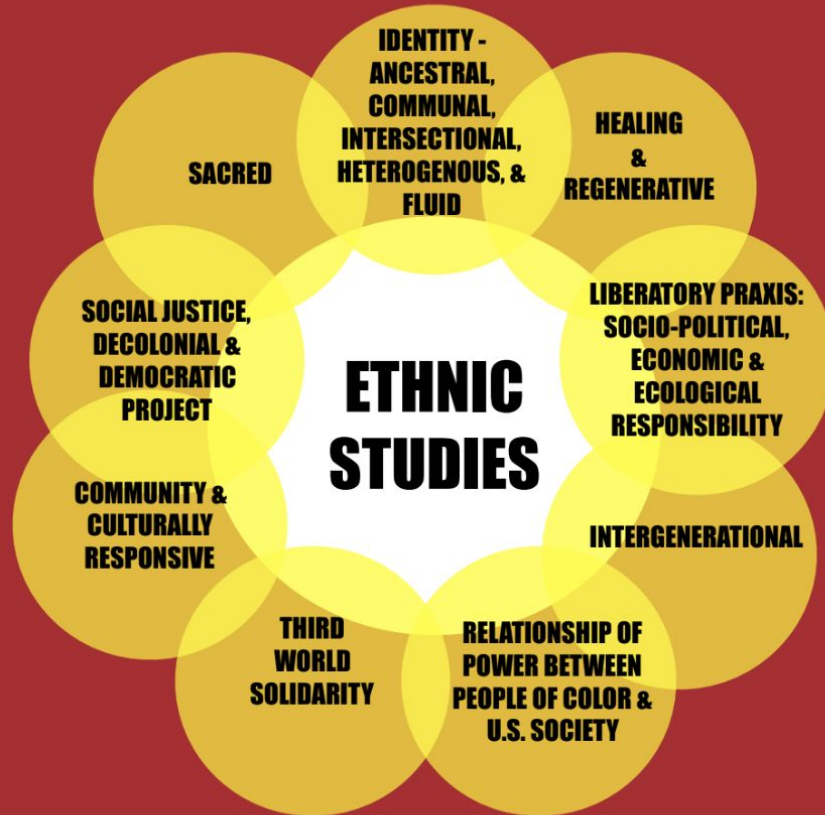
Decide on ONE TENET your group agrees on or finds most interesting. → Put on one color post-it and explain why! Names on the back.

Decide on ONE TENET your group still has questions about or finds confusing. → Put on a different colored post-it and ask your question.

Be ready to share out!



ETHNIC STUDIES TENETS



SMUHSD APRA_001768

Remember! Tenets are beliefs!

This are the foundations of Ethnic Studies. These tenets (beliefs) can be used to examine different topics, and activities in Ethnic Studies.

Think about In Lak'ech. Which tenets do you see in In lak'ech?

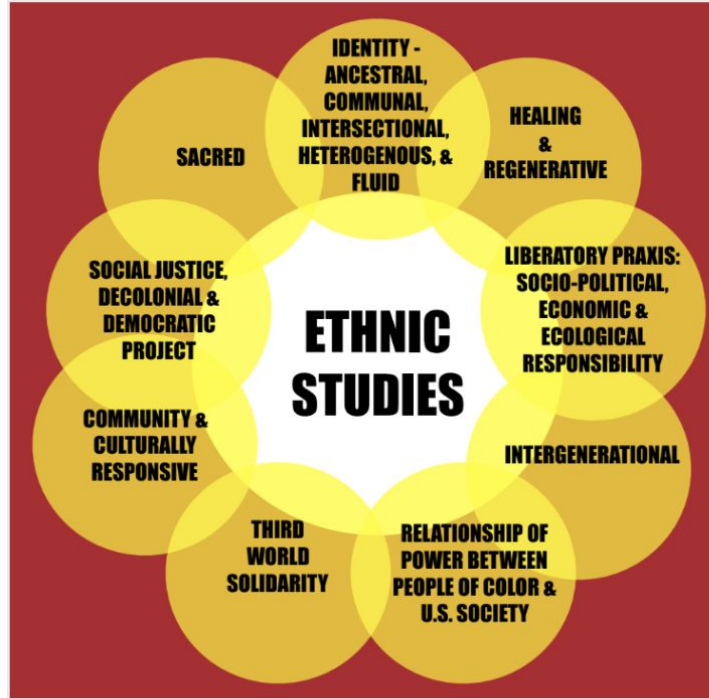
ETHNIC STUDIES TENETS



Application

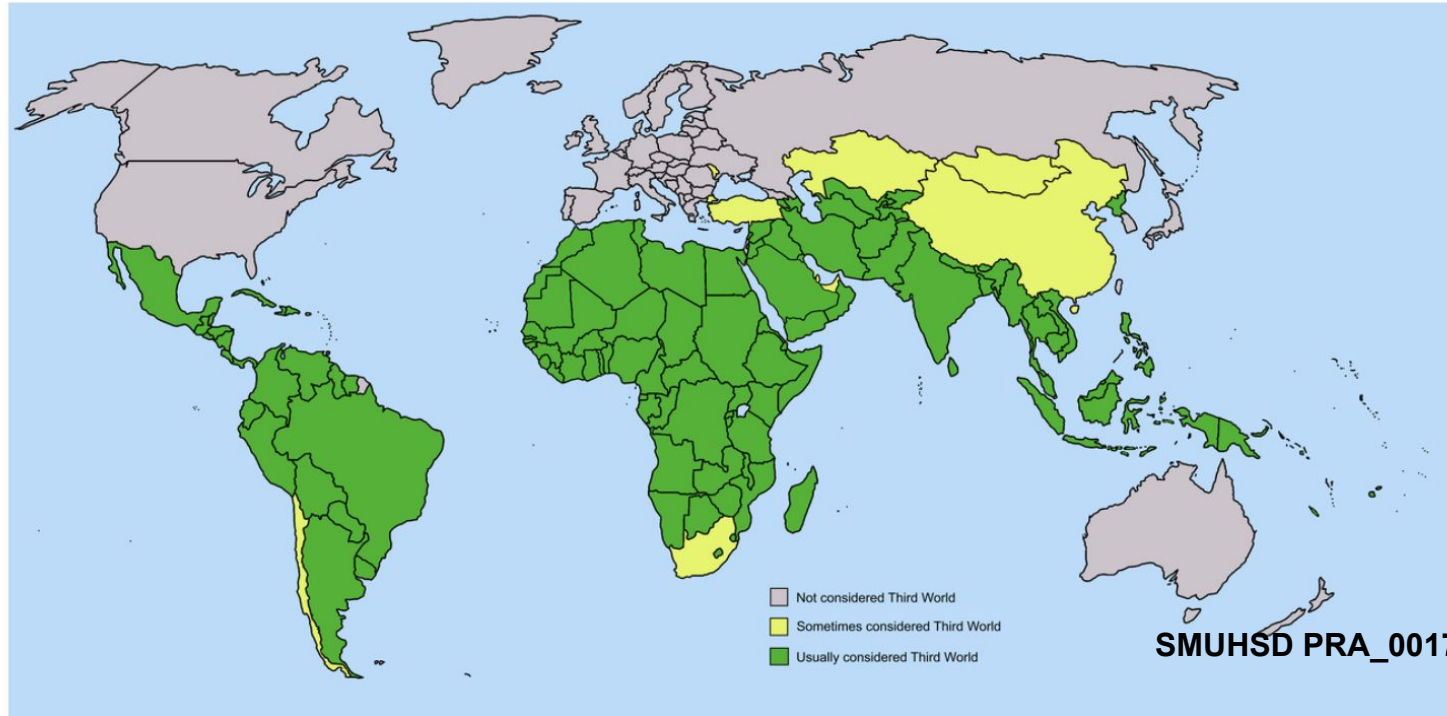
1. In Lak'ech
2. Name acrostic
3. "Precious Knowledge"
4. Values Worksheet
5. All About Me Letter

List all tenets you see in the activity and then explain ONE and how it applies.



3rd World Solidarity

Ethnic Studies seeks to gain solidarity (unity) with those whose countries were known as the 3rd World.



SMUHSD PRA_001771

Community and Cultural Responsive

Ethnic Studies hopes to be responsive to the needs of the community and the cultures of people.

If the community is largely Asian, Ethnic Studies will center its focus on Asian narratives and stories, in addition to learning about other ethnicities.

A focus on community and cultural knowledge & wealth.



Relationship between People of Color & the U.S. society

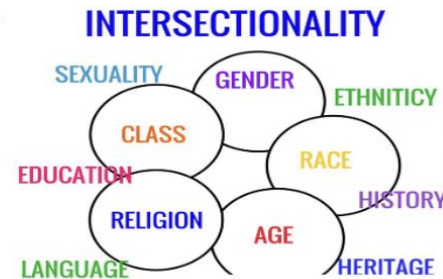
Understanding the connection and history between people of color (POC or BIPOC -Black, Indigenous, people of color) and how they are seen or interact with United States society



SMUHSD PRA_001773

Identity: Ancestral, Communal, Intersectional, Heterogeneous, and Fluid

- **Ancestral** - Understanding who we are, who are ancestors were, and how this affects us.
- **Communal** - Shared identity, for all members in a community
- **Intersectional** - The different identities we hold based on race, ethnicity, gender, age, religion, sexuality, socio-economic status, ability, etc.,
- **Heterogeneous** - diverse in character, content
- **Fluid** - Having the ability to change how you see yourself, the world, and your actions.
- All to develop and celebrate positive identities!



SMUHSD PRA_001774

Intergenerational

relating to, involving, or affecting several generations.

Understanding our ties to our family, culture, elders and our ancestors.

Know history, know self; no history, no self!



Social justice, decolonial, democratic project

- **Social justice** – equal access to wealth, opportunities, and privileges within a society
- **Decolonial** – thinking free from colonization – offering counter narrative
- **Democratic** – favoring social equality

ETHS calls for students to work collaboratively with others to make changes that support equality and social justice



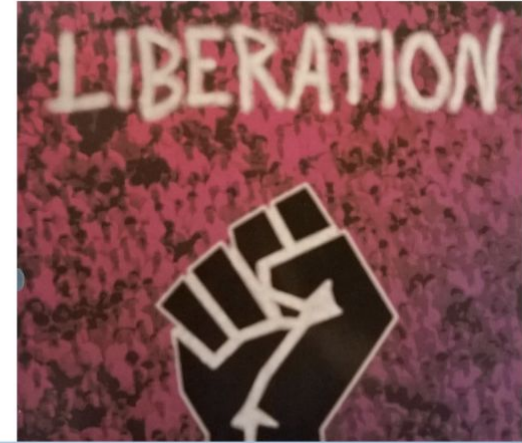
© CanStockPhoto.com - csp45719457

SMUHSD PRA 001776

Liberatory Praxis

ETHS students can engage in practices (actions) that result in **FREEDOM** for all!

Think about social, political, economics, and environmental responsibilities and how this all connects to our world.



Healing and Regenerative

ETHS allows youth to go beyond dehumanization, self hatred, anti-BIPOC, and move towards self-love, healing, empowerment and go through a critical reflections about their identities and futures as humans and communities.

Becoming an agent of change to transform environments in which they live; to use knowledge, wisdom and understanding to participate in the work for social, economic justice and liberation.



Sacred

ETHS is regarded with great respect and reverence by a particular group, or individual due to its connectedness to history, self, ancestors, and the world.



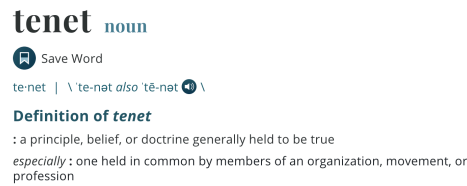
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SMUHSD PRA_001779

Tenets of Ethnic Studies Activity Directions

In this activity, you will work with your table partners to explore and summarize the Tenets of Ethnic Studies.

What is a Tenet?



Step One: Choose Roles

Each table group member will be responsible for one of the following tasks:

1. Slide Design and Layout
2. Description of assigned Tenet - needs to be paraphrased and in your own words
3. Create a Word Bank of words that others may not know - should include the word and definition
4. Visuals that compliment the tenet description.

Please record your roles on a sheet of paper and turn in

Step Two: Each Table will work with one assigned Tenet as listed below.

Review your assigned Tenet

Table One = Identity

Table Two = Healing & Regenerative

Table Three = Community & Culturally Responsiveness

Table Four = Liberatory Praxis; socio-political, economic, & ecological responsibility

Table Five = Indigenize & Decolonize

Table Six = Relationship of power between indigenous, black, people of color & US society

Table Seven = Intergenerational

Table Eight = Self Determination & Sovereignty

Table Nine = Third World Solidarity

Step Three: Create your Slide

Slide Design Layout person will **create a new google slide presentation** and share it with table mates.

Write a paraphrased description of each tenet

Create a word bank

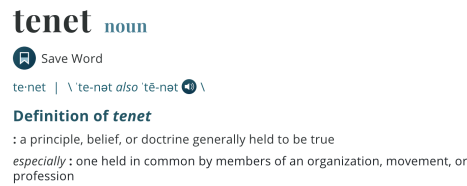
Compile visuals to compliment description

Step Four: Slide Design Layout person will share slide with Ms. V at avosberg@smuhsd.org

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The History of Anti- LGBTQIA Slurs

Directions: Read the [Handouts](#) and answer the following questions.


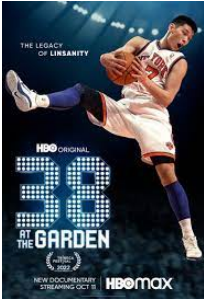



Please Note:

This is NOT an opportunity to use these slurs in class. Be mindful and take care of each other by not perpetuating homophobia and transphobia.

| Questions | Answers |
|---|---------|
| Explain how the meaning of the word “gay” has evolved over time. | |
| | |
| Summarize the history of the word “faggot” | |
| | |
| What is the intention behind use of the word “faggot” in modern times? When and why is it used? | |
| | |
| What ideology is rooted in the word “Dyke”? | |
| | |
| How would you say that expressions like “that’s so gay” and “you are a fag/dyke” used regularly impact the atmosphere or climate at school? | |
| | |
| Explain specifically how LGBTQIA+ slurs maintain institutional oppression. | |

38 AT THE GARDEN

Ideology: Racism

| | | | |
|---|---|---|--|
| <p>WHAT ARE COMMON STEREOTYPES OF ASIAN AMERICANS?</p> | | | |
|   | <p><u>Institutional</u></p> <p>(HINT: Some of the institutions you might see: family, sports, law enforcement, education)</p>  | <p><u>Interpersonal</u></p> <p>(HINT: - jokes, interactions, comments, etc)</p>  | <p><u>Internalized</u></p>  |

Master Narrative/Single Story -

What is the master narrative or Single story of Asian American culture? How is this seen in 38 at the Garden?

Counter Narrative

What is the counter narrative of Asian American culture? How is this celebrated in 38 at the Garden?

Unit 2, Race, Ethnicity, Racism

COLIN IN BLACK AND WHITE

Ideology: Racism



Colin Kaepernick narrates this drama series recounting his formative years navigating race, class and culture while aspiring for greatness.

Institutional



Interpersonal



Internalized



Master Narrative/Single Story -

What is the master narrative or Single story of Black/African American culture? How is this seen in Colin in Black and White?

Counter Narrative

What is the counter narrative of Black/African American culture? How is this celebrated in Colin in Black and White?

COLIN IN BLACK AND WHITE

Ideology: Racism

1. What is the importance of the W.E.B Du Bois quote in the intro of the episode?

2. **Infer:** What does Colin mean when he says he was “in for a rude awakening”?

3. What did Colin Kaepernick do to receive “backlash”?

4. What other sport besides football did Colin like to play?

5. What happened when Colin went to get another ice cream?

6. What was the difference between how Jake and Colin were treated after their strike outs?

7. What happened the first three times the family drove past the police officer?

8. What do you think made Colin feel uncomfortable when the manager was praising his parents?

9. What are “microaggressions”?

10. Explain what happened when Colin was pulled over by the police officer.

11. What was problematic about Colin’s parents’ reactions after he was pulled over?

12. What did the manager mean when he said “one of the good ones”?



Episode 3 “Road Trip”

Directions: For each I, write three specific examples from the episode that illustrate each I of oppression.

Institutional

(HINT: Some of the institutions you might see: family, sports, law enforcement, hotels/businesses)

- 1.
- 2.
- 3.




Interpersonal

(HINT: - jokes, interactions, comments, etc)

- 1.
- 2.
- 3.

Internalized

1. How does Colin change or assimilate to dominant white culture? (What does he do to “fit” in?)
2. Why do you think he does this? Does he have to? Explain.

| | | | |
|--|---|---|---|
| |  |  |  |
|--|---|---|---|

As you watch episode three, keep a tally of how many microaggressions you hear in this episode:

Give 3 examples of microaggressions you hear in this episode of Colin in Black and White:

Have you heard or experienced a microaggression? Explain.

How did it make you feel?

(if you have not, how do you think Colin felt when he experienced microaggressions?)

TREE OF LIFE PRESENTATION GUIDELINES

(1 slide) TITLE SLIDE:
[Name]'s TREE OF LIFE

SECTION SLIDES:

- (1-2 slides) ROOTS
- (1-2 slides) TRUNK
- (1-2 slides) BRANCHES
- (1-2 slides) FRUIT
- (1-2 slides) POLLUTION
- (1-2 slides) SUN

You must have 7 slides total for a Meets.

Use as many photos as possible and try to fill up all the space on the slide. Don't leave any blank space!

Please follow the minimum slide guidelines (look on the left <<<) for a Meets.



[NAME]'s Tree of Life



SMUHSO PRA 001795



ROOTS

SMUHSO PRA_001796

INSERT 1-2 SLIDES HERE

Symbolize the people, places, values, and morals that help to keep you alive and grounded.

- **Who are you?**
- **Where do you come from? Your family?
Your community?**
- **Who and/or what are three support systems that help you most?**



TRUNK

SMUHSD PRA_001798

INSERT 1-2 SLIDES HERE

Symbolize the various strengths that you possess. Everyone has talents, gifts, and skills to share.

- **What are at least three talents, gifts, and skills that you have?**



BRANCHES

SMUHSO PRA 001800

INSERT 1-2 SLIDES HERE

Represent important events, memories, and experiences in your lives that give your tree character and helped you grow into the person you are today.

- **What are at least three important events, memories or experiences in your life that have helped you grow into the person you are today?**



FRUIT



SMUHSD PRA_001802

INSERT 1-2 SLIDES HERE

Symbolize goals and aspirations you want to achieve in your near future as well as over a long period of time or what nourishes and keeps you thriving.

- **What are three goals you want to achieve soon or later in life?**



POLLUTION



SMUHSD PRA_001804

INSERT 1-2 SLIDES HERE

Represents negativity, distractions, and obstacles that stem from a toxic dominant narrative about your identity and community. It is important to acknowledge our challenges to move past them and/or solve them so we can grow as people.

- What does the dominant narrative say about you or your community? What are three distractions, negativity, and/or obstacles in your life?**



SUN

SMUHSD PRA_001806

INSERT 1-2 SLIDES HERE

Represents wisdom and your legacy that you want to leave behind and share with the world, aka your counter narrative.

- How do you want to be remembered? What do you want to do for the world? What does your counter narrative say & how does it resist (fight back) against the dominant narrative?**

CONGRATULATIONS! You've made it to the end of the course. It is our sincere hope that you've learned a lot and gained some new perspectives on the topics we have discussed in class. The last unit in Intro to Ethnic Studies is **Action and Self Determination**. For this unit, your final will be creating a product that focuses on demonstrating the knowledge you've gained in the last 19 weeks and more importantly, what you will do with that knowledge to take action!

FINAL CHECKLIST




| Check when completed | Action | Due Date |
|----------------------|---|--|
| | <ul style="list-style-type: none"> Decide on Final Action Project Topic | 1st - Tuesday May 14th 6th - Wednesday May 15th |
| | <ul style="list-style-type: none"> Final Take Action Project & Presentations | May 24th |
| | <ul style="list-style-type: none"> Final Course Evaluation & Class Pic! | Your Final Day |


#THISISETHNICSTUDIES - WHAT HAVE YOU LEARNED AND HOW WILL YOU TAKE ACTION?

Your final project will showcase your knowledge after 19 weeks in our course. You will work individually. All projects will be presented on the day of your final exam.

Remember, what have you learned and how do you plan to take action?

You will complete three items:

| | | |
|---|---|---|
|  Submit a Creative Action Product (Prep, Product, Reflection) |  Present your Creative Action Product |  Participation in the Final Community Circle on the Final Day |
|---|---|---|

| | |
|---|--|
|  Product Options - CHOOSE ONE! | |
| <p>Option 1: Creative Action in Art Product</p> <p>This focuses on the knowledge you've gained in this course and showcases the essential knowledge from each of the 2 units with the major emphasis on action, and what will you do with your knowledge now that you have it?</p> <p><u>Product</u></p> <ul style="list-style-type: none"> Prep, Creative Art Piece, Explanation of Art, Reflection Use this SLIDE TEMPLATE | <p>Option 5: Create a public service announcement video (4-6 minutes) about a topic (or topics) we've covered in Ethnic Studies in order to educate a greater audience.</p> <p><u>Product</u></p> <ul style="list-style-type: none"> Prep, Video, Reflection Use this SLIDE TEMPLATE <p>Ideas include</p> <ul style="list-style-type: none"> How to be an Ally to Target Groups - Choose a |

Option 2: Call Out/Call In Letter

Watch the video by Dr. Sy Stokes called "Dear White Counselor" about overcoming stereotypes. Write your own letter and then reflect.

Product:

- Poem Analysis, Letter Prep, Final Letter, Reflection
- Use this [DOCUMENT TEMPLATE](#)

Option 3: Create a Children's Book

This book should explain and define the chosen oppression or intersectionality, in a way that is understandable for kids. Use examples and images in addition to writing.

Product:

- Prep, Finished Book, Reflection
- Use this [SLIDE TEMPLATE](#) to organize

Your product will be presented to the class on the day of your Final. This presentation will be approximately 2 minutes long.

Option 4: Instagram Post

about a topic (or topics) we've covered in Ethnic Studies that educates a greater audience.

Product

- Prep, Video, Reflection
- Use this [SLIDE TEMPLATE](#)

specific -ism

- Current Events & how they relate to ETHS
- Cultural Appropriation - what, why?
- Implicit Bias - What and Why
- Your choice!

Products will be shown or presented to the whole class on the day of your Final.



Participation in our Final Community Circle

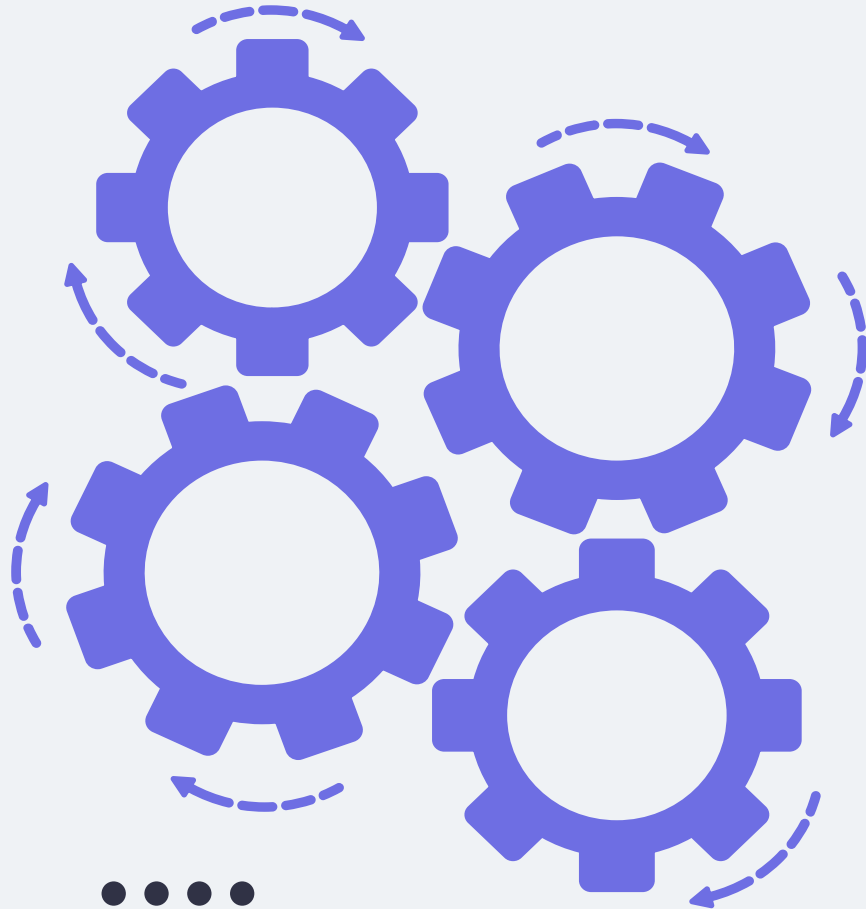
On the day of the final, we will begin with individual presentations and then move to group presentations. In the last 30 minutes, we will hold our final community circle.

The final community circle question is: Name 3 [tenets](#) that you saw in your project and explain ONE of the tenets.

Final Project Rubric - Intro to Ethnic Studies, Fall 2021 - 60 Points Possible

| | Exceeds | Meets | Approaching | Not Observed |
|--|--|--|---|--|
| PRODUCT Mastery of Content - Demonstration of Content Knowledge or Topic and Analysis 24 points | + Student does an amazing job demonstrating their knowledge of the topic and/or product. It is clear the student did a lot of research to extend their knowledge. WOW! | Student adequately demonstrates knowledge of content and or topic as covered in class. | Student demonstrates some knowledge of content, but may seem incomplete or lacking. | Student's demonstration of knowledge is incomplete or lacking. |

| | | | | |
|---|--|---|--|--|
| <u>REFLECTION</u> Mastery of Content - Reflection 8 points | +Heavy emphasis on action and reflection piece. Is very deliberate and detailed on how they plan to take action. Is very reflective about their project and the takeaways from the course. WOW | Student adequately reflects and states action they plan to take. The student reflects on their biggest takeaway. | Student attempts to complete a reflection, but is lacking in analysis or thought. | --Does not complete |
| <u>COMMUNICATION</u> Presentation met time requirement 4 points | Student's presentation hits time requirement AND covers all aspects of the project. It is obvious that student prepared and rehearsed prior to final date. WOW! | Student's presentation hits the 2 minute - 2:30 minute range. Spoke for 2 minutes, but might not have addressed all parts of project, or may have gone over time requirement. | Student does not meet 2 minute time requirement. | --Student does not present. |
| <u>COMMUNICATION</u> Active Listening 3 points | | Student is practicing good listening skills (eye contact, body language). May ask a question or demonstrates engagement in other ways. | -May be distracted during presentations. Does not show consistent active listening skills. | --Is distracted or does not demonstrate listening skills throughout presentations. |
| <u>COMMUNITY CIRCLE PARTICIPATION</u> Mastery of Content - Tenets 8 Points | +Student participates in the community circle orally on the day of the final. Identifies at least 3 tenets in their project, and thoroughly explains one to the class. WOW! | Student participates in the community circle orally on the day of the final. Identifies at least 3 tenets in their project, and explains one adequately to the class. | Student participates in the community circle, but may do this through the chat box. Identifies at least 3 tenets in their project, and explains one adequately to the class. | Student does not participate in the community circle. |
| <u>OVERALL EFFECTIVE EFFORT & CREATIVITY</u> 8 Points | Student is extremely creative in product. Effective effort is seen throughout product and presentation. Exceeds expectations! WOW! | Student is adequately creative and demonstrates effective effort in most areas of the product and/or presentation. | Student's creativity or effort is approaching expectations in both the product and presentation. | |
| <u>COMPLETION & RESPONSIBILITY</u> 5 Points | Student submitted their final by the end of their period's final block. | | | Student submitted their final late by Friday, December 16, 11:59pm. |

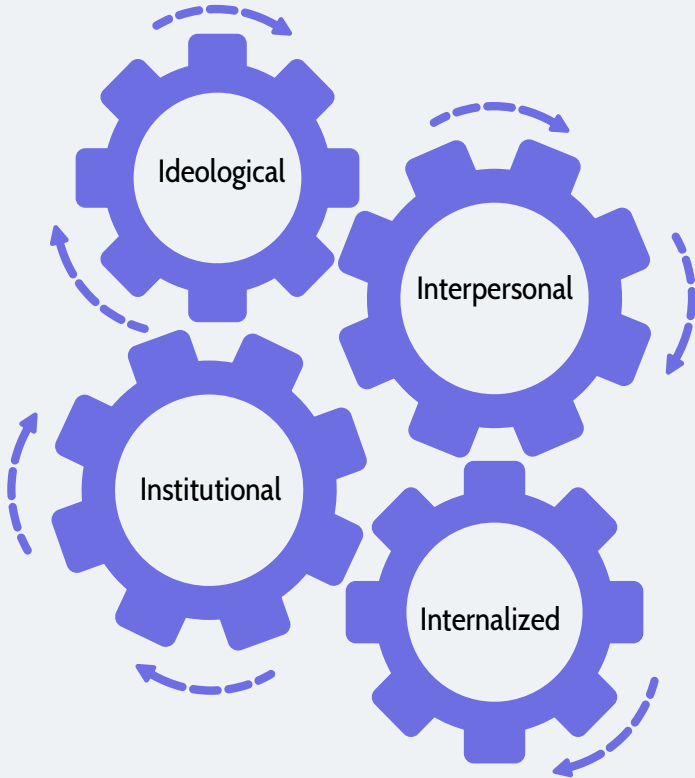


What do you notice about
the figure to the left?



THE FOUR I'S OF OPPRESSION

This presentation is adapted from the work of Sean Arce, PH.D.

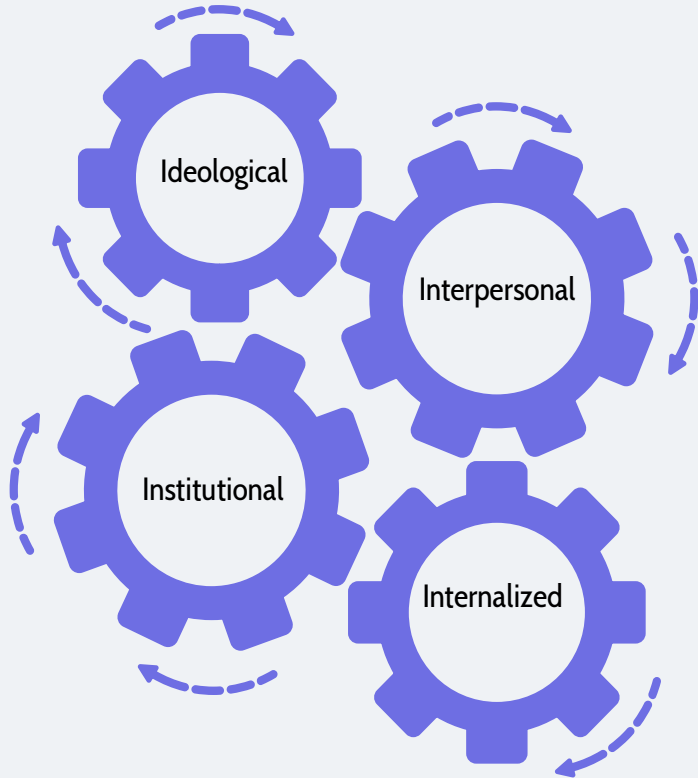




**Content Warning: The lesson
includes examples of oppression.**



.... Four I's of Oppression



Oppressions like racism, sexism, ageism (and more) occur in different ways: Ideological, Institutional, Interpersonal, and Internal.

None of these four aspects of oppression **can exist separately**. Each is completely mixed up with the others - they are all connected! It is crucial to see any oppression as a system; when one gear spins, they all spin.



Ideological Oppression (Bell, 2013)

- The idea that one group is somehow better than another usually based upon any combination of race, class, gender, immigration status, ability, and sexuality.
- Examples: dominant narratives, “Othering,” “those”

“When Mexico sends its people, they’re not sending their best. They’re not sending you. They’re sending people that have lots of problems. They are not our friend, believe me,” he said before disparaging Mexican immigrants. “They’re bringing drugs. They’re bringing crime. They’re rapists. And some, I assume, are good people.”

-Donald J. Trump

“Your ancestors, when they landed at Plymouth’ dealt with the Indians by ‘cheating them out of their land,’ Sam Houston declaimed at an All-Mexico rally. ‘Now the Mexicans are no better than the Indians, and I see no reason why we should not go in the same course now and take their land.’”

- American Settler Colonialism (Hixson, 2013, p. 102)

SMUHSD PRA_001815

Institutional Oppression (Bell, 2013)

- Using the laws, legal systems, education system, media and other institutions to maintain power/ideology
- Examples: legal, law enforcement, education, media, religion, medicine, banking/financial.



SMUHSD PRA_001816



**END
VIOLENCE
AGAINST
AAPI
WOMEN
+ GIRLS**

@aapiwomenlead

**STOP
ASIAN
HATE**

Interpersonal Oppression (Bell, 2013)

- The way people play out discrimination and violence on each other.
- Examples: racial microaggressions, racial slurs, racist/homophobic jokes, and violence.

SMUHSD PRA_001817

Internalized Oppression (Bell, 2013)



“Death in a Bottle” - Raul González
@mictlanmurals

- How one internalizes the ideological ideas of oppression. Internalized oppression means the oppressor doesn't have to exert any more pressure because folks do it to themselves and each other.
- Examples: alcohol abuse, drug abuse, self-doubt, self-hate, domestic violence, “gang violence,” Black on Black/Brown on Brown violence -> “horizontal violence.”

SMUHSD PRA_001818



Ideological

The idea that one group is somehow better than another, and has the right to control the other group

Interpersonal

The way people play out discrimination and violence on each other.

Institutional

How governments and society reinforce the idea that one group is somehow better than another; can be expressed in laws, customs, media images, educational systems, etc. to unfairly treat different groups of people.

Internalized

Oppressed people internalize the ideology of inferiority, they see it reflected in the institutions, they experience mistreatment interpersonally from members of the dominant group, and they eventually come to internalize the negative messages about themselves.

Summary

Activity



- 1) Analyze each of the 5 presented examples of oppression
- 2) In your group, discuss and determine which “Four ‘I’s’ of Oppression” (one or more) are illustrated in the example
- 3) Be prepared to share out.

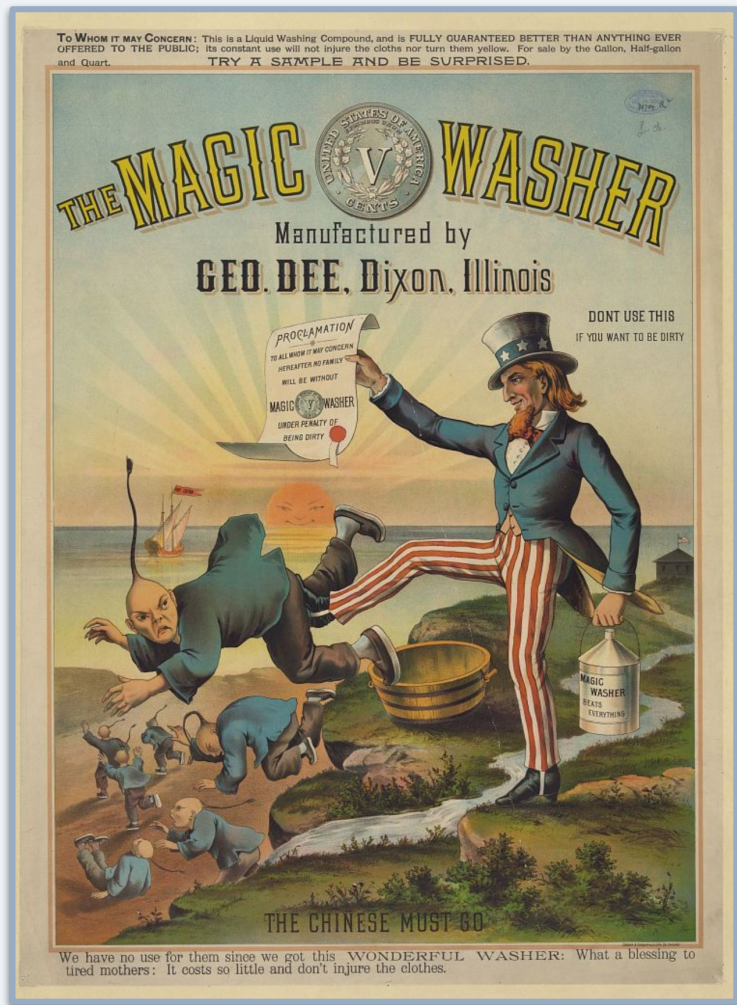


The Four “I’s” of Oppression - Which of the Four “I’s” are illustrated?

- DOCUMENTARY CLIP:
No Más Bebés (2015).
- Mass forced sterilization
of Mexican-origin
women at Los Angeles
County Hospital in the
1960s and 1970s.

*Note: There may always be two or more forms of oppression at play in any given situation.





The Four “I’s” of Oppression - Which of the Four “I’s” are illustrated?

- **PRODUCT ADVERTISEMENT:** “The Chinese Must Go!” (Geo.Dee, Dixon, Ill. 1886) - Source: Library of Congress.
- In the aftermath of the [1882 Chinese Exclusion Act](#), many political cartoons and product advertisement such as this were highly circulated throughout the U.S.

*Note: There may always be two or more forms of oppression may be at play in any given situation.

SMUHSD PRA_001822

The Four “I’s” of Oppression - Which of the Four “I’s” are illustrated?

POPULAR MEDIA CLIP: “Father Daughter Confrontation” - American Crime (ABC, 2015)

[Link to Video](#)

*Note - there always may be more than one form oppression at play in any given situation.



The Four “I’s” of Oppression - Which of the Four “I’s” are illustrated?



*Note - there always may be more than one form oppression at play in any given situation.

In 1952, Sing and Grace Sheng, a Chinese American couple living in San Francisco's Chinatown district, decided to move out of the crowded apartment they shared with their extended family and find a place of their own. Since Mr. Sheng worked as a mechanic at the San Francisco airport, they looked for a home near his work in South San Francisco. They found a house in Southwood, a subdivision of South San Francisco, and signed a purchase agreement for \$12,300. When white neighbors learned that a Chinese American family planned to move to Southwood, they protested the purchase. The South San Francisco city manager, Emmons McClung, also a Southwood homeowner, orchestrated a community meeting in which Mr. Sheng was confronted by 75 white homeowners opposed to his family moving into their neighborhood. They conveyed to Mr. Sheng that they had “no personal animosity toward him,” but feared that their property values would decrease if the neighborhood lost its status as “restricted”—or, for whites only.

The Southwood subdivision builder, American Homes Development Company, had stoked their fear, sending a letter to homeowners that urged them to protect their private property rights. The company also reportedly attempted to intimidate the prior owner of the residence, J. H. Denson, who made the sale to the Shengs. Mr. Sheng proposed a neighborhood vote on his purchase and promised he would not move in if the community voted against it. The city paid for and printed ballots to vote on the Shengs' purchase. Southwood voted to exclude the Shengs, 174-28.

SMUHSO PRA - 004824

The Four “I’s” of Oppression - Which of the Four “I’s” are illustrated?



Speech: “Who taught you to hate yourself?” - Malcolm X

*Note - there always may be more than one form oppression at play in any given situation.



“Precious Knowledge” Viewing Guide

Unit 1 - Identity & What is Ethnic Studies

“Precious Knowledge” interweaves the stories of students in the Mexican American Studies Program at Tucson High School. While 48% of Mexican American students currently drop out of high school, Tucson High’s Mexican American Studies Program has become a national model of educational success, with 100% of enrolled students graduating from high school and 85% going on to attend college. The filmmakers spent an entire year in the classroom filming this innovative social-justice curriculum, documenting the transformative impact on students who become engaged, informed, and active in their communities.



| Connections (2-3) <i>This connected to me because...</i> | What are new insights? (2-3) <i>I didn't realize that...</i> <i>I found it interesting that...</i> | Puzzling or Challenging (1-2) <i>A question I have...</i> |
|---|--|--|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | |

| What is <u>one argument</u> for ETHS? What did the students gain from taking Ethnic Studies (La Raza) courses? | What is <u>one reason</u> why some were opposed to this class? |
|---|---|
| | |

*Directions: After the documentary, please answer the following questions in **complete sentences**.*

1. In your opinion, why was the video named, "Precious Knowledge"? What is the connection to ethnic studies?

2. The Tucson High School students and Mr. Acosta would start off each class reciting In Lak'ech, setting an intention (goal) each day. Why is it important and/or beneficial for the class to set an intention?

3. After watching "Precious Knowledge", how did the video open and/or change your perspective on how others are treated? How might this knowledge shape how you interact with people around you?

4. How did this documentary change or better your understanding of ethnic studies and the reasons for why it is a required class in our district?

Tool Kit Packet

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Costa's Level of Understanding

| | | |
|--|---------|--|
| Level One (Google): The answer is ON THE PAGE or IN THE TEXT | | |
| Define | Name | ➤ Which? |
| Scan | Observe | ➤ What? |
| Describe | Recite | ➤ What did? |
| Identify | List | |
| Level Two (Noodle): Your BRAIN PROCESSES INFORMATION to arrive at the answer. | | |
| Compare | | ➤ Explain |
| Contrast | | ➤ Arrange |
| Group | | ➤ How are? |
| Sequence | | ➤ How can? |
| Infer - reach a conclusion from evidence | | ➤ Why did? |
| Synthesize - combine separate parts to create a whole | | ➤ How did? |
| Analyze - separate parts to examine | | |
| Level Three (Doodle): Your brain processes information AND uses PAST KNOWLEDGE OR EXPERIENCE to arrive at the answer. | | |
| Apply a principle | | ➤ Is there ... |
| Imagine | | ➤ Which of ... |
| Judge | | ➤ If this ... what will? |
| Evaluate - examine and judge carefully | | ➤ What do you think? |
| Hypothesize - tentative explanation; not proven but assumed to be true | | ➤ What can you say from what you have learned? |
| Predict - tell or declare beforehand | | ➤ What if... |
| Speculate - think about at length; based on inconclusive evidence | | |

Costa's Levels of Thinking and Questioning: Social Studies

Adapted from AVID

| LEVEL 1 GOOGLE | LEVEL 2 NOODLE | LEVEL 3 DOODLE |
|--|---|---|
| <ul style="list-style-type: none"> • What information is provided? • What are you being asked to find? • When did the event take place? • Point to the ...? • List the ...? • Name the ...? • Where did ...? • What is ...? • Who was/were...? • Make a map of ... | <ul style="list-style-type: none"> • What would happen to you if ...? • Can you see other relationships that will help you find this information? • Would you have done the same thing as...? • What occurs when...? • If you were there, would you...? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to ...? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of ... • Give me an example of ... | <ul style="list-style-type: none"> • Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • What would it be like to live...? • Write a new ending to the event. • Describe the events that might occur if ... • Pretend you are ... • What would the world be like if...? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not? |

Writing a Cornell Notes Summary

A Drafting Template
Adapted from Constructing Meaning

Directions: Use sentence frames in the right column to draft a summary for your Cornell Notes. Choose one frame to use for each of the four sentences. Your finished summary should be written as a complete paragraph, with correct indentation and punctuation.

| | |
|--------------------|--|
| Sentence #1 | <ul style="list-style-type: none">• In this lesson, I learned _____ _____• The reading explained that _____ _____ |
| Sentence #2 | <ul style="list-style-type: none">• _____ is important information about the topic of _____ _____• A key detail from the text is _____ _____ |
| Sentence #3 | <ul style="list-style-type: none">• _____ helped me understand how / that _____ _____• Another important point from the text is _____ _____ |
| Sentence #4 | <ul style="list-style-type: none">• By studying _____, I realized / discovered _____ _____• As a result of learning about _____, I now understand _____ _____ |

SOAPStone

Adapted from Building Success

What to look for:

1. Speaker
2. Occasion
3. Audience
4. Purpose
5. Subject
6. -tone

How to find it:

| | |
|-----------------|--|
| Speaker | Is there someone identified as the speaker? Who created the document/source? Whose ideas are represented? If no one is identified, can you make some assumptions and educated guesses about the person? What social class do they come from? What political party? Gender? Ethnicity? Age? etc... |
| Occasion | What prompted the author to write this piece? What event led to its publication or development? |
| Audience | Does the speaker identify the audience? Who was the document created for? What assumptions can you make about the audience? Is it a mixed racial/gender group? What social class? Political party? Are there any words or phrases that are unusual or different? Does the speaker use language that is specific for a unique audience? What is the mode of delivery? |
| Purpose | What is the speaker's purpose? What is the argument of the document? What intentions does the author have? In what ways do they convey this message? How would you perceive the speaker giving the speech? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? How is the document supposed to make you feel? |
| Subject | What is the topic of the piece? (hint: often the subject and occasion are similar) |
| -tone | What is the author's mood or point-of-view? Identify key words throughout to determine tone. |

SOAPStone Sentence Starters

S.O.A.P.S

Adapted from Constructing Meaning

| | | |
|----------|---|---|
| S | SPEAKER Who is the writer? What is known about them? | <ul style="list-style-type: none"> • _____ reveals that the writer is _____. • Because of _____, we can assume the writer is _____. • By including information about _____, the reader learns _____. • The author's experiences suggest that _____. • The author's knowledge of _____ tells us that _____. |
| O | OCCASION What do we know about the time when this piece was written? What circumstances or situation may have influenced the writing of this piece? | <ul style="list-style-type: none"> • At the time _____ was _____. • During this period in history, _____. • When this was written, _____. • This piece is placed in a time when _____. • The occasion of this passage is _____. • The circumstances surrounding this piece include _____. |
| A | AUDIENCE Who is this piece directed towards? Who is the intended reader? What prior knowledge might the intended readers have? | <ul style="list-style-type: none"> • This article was written for _____. • The intended audience is _____. • _____ is the target audience for _____. • Readers will be familiar with _____. • The author is speaking to _____. • Readers come to this piece knowing _____. |
| P | PURPOSE What is the text trying to accomplish? | <ul style="list-style-type: none"> • By examining _____, the author hopes to _____. • The author explains that _____. • We read this to learn about _____. • The work furthers our understanding of _____. • The piece leads us to question _____. • Knowing this allows us to _____. |
| S | SUBJECT What content or topic does the author explore in this piece? | <ul style="list-style-type: none"> • The (source) is mainly about _____. • The (source) explores the topic of _____. • The author argues that _____. • The articles examines the ideas of _____. • The piece explains why _____. • The author recommends _____. • The central point of the article is _____. |

| | | |
|---|------|---|
| T | TONE | <ul style="list-style-type: none"> • The tone of the (speech, text, or piece) is _____ because the (author, speaker, etc.) uses words such as _____, _____, and _____. • When the (author, speaker, etc.) says, “_____,” it becomes evidence that the author’s tone is _____ because _____. • The (author’s, speaker’s, etc.) use of _____ creates a tone of _____ because _____. • Because the (author, speaker, etc.) says, “_____”, it creates a tone of _____. • As the (speech, text, or piece) continues, it is evident that the tone is _____ because _____. • Although the speaker’s tone is _____ in the beginning of the piece, it is through the author’s use of (rhetorical/literary devices) that the author reveals/exposes/demonstrates a _____. |
|---|------|---|

Claim-Evidence-Reasoning

C-E-R is a framework for writing that can be applied to any content or for any purpose. It consists of the following components:

| | |
|---|---|
| Claim The points or argument being made <ul style="list-style-type: none">• States a firm position• Answers a question• Could be an answer, idea, conclusion, or thesis | Strong reading skills are essential for students. According to dosomething.org, of the juveniles who face trial in the juvenile court system, nearly 85% are illiterate. This shows a strong relationship between illiteracy and crime. <u>Emphasizing reading skills in school can not only change a student's academics, but their life as well.</u> |
| Evidence Information that supports the claim <ul style="list-style-type: none">• Appropriate for the argument and audience• NOT opinion-based• Could be observations, data, facts, quotes, or information | |
| Reasoning Connects the claim and evidence <ul style="list-style-type: none">• Summarizes, adds to, or explains the evidence• Could be the logic or justification behind your claim | |

Claim-Evidence-Reasoning Tips

Need help crafting your claim, evidence, or reasoning? Keep these ideas in mind!

| | |
|--|--|
| <p>Claim</p> <p>Stuck writing your claim?</p> <ul style="list-style-type: none"> • Is you are answering a question, rephrase it into a sentence • Don't start with a "yes" or "no"-- just get into your big idea! • Avoid using phrases like "I think..." or "I believe..." These actually make you sound uncertain. | <p>As you write:</p> <p>→ After every sentence, ask yourself: does this support my claim?</p> |
| <p>Evidence</p> <p>Avoid "floating quotes"-- introduce facts and quotes. A quote should be part of your sentence, not standing alone.</p> <ul style="list-style-type: none"> • Remember to cite your evidence | <p><i>Evidence sentence starters:</i></p> <p>→ According to the text...</p> <p>→ For example...</p> <p>→ The text states...</p> <p>→ On page_ it said...</p> <p>→ The graphic showed...</p> |
| <p>Reasoning</p> <p>Take your reasoning step-by-step!</p> <ol style="list-style-type: none"> 1. Explain your evidence-- what does this quote/fact/example mean? 2. Connect your evidence to the claim-- how does it support your main argument? 3. Use a conclusion sentence | <p><u>Conclusion sentence ideas</u></p> <ol style="list-style-type: none"> 1. Summarize: rephrase your claim and main evidence 2. "So What?": explain why your readers should care about your topic 3. Call-to-Action: tell your readers what they should (or should not do) based on your writing |

Claim-Evidence-Reasoning Sentence Starters

| Sentence Starters | Examples |
|--|--|
| <p>Claim: MAKE A STATEMENT <i>Do not summarize, state what you think or observe.</i></p> <ul style="list-style-type: none"> → I think _____ because _____ → I believe _____ because _____ → I agree/disagree with _____ because _____ → I argue _____ because _____ | <p>Schools believe in order to get a great education you have to wake up early; however; <u>Largue</u> they are wrong. <u>According to the CDS</u>, "adolescents' 'internal clocks' operate differently than those of other age groups. It is typically more difficult for adolescents to fall asleep earlier in the evening than it is for other people in different age groups." <u>This suggests</u> that teens cannot fall asleep earlier in the evening, meaning it takes them more time to fall asleep, and, as a result, are more tired the next day. Additionally, sleep is important for optimal health. According to the author of the "Why Change " article, "sleep deprivation impacts include: weight gain eating disorders, increased risk of obesity, cardiovascular problems, reduced immunity, and mood swings. <u>This indicates</u> that a lack of sleep impacts students more than just being tired - it also affects their health! <u>I argue</u> that schools should start later in the day for the betterment of student;s energy levels and their overall physical and mental health.</p> <p>Structure Intro/Claim Evidence Reasoning Evidence Reasoning Conclusion</p> |
| <p>Evidence: PROVIDE SUPPORT <i>Support the claim. Make sure it is <u>sufficient</u> (use enough evidence to support the claim) and <u>appropriate</u> (use data that support your claim. Leave out information that isn't unnecessary).</i></p> <ul style="list-style-type: none"> → The data from _____ (source) suggests _____ → The text states _____ → The author/writer states _____ → According to _____ → The graphic showed _____ | |
| <p>Reasoning: GIVE JUSTIFICATION <i>Show how or why the evidence supports the claim. Connect the evidence BACK to the claim WITH reasoning. Provide the justification for why this evidence is important to this claim.</i></p> <ul style="list-style-type: none"> → This proves _____ because _____ → This is significant because _____ → This confirms _____ because _____ → This suggests _____ because _____ → This implies _____ because _____ → This reveals _____ because _____ | |

| | |
|---|--|
| <p>→ This indicates _____ because _____</p> <p>→ _____ persuades us to believe _____</p> <p>→ This describes how _____</p> <p>→ This demonstrates _____</p> | |
|---|--|

ARGUMENTATIVE ANALYSIS SENTENCE FRAMES
CLAIM: Academic language to use to introduce claims

When introducing your claim:

When considering/Based upon observations of _____, it is clear that _____
(subject)

(your claim)

When introducing an author/artist's claim:

In the _____ entitled _____, _____
(genre) (title of text) (author/artist's name)
asserts/argues/claims that _____
(paraphrase author/artist's claim)

When introducing your claim in comparison to an author/artist's claim:

_____ is correct/incorrect in their assertion/argument that _____
(author/artist's name) (paraphrase author/artist's claim)
because _____
(your claim)

EVIDENCE: Academic language to use to introduce supporting evidence (CDs)

- For example/instance, _____ (citation).
- An illustration of this could be _____ (citation).
- One piece of evidence that supports _____ is _____ (citation).
- To support this argument, one might consider the following (type of evidence): "....." (citation).
- A clear example of this is demonstrated when _____ (citation).
- For instance/example, in the _____ (type of text) it states, "....." (citation).
- The following _____ (types of evidence) illustrates/ demonstrates the idea that _____: "....." (citation).
- For example, [last name of author] presents/states/offers a (type of evidence) on page ____/ in lines ____: "....."
- As an illustration, lines ____ on page ____ read, "....."
- For instance, on page ____/ in lines ____, the character/speaker/narrator says, "....."
- To illustrate this idea/theme, the author describes _____ on page ____/ in lines ____, "....."
- The description on page ____/ in lines ____ is a perfect illustration of _____: "....."

REASONING: Academic language you can use to analyze the evidence through logical reasoning (CMs)

CM #1: WHAT DOES THIS EVIDENCE MEAN? EXPLAIN WHAT THE EVIDENCE SHOWS.

- This (type of evidence) proves/reveals/illustrates/clarifies/demonstrates that _____ because _____.
- In this quote, (the author/character/speaker/artist) compares/describes/refers to _____ in order to demonstrate that _____.
- At this point in the story/poem, the character/speaker is _____.
- That is to say, the author/character/narrator/speaker/artist believes that _____.
- In the literal sense, _____.
- According to the author/character/narrator/speaker/artist, _____.
- Here, the author/character/narrator/speaker/artist is illustrating that _____.
- In making this comment (or doing this action), the author/character/narrator/speaker/artist is _____.

CM #2: WHY DOES THIS EVIDENCE MATTER? CONNECT THE EVIDENCE BACK TO THE CLAIM.

- Consequently, this evidence illustrates/demonstrates/supports _____.
- From this, the reader can infer that _____.
- This can be interpreted to mean _____.
- (The author/This) suggests/conveys/intimates/implies/illustrates _____.
- _____ refers to/represents _____.
- Possibly/perhaps the character/speaker is _____.
- _____ may suggest (is suggesting) that _____.
- _____ suggests/implies/intimates that _____.

- It would appear that _____.
- On a figurative level/Figuratively speaking, _____.
- Like/similar to _____, _____ is compared to _____ because _____.
- The author _____ in order to demonstrate _____.

PUTTING IT ALL TOGETHER: An Example Argumentative Analysis Paragraph

In the Huffington Post article entitled "Why We Are Not Doing Enough About Bullying," author Olivia Busch, a 14-year-old high school student from Pennsylvania, asserts that school administrators are not doing enough to stop bullying from happening on campus. One piece of evidence she uses to support her argument is that "70.6 percent of teens have seen bullying occurring in their schools and approximately 30 percent of young people admit to bullying themselves" (10). This statistic clearly demonstrates that a majority of teenagers experience bullying in some form while at school. Consequently, the reader can infer that such a significant amount of bullying could be reduced if administrators intervened to stop such behavior. Furthermore, Busch presents the following anecdote from a teenager: "I got picked on so much during high school that I relied on self-harm to block out the mean slurs about my body" (12). This quote illustrates the extent to which bullying can harm teenagers, and it suggests that something needs to be done in order to protect students from these dangerous behaviors. In conclusion, Busch demonstrates the need for administrators to take action in order to curb such widespread and harmful bullying on high school campuses.

Categorization Strategy: PERSIAN

1. Political: Relating to government
 - a. Who is in charge? What is power based on? Who gives that person or group power? Is there a contract?
2. Economic: Relating to money
 - a. How do people earn money/their food? Agriculture, commerce, small trades or professions, or industry, like manufacturing or technology? Where's the money? Who has access and who does not?
3. Religious: Relating to religion
 - a. What is the meaning of life? Where did the group come from? What happens when they die? How do they spend their lives? Who talks to god(s)?
4. Social: Relating to interactions between people
 - a. How does the group relate to one another? How do people communicate? What do people do together? How is the group organized? Language? Culture?
5. Intellectual: Relating to ideas and education
 - a. Who are the thinkers? What groups are given the chance to learn? How do people learn? Where does knowledge come from? How is knowledge disseminated and used?
6. Artistic: Relating to self-expression
 - a. How do they express themselves? What commitment to self-expression do they have? What technology or resources are given to art?
7. Near: Relating to geography
 - a. In what geographic region is this located? What geographic landscape makes up the region? How are the people/events affected by the geography?

Thesis Self-Assessment Rubric

| Thesis | 4 Expert/Advanced | 3 Practitioner/Proficient | 2 Apprentice/Developing | 1 Novice |
|---|--|---|--|--|
| | <p>I can write a well developed, precise claim that fully addresses the prompt and includes sophisticated categories that provide a clear road map for development of the argument.</p> <ul style="list-style-type: none"> <input type="checkbox"/> It directly answers the prompt. <input type="checkbox"/> It is an argument or claim, not simply a factual observation. It presents the conclusion you have reached about a debatable point. <input type="checkbox"/> The road map has specific categories that match up to the sections in the body of the paper and is a preview for how the paper is going to be organized. <input type="checkbox"/> Categories are sophisticated and not just surface level. | <p>I can write a developed and precise claim that addresses the prompt and includes sufficient categories that provide a clear road map for development of the argument.</p> <ul style="list-style-type: none"> <input type="checkbox"/> It directly answers the prompt. <input type="checkbox"/> It is an argument or claim, not simply a factual observation. It presents the conclusion you have reached about a debatable point. <input type="checkbox"/> The road map has categories that match up to the sections in the body of the paper and is a preview for how the paper is going to be organized. <input type="checkbox"/> Categories are sufficient. | <p>I can write a somewhat developed claim that addresses the prompt and that may include some categories.</p> <ul style="list-style-type: none"> <input type="checkbox"/> It attempts to answer the prompt. <input type="checkbox"/> Undeveloped argument or claim; simply a factual observation. <input type="checkbox"/> Missing or unorganized road map without specific categories. | <p>I can attempt to write a claim although it does not address the prompt.</p> <p>OR</p> <p>Thesis is missing</p> |
| <p><u>Question 1:</u> Why is Atticus Finch considered a true American hero?</p> <p><u>Question 2:</u> What role did the printing press play during the French Revolution?</p> | <p>In <i>To Kill a Mockingbird</i>, Atticus Finch represents a true American hero because he fought for justice in the face of adversity, he gave a voice to those who have none, and he represented the highest of moral values during a period of extreme prejudice and racism.</p> <p>The French Revolution of 1789 would have been impossible without the printing press because it increased the creation of revolutionary reading material, spread radical ideology, and targeted middle-class citizens.</p> | <p>In <i>To Kill a Mockingbird</i>, Atticus Finch represents a true American hero by standing up for what was right, and helping Tom Robinson.</p> <p>The French Revolution of 1789 was aided by the printing press because it increased the creation of revolutionary reading material, spread ideas, and targeted middle-class citizens.</p> | <p>In <i>To Kill a Mockingbird</i>, Atticus Finch was a good man for helping Tom Robinson.</p> <p>The French Revolution of 1789 was helped by the printing press.</p> | <p>In <i>To Kill a Mockingbird</i>, Atticus Finch was a good father.</p> <p>The French Revolution was a bloody Revolution.</p> |

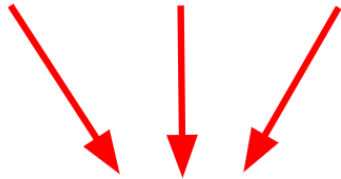
Prompt: What role did the printing press play during the French Revolution?

Thesis Statement/Claim

Ex: The French Revolution of 1789 was aided by the printing press because it increased the **creation of revolutionary reading material**, **spread ideas**, and **targeted middle-class citizens**.



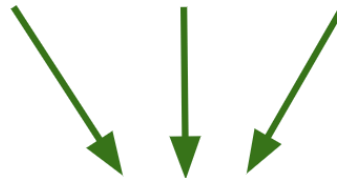
Body Paragraph Topic:
Revolutionary reading material



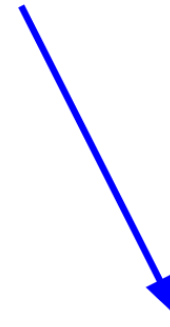
2-3 pieces of
evidence



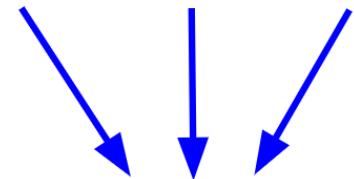
Body Paragraph Topic:
Spread ideas



2-3 pieces of
evidence



Body Paragraph Topic:
Targeted middle-class citizens



2-3 pieces of
evidence

Academic Function: Compare and Contrast

Adapted from Mr. Kuchenig

1. Identify the criteria for comparison.
2. Provide examples from each topic (person, thing, idea, etc.). Be sure to use the frames and signal words. If using quotes they should be no longer than 2-3 words. *Remember you can adjust the frames to fit your sentence.*

Compare and contrast frames (Choose one criteria frame and one evidence frame).

| Compare/similarities | Contrast/differences |
|--|--|
| <ol style="list-style-type: none"> 1. Identify Criteria (_A_) and (_B_) have (criteria) in common. 2. Provide Evidence (_A_) is ... (evidence), the same as (_B-) which is ... (evidence). | <ol style="list-style-type: none"> 1. Identify Criteria (_B_) is unlike (_A_) regarding ... (criteria). 2. Provide Evidence (_A_) is (evidence), as opposed to (_B_) which is ... (Evidence). |
| <ol style="list-style-type: none"> 1. Identify Criteria (_A_) are (_B_) are similar because ... (criteria). 2. Provide Evidence (_B_) is ... (evidence), just like (_A_) ... (evidence). | <ol style="list-style-type: none"> 1. Identify Criteria A distinction between (_A_) and (_B_) is (criteria). 2. Provide Evidence (_A_) is when ... (evidence), as opposed to (_B_) which happened when ... (evidence). |

Compare and Contrast signal words

| Compare/similarities | Contrast/similarities |
|---|--|
| <div>are the same</div> <div>is the same as</div> <div>are similar because</div> <div>both</div> <div>just like</div> <div>just as</div> <div>synonymous with</div> <div>each is</div> <div>share common attributes</div> <div>have in common</div> | <div>Unlike</div> <div>In contrast</div> <div>A distinction between</div> <div>As opposed to</div> <div>Are different because</div> <div>whereas</div> <div>on the other hand</div> <div>however</div> <div>yet</div> <div>but</div> |

Compare/similarities

| Criteria for comparing/contrasting | Source A (quotes/evidence) | Signal words | Source B (quotes/evidence) |
|------------------------------------|----------------------------|--------------|----------------------------|
| | | | |
| | | | |
| | | | |

Contrast/differences

| Criteria for comparing/contrasting | Source A (quotes/evidence) | Signal words | Source B (quotes/evidence) |
|---------------------------------------|----------------------------|-----------------|----------------------------|
| | | | |
| | | | |
| | | | |

Put more on the back if you run out of space.

COMPARE AND CONTRAST

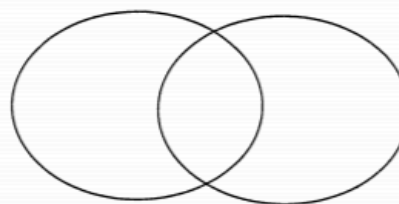
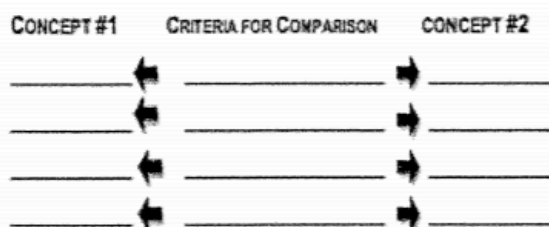
| | Helpful Signal Words | Sample Sentence Frames |
|-----------------------|---|---|
| Intermediate | <i>like, is the same as</i> <i>but</i> <i>are the same/</i> <i>however</i> <i>different because</i> <i>yet</i> <i>_____er, _____est</i> <i>unlike</i> <i>_____er than</i> <i>both</i> | <ul style="list-style-type: none"> Both are / are able to / have / can _____. _____ and _____ are similar because they are both _____. _____ and _____ are different because _____ is _____ and _____ is _____. |
| Early Advanced | <i>are similar because</i> <i>just like</i> <i>have in common</i> <i>in contrast</i> <i>difference between</i> <i>compared to</i> <i>on the other hand</i> | <ul style="list-style-type: none"> Although _____ and _____ have some similar characteristics, they are very different _____. The majority of _____ are _____, while _____ are _____. The differences/similarities between _____ and _____ are _____. |
| Advanced | <i>as opposed to</i> <i>just as</i> <i>a distinction between</i> <i>whereas</i> <i>share common attributes</i> <i>by comparison</i> <i>synonymous with</i> <i>each is</i> | <ul style="list-style-type: none"> They _____ and _____ are similar in that _____. While _____ and _____ are both _____, there are several major differences between them. The most noticeable/notable is that the _____ has _____, whereas the _____ has _____. The primary distinction between _____ and _____ can be described as _____. |

Related Functions & Sample Frames

| | |
|--------------------------------------|--|
| Compare characteristics | <ul style="list-style-type: none"> _____ and _____ share the same _____. Both _____ and _____ can be described as _____. _____ is different from _____ because _____. |
| Compare actions and responses | <ul style="list-style-type: none"> While _____ is able to _____, _____ does not have that capability/feature/_____. The behaviors of _____ was/is in complete contrast from / differs from _____. Each responded differently because _____. The _____ responded differently from the _____. |
| Draw comparative conclusions | <ul style="list-style-type: none"> Their similarities outweigh their differences because _____. By comparing _____ and _____, it became clear (I realized, I understood, etc) that _____. |
| Classify and compare | <ul style="list-style-type: none"> There are several types of _____, including _____, _____, and _____. _____ can be identified as a _____ because _____. One of the key characteristics of _____ is _____. A secondary characteristic is _____. |

COMPARE AND CONTRAST

Helpful Graphic Organizers



English Language Arts Example

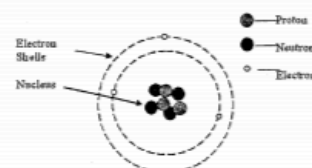
| Scout | | Criteria for Comparison of Scout and Jem | | Jem |
|---|---|--|---|--|
| Girl, age five | ← | Age and gender | → | Boy of about nine |
| Adventurous, likes to be outside; fights with boys, likes to read | ← | Behaviors | → | Adventurous, like to play outside, protects his sister |
| Confident, good-hearted, good-natured | ← | Personality traits | → | Can be moody and cynical, more serious than his sister |
| Nurtured and protected | ← | Relationship with Atticus | → | Respect and admiration |

Both Jem and Scout are important characters in *To Kill a Mockingbird*. Jem is a nine year-old boy, and Scout is his little sister. While Scout and Jem are both active and adventurous, there are several major differences between them. Whereas Scout is good-natured and easy going, Jem can be more moody and serious. Each has a close relationship with their father. Atticus is protective and nurtures Scout, but with Jem, he is more respectful and adult.

Science Example

Atomic Structure

| | Mass | Charge | Location |
|-----------|--------|-------------|-----------------------|
| Protons | 1 | Positive +1 | within the nucleus |
| Neutrons | 1 | None 0 | within the nucleus |
| Electrons | 1/1836 | Negative -1 | create electron cloud |



The structure of an atom includes three similar, but distinct constituents. Both protons and neutrons are found in the nucleus of the atom. Electrons, however, are found in the electron cloud that orbits the nucleus. Protons have a positive charge, electrons are negatively charged, and neutrons have no charge.

Single-Paragraph Summary Template: Compare & Contrast Expository Writing

| | | |
|-----------------------------------|--|---|
| Identifying the topic | _____ _____ and _____ _____ _____ | <input type="checkbox"/> have many similarities and differences. <input type="checkbox"/> have some common attributes, but also important distinctions. <input type="checkbox"/> both share certain characteristics, however, they differ in meaningful ways. <input type="checkbox"/> _____ |
| Including details – difference #1 | <input type="checkbox"/> While... <input type="checkbox"/> Although... <input type="checkbox"/> Whereas... <input type="checkbox"/> _____ ... | <input type="checkbox"/> _____ have/are _____, have/are _____. <input type="checkbox"/> _____ have/are _____, do not. <input type="checkbox"/> _____ |
| Explaining key details | <input type="checkbox"/> This explains why... <input type="checkbox"/> This is important because... <input type="checkbox"/> Consequently, ... <input type="checkbox"/> _____ ... | _____ _____ _____ _____ |
| Including details – difference #2 | <input type="checkbox"/> Another important difference/contrast... <input type="checkbox"/> A significant distinction between the two... <input type="checkbox"/> _____ ... | <input type="checkbox"/> is that _____ have/are _____, while _____ have/are _____. <input type="checkbox"/> is that _____ have/are _____, as opposed to _____ which have/are _____. <input type="checkbox"/> _____ |
| Explaining key details | <input type="radio"/> This is a key detail ... <input type="radio"/> This distinction is a powerful example ... <input type="radio"/> This is essential information ... <input type="radio"/> _____ ... | <input type="checkbox"/> that illustrates ... <input type="checkbox"/> that explains ... <input type="checkbox"/> that proves <input type="checkbox"/> because ... <input type="checkbox"/> _____ ... _____ _____ _____ _____ |

| | | | | |
|-----------------------------------|--|--|---|--|
| Including details – similarity #1 | <input type="checkbox"/> However, _____ and _____ also have similarities including.... | | <input type="checkbox"/> the fact that both have/are _____ _____ | |
| | <input type="checkbox"/> On the other hand, _____ _____ and _____ also share common attributes such as ... | | <input type="checkbox"/> their most notable commonality which is _____ _____ | |
| Explaining key details | <input type="checkbox"/> _____ ... | | <input type="checkbox"/> _____ | |
| | <input type="checkbox"/> _____ ... | | <input type="checkbox"/> _____ | |
| Conclusion | <input type="checkbox"/> By comparing _____ _____ and _____ _____ ... | | <input type="checkbox"/> it became clear that... | |
| | <input type="checkbox"/> _____ _____ _____ ... | | <input type="checkbox"/> I realized that ... | |
| Conclusion | <input type="checkbox"/> _____ _____ _____ ... | | <input type="checkbox"/> it became obvious that... | |
| | <input type="checkbox"/> _____ _____ _____ ... | | <input type="checkbox"/> I discovered that ... | |
| Conclusion | <input type="checkbox"/> _____ _____ _____ ... | | <input type="checkbox"/> _____ ... | |
| | <input type="checkbox"/> _____ _____ _____ ... | | <input type="checkbox"/> _____ ... | |

Compare and Contrast Signal Words

| Tier I | Tier II | Tier III |
|--|--|--|
| <i>Like, is the same as but</i> <i>Are the same/ however</i> <i>different because yet</i> <i>_____er, _____est unlike</i> <i>_____er than both</i> | <i>are similar because just like</i> <i>have in common in contrast</i> <i>difference between compared to</i> <i>on the other hand</i> | <i>as opposed to just as</i> <i>a distinction between whereas</i> <i>share common attributes</i> <i>by comparison each is</i> <i>synonymous with</i> |

SOCRATIC SEMINAR SENTENCE FRAMES

| | Questions to ask others | Ways to respond to a question or to begin a new idea. |
|------------------------------------|---|---|
| Presenting an Idea | <ul style="list-style-type: none"> What is the possibility that _____? | <ul style="list-style-type: none"> After examining the sources, I would like to propose that _____. _____ makes the argument that _____. One thing/something to consider is _____. An interesting fact is _____. It is clear that _____. According to _____. Based on the evidence in _____, |
| Support Ideas with Evidence | <ul style="list-style-type: none"> Can you give me an example from the text? Can you show me where it says that? What are examples from the other texts? What is a real world example? What is an example from your life? Are there any cases of that? What is the evidence for that...? Why do you say that? How do you justify that? What would you use to illustrate that? | <ul style="list-style-type: none"> For example... In the text it said that... One case showed that... An example from my life is... For instance... According to... An illustration of this could be... In this situation... To demonstrate... In fact,... |
| Elaborate and Clarify | <ul style="list-style-type: none"> Can you elaborate on...? What do you mean by...? Can you tell me more about...? What makes you think that...? Can you clarify the part about...? Can you be more specific...? How so? How/Why is that important? I'd love to hear more about... How does that connect to...? I'm a little confused about the part... | <ul style="list-style-type: none"> This shows us..... It is important because... This means that... In other words... An analogy for this might be... It is similar... |
| Build On/Challenge a | <ul style="list-style-type: none"> What do you think about the idea that... Can you add to the idea that... | <ul style="list-style-type: none"> I would add that... I want to expand on your point about... I want to follow up on your idea... |

| | | |
|--|---|---|
| Partner's Idea | <ul style="list-style-type: none"> • Do you agree? • What might be other points of view? • What are other ideas? • How does that connect to the idea...? • I am not sure this is relevant, but...? • How can we bring it back to the question of...? | <ul style="list-style-type: none"> • (To challenge) • Then again, I think that... • Another way to look at this could be... • Yet I wonder also if... • If _____, then _____ • What struck me about what you said is... • _____ is a good point, but I think the evidence shows that... • You made a good point when you said _____. I'd like to counter with the idea that... • I heard you say that _____. However, there are several reasons to oppose this point of view. Firstly... • Although you claim that _____, on the other hand... • The statistics of _____ are misleading, because they do not show... |
| Paraphrase | <ul style="list-style-type: none"> • I'm not sure that was clear... • How can we relate what I said to the topic/question? • What do we know so far? • What is your take on what I said? • I don't know. Did that make sense? • What are you hearing? | <ul style="list-style-type: none"> • So, are you saying that... • Let me see if I understand you... • Am I right in hearing you say that...? • In a nutshell, you are arguing that... • In other words... • What I am hearing is... • Essentially, you think that... • It sounds like you are saying that... |
| Synthesize Conversation Points | <ul style="list-style-type: none"> • What have we discussed so far? • How should we synthesize what we've talked about? • How can we bring this all together? • What can we agree upon? • What main points can we share? • What was our original question? • What key idea can we take away? | <ul style="list-style-type: none"> • We can say that... • The main theme/point seems to be... • As a result of this conversation, we think that we should... • How does this sound... • What if we...? • The evidence seems to suggest that... |
| Referenced the Text | | <ul style="list-style-type: none"> • According to the text/author..... • On page _ of document/text _____ • In paragraph # _____ from _____ (document title) |
| Bringing Others into the Conversation | <ul style="list-style-type: none"> • Do you agree or disagree with the previous statement? • Does anyone who has not spoken yet want to contribute? • _____, do you have anything that you can add to our conversation? | |

Says - Means - Matters

| | | |
|---|---|--|
| <p>Says What does the text say?</p> | <ul style="list-style-type: none"> • _____ writes/ states/ says, “_____” • “_____,” says / writes _____ (author/speaker). • “_____,” stated / said _____ (author/speaker). • In _____, _____ stated / said, “_____.” • According to _____, “_____.” • _____ believes / thinks that “_____.” • _____ proposes the idea that “_____.” • As _____ writes, “_____.” | |
| <p>Means What does the text mean?</p> | <ul style="list-style-type: none"> • This means _____. • This also suggests / indicates that _____. • In this _____, the author is describing / explaining / examining _____. • In this quote, the author proposes / addresses _____. • Here, _____ is saying / expressing / discussing _____. • _____ describes / is describing _____. • _____ says / is saying that _____. • For example / instance, _____. • In other words, _____. • In saying this, _____ is telling the reader that _____. • In this quote, _____ points out _____. | |
| <p>Matters Why does the text matter?</p> | <ul style="list-style-type: none"> • _____ is important / significant because ... • _____ matter because... • _____ confirms / supports / verifies... • _____ informs ... • _____ suggests / implies / indicates... • _____ shows / demonstrates... • _____ illustrates / portrays... • _____ argues / insists... • _____ persuades ... • _____ addresses ... • _____ questions whether / challenges... • _____ supports / reinforces... • This is further evidence of... • This further supports / confirms ... • So, _____ clearly supports / confirms... • This also suggests / means / implies... • Furthermore, _____./ Also, _____ . | <ul style="list-style-type: none"> → the idea of / that _____. → the thinking behind _____. → the issue of _____. → the relationship between _____. → the importance of _____. → the significance of _____. → the reasons for / behind _____. → the reader / the audience of _____. → _____ of _____. → the _____. → a solution to _____. → a / the question about _____. → of _____. → _____. |

RACE & ETHNICITY**Danger of a Single Story Notes**

Instructions: Complete the following tasks as we work through today's activities.

| <u>The Danger of a Single Story by Chimamanda Ngozi Adichie</u> | |
|---|--|
| WHILE watching: As you watch the TED Talk, complete the following questions. | |
| 1. What does Adichie mean by a "single story"? | |
| 2. What are examples of a single story? | |
| 3. Why does she believe "single stories" are dangerous? | |

| <u>The Danger of a Single Story by Chimamanda Ngozi Adichie</u> | |
|---|--|
| AFTER watching: When instructed by your teacher, complete the following questions. | |
| 1. What are other "single stories" you've heard? Where do you hear them? | |
| 2. Why do people believe single stories? | |
| 3. How do we combat single stories? | |

Resources

[RUBY IBARRA FEAT. BAMBU & NUMP || TAKING NAMES || PROD. BY OJ The](#)

[Producer](#)

[PRECIOUS KNOWLEDGE.m4v](#)

[The myth of race, debunked in 3 minutes](#)

“Cornrows” *Colin in Black and White*, created by Ava DuVernay Colin Kaepernick Paul Barnes, season 1, episode 1, ARRAY Filmworks, 2021.

“Quarterbackin” *Colin in Black and White*, created by Ava DuVernay Colin Kaepernick Paul Barnes, season 1, episode 2, ARRAY Filmworks, 2021.

“RoadTrip” *Colin in Black and White*, created by Ava DuVernay Colin Kaepernick Paul Barnes, season 1, episode 3, ARRAY Filmworks, 2021.

Chi, Frank, director. *38 at the Garden* . GTG Entertainment, Mr. Fahrenheit, Golden State Entertainment, 2022.