

Ethnic Studies Unit 1: Identity

Rotation 1: Unit Overview & Lessons-at-a-glance

Unit Overview

The unit will start with the teacher and students getting to know each other, building community in the classroom, learning about the background and basic tenets of Ethnic Studies, land and labor acknowledgments, and the social contract. Then the unit moves to a deeper exploration and understanding of identity, with opportunities for students to explore their own identities and the identities of people around them. In the spirit of “we” before “me,” the unit builds off community, where the students explore the various communities of which they are a part, the community identities they possess, and how the community has shaped their identities. Then the unit moves to exploring each student’s personal identity. Throughout the unit, students will read a diversity of perspectives in poetry, short stories, excerpts, nonfiction, and the visual arts. Students will write in various modes, including reflective pieces, personal narratives, and poetry.

This unit provides several resources in each lesson for teachers and students to explore; teachers have choices so they can tailor their practice to the needs of their particular students and classes. It is not necessary for teachers to complete each activity.

***NB: “Lesson” does not equate to a class period. A teacher can explore more than one lesson in a class period. Conversely, a teacher may need more than one class period to complete a lesson. ***

Lesson 1: Getting to Know You

CCSS Standards: L.9-10.1, L.9-10.3.A, W.9-10.2, W.9-10.4, W.9-10.5, PI.9-10.1, PI.9-10.5, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.6, L.9-10.3.A, L.9-10.2

ES Outcomes: 3. Furthering self-understanding; 7. Supporting a community focus

Objective:

Students will connect with peers in the class. Students will reflect on their own identity by creating a puzzle piece or similar community-building activity and introducing themselves to the class.

Sequence for Performance Tasks (Select one or more products/formative assessments):

1. Students will begin with a brainstorming activity to reflect on aspects of their identity.
2. Students will create a puzzle piece (PDF) visual representation. (Instructions for Visual Representation)
3. Students will write a one-page narrative to practice MLA formatting.
4. Another similar icebreaker/intro activity that the teacher designs to build community.

Resources:

MLA Formatting
Back to School Night: Parent Communication
Community Building ESMC pages 42-44

Lesson 2: Community Building

CCSS Standards: L.9-10.5, RL.9-10.4, W.9-10.9, W.9-10.10, W.9-10.4, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.6, L.9-10.2

ES Outcomes: 4. Developing a better understanding of others; 7. Supporting a community focus; 8. Developing interpersonal communication

Objective: Students will learn annotation skills and apply prior knowledge of identity to a poem. Students will engage in restorative practice and community-building.

Sequence for Learning:

1. Circle up, play a game to warm up/switch seats
2. Check in about expectations/questions/worries about this class or starting high school
3. Read together and discuss *Child of the Americas* by Aurora Levins Morales
 - a. Annotation and analytical questions
 - b. As your read, have students circle unfamiliar words and underline a line they like or resonate with (a way to slow this down is to look it over without line breaks/punctuation and have kids try to add it back in where they think it goes)
 - c. Introduction of intersectionality
4. *Child of _____* Poem
 - a. Have students rewrite the underlined segment in their own words and explain why they selected it.
 - b. How to ask questions (critical thinking); TQE method: <https://www.cultofpedagogy.com/tqe-method/>

Performance Tasks:

Read poem
Annotated texts
Short answer responses
Students create their own poem using the fill-in-the-blank version

Resources:

Community Building ESMC pages 42-44

Lesson 3: Land/Labor Acknowledgment

CCSS Standards: W.9-10.4, SL.9-10.4, W.9-10.10, SL.9-10.1, SL.9-10.6, L.9-10.6, L.9-10.3.A, L.9-10.2

ES Outcomes: 2. Working toward greater inclusivity; 6. Promoting self-empowerment for civic engagement; 7. Supporting a community focus

Objective: Students will learn what a land or labor acknowledgment is and how it can help build community. Students will learn who lived in California/San Diego before Europeans, including the Kumeyaay people, who still live here. Students will learn about how California “acquired” this land.

Sequence for Learning:

1. Land and Labor acknowledgment teacher-led content
2. Student discovery/investigation of land/labor acknowledgments
3. Groups write a land/labor acknowledgment to share (different digital platforms for sharing with the class)
4. One group per week shares their land/labor acknowledgment using a chosen digital platform

Performance Tasks:

Each group will produce a land/labor acknowledgment to share with the class on a chosen week

Resources (Student):

Tips for creating land acknowledgments
CSUSM land acknowledgment toolkit

Resources (Teacher):

Native American Studies ESMC pages 50-51
Land acknowledgment lesson ESMC pages 325-333

Lesson 4: Social Contract

CCSS Standards: L.9-10.4, SL.9-10.1, SL.9-10.5, W.9-10.4, W.9-10.10, SL.9-10.1.B, SL.9-10.1.C, SL.9-10.6, L.9-10.6, L.9-10.3.A, L.9-10.2

ES Outcomes: 2. Working toward greater inclusivity; 6. Promoting self-empowerment for civic engagement; 7. Supporting a community focus

Objective:

Students will learn about different spaces: safe, necessary, brave space, taking up space (who feels comfortable, who feels allowed). Guided by the teacher, students will build norms & social contracts.

Sequence for Learning:

1. Explore class expectations/ syllabus - individual read, group discussion, opportunity to ask for clarification
2. Define spaces (safe, necessary, brave & taking space)
3. How to interact with each other; sentence frames and rubrics; practice academic discussion
4. Learn about social contract (John Locke)
5. Create class agreements - student and teacher discussion about class norms

6. Individual write from prompt, pair/share, whole group discussion
7. Table group social contract

Performance Tasks:

Write social contract

Resources:

Example lesson on social contract
Democratizing the classroom and citizenship (ESMC Chapter 3 pages 39-40)
How to interact with each other: “The Art of Conversation” By Margaret J. Wheatley
An invitation to a brave space by Micky Scottbey Jones
Discussion sentence frames
Communication and Collaboration Rubric
Discussion Rubric
Zwier Discussion Placemat

Lesson 5: The Danger of a Single Story/History of Ethnic Studies

CCSS Standards: W.9-10.3.A, RI.9-10.4, SL.9-10.1, RL.9-10.6, W.9-10.10, W.9-10.4, W.9-10.9, SL.9-10.6, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 2. Working toward greater inclusivity; 4. Developing a better understanding of others

Objective: Students will learn what Ethnic studies is and why it is important. Students will learn the historical origins of Ethnic studies. Students will discuss what community means and how we can build it. Students will listen to and discuss Chimamanda Ngozi Adichie’s TEDTalk, “The Danger of a Single Story”.

Sequence for Learning:

1. History
 - a. Third World Liberation front and the fight for ethnic studies, 1968
2. Tucson, Arizona
3. Intro Slides w/ QW
4. Bio for Chimananda
5. “Danger of a Single Story” by Chimamanda Ngozi Adichie (TedTalk) (CCSS.ELA-LITERACY.RL.9-10.6)
 - a. Active Viewing Guide
6. Profiles of Famous People
7. Implicit Bias:
 - a. Everyone has biases. It’s part of being human. It’s important to recognize, but not be ashamed, of this basic fact. Show and discuss the Cognitive Bias Codex by Jeff Desjardins
 - b. Define implicit bias
 - c. P&G: The Look

- d. Implicit Bias: Peanut Butter, Jelly and Racism by NYT/POV's Saleem Reshamwala
- e. Bias Isn't Just A Police Problem, It's A Preschool Problem | Let's Talk | NPR
- f. How Unconscious Bias affects decision making and how we can make better workplace decisions video by Marshall E-learning Consultancy
- g. Doll test; Video by Luca Iavarone and Raffaello Durso
- h. Harvard--Project Implicit--Implicit Association Test

Performance Tasks:

Student profiles Predict the future for these “students”; discuss rationale for answers (inferences = what I know from real life + what I read in the text/profile); discuss assumptions, stereotypes, implicit bias

Resources:

Community Building ESMC pages 14-15
the Fight for Ethnic Studies (PBS video)
Definition, History and Benefits of ESMC Chapter 1 page 8-13)

Lesson 6: Group Identity--Who Are We?

CCSS Standards: SL.9-10.1, W.9-10.4, RL.9-10.1, RL.9-10.2, RL.9-10.4, W.9-10.10, W.9-10.2, W.9-10.9, SL.9-10.6, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 2. Working toward greater inclusivity; 4. Developing a better understanding of others; 5. Recognizing intersectionality

Objective: Students will analyze identity and its complexity as it relates to self.

Sequence for Learning:

1. Writer's Journal: What does it mean to “belong”? What does belonging to each of these groups mean to you? How do you act within each of these groups? How do they help define your identity?
2. Reflection & student/teacher directed discussion:
 - a. What is one dimension of self that you think about often? Why?
 - b. What is one dimension of self that you do not think about? Why?
3. Introductory Video: TED Talk (13min) America Ferrara “My Identity is a Superpower-- Not a Obstacle”
4. Questions: Who are we?
 - a. How do our interactions with others form our perception of identity?
 - b. What does it mean to belong?
 - c. How does it feel to belong to a group? Why?
 - d. How do we make other people feel that they belong?

5. John Donne, Meditation XVII quotation and analysis
 - a. From “Meditation XVII” by John Donne, 1624: “No man is an island entire of itself; every man is a piece of the continent, a part of the main; if a clod be washed away by the sea, Europe is the less, as well as if a promontory were, as well as any manner of thy friends or of thine own were; any man's death diminishes me, because I am involved in mankind. And therefore never send to know for whom the bell tolls; it tolls for thee”
6. In Lak’Ech poem by Luis Valdez and analysis of poem
7. Compare/Contrast Donne with In Lak’Ech

Performance Tasks:

- Reflective writing about identity
- Analysis writing
- Comparison/contrast writing

Resources:

Identity ESMC page 36

Lesson 7: Identity and Place (Geographical)

CCSS Standards: SL.9-10.1, W.9-10.4, W.9-10.10, W.9-10.2, W.9-10.9, SL.9-10.6, RL.9-10.4, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 2. Working toward greater inclusivity; 4. Developing a better understanding of others; 5. Recognizing intersectionality

Objective: Students will analyze how place connects to identity.

Sequence for Learning:

1. Reflective Writing: map of neighborhood
2. Class discussion - teacher-directed
3. Listening to *The Moth* recording “When People Ask Me Where I’m From”

Performance Tasks:

Journal Writing,

Teacher Options - student collaboration - group interviews, pair share, class discussions

Resources:

Teacher designed slides

“When People Ask Me Where I’m From,” Beth Gebresilasie for Moth Radio Hour

Identity ESMC page 36

Lesson 8: Identity and Place (Internal Space/Place)

CCSS Standards: W.9-10.4, SL.9-10.1, W.9-10.10, W.9-10.2, W.9-10.9, SL.9-10.6, RL.9-10.4, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 2. Working toward greater inclusivity; 4. Developing a better understanding of others; 5. Recognizing intersectionality; 8. Developing interpersonal communication

Objective: Students will analyze how place connects to identity. Students will analyze how place connects to identity through the idea of perspective.

Sequence for Learning:

1. Reflective Writing: quotations and questions about school
 - a. Think about collective identity: US, California, San Diego (or Encinitas, Carlsbad, etc), our school
2. Analysis - written and/or oral
3. Evaluation

Performance Tasks:

Journal Writing

Teacher options:

Writing: student comprehension questions;

Defining Perspective - small group collaborations, share outs, class discussion

Resources:

Where Are You From? Yamile Saied Mendez ([▶ WHERE ARE YOU FROM? | Storytime with Yamile Saied Méndez](#))

Teacher slides

Excerpt from "The Way to Rainy Mountain," N. Scott Momaday

"Message to Franklin Pierce" Chief Seattle

Identity ESMC page 36

Lesson 9: Introduction to Self

CCSS Standards: W.9-10.10, W.9-10.4, W.9-10.9, SL.9-10.1, SL.9-10.6, RL.9-10.4, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 3. Furthering self-understanding; 4. Developing a better understanding of others; 5. Recognizing intersectionality; 8. Developing interpersonal communication

Objective: Students will analyze how our identities are formed through aspects such as sex, religion, class, ability/disability, age, sexual orientation, gender identity, citizenship status, socioeconomic status, and language use. (ESMC Chapter 4) Students will learn what intersectionality is and how it is important to recognize and understand. Students will analyze how intersectionality relates to identity.

Sequence for Learning:

1. Writer's Journal: "What don't people get about what it's like to be you?" OR "Iceberg" prompt ESMC page 372 Iceberg of Identity: Brainstorm for writing and art/visual task)
2. Watch video: What is Intersectionality? Center for Prevention MN and/or Kimberlé Crenshaw: What is Intersectionality?
3. Intersectionality slides from Rethinking Ethnic Studies or Teach for Justice

Performance Tasks:

Journal Entry

Identity Chart Activity - Applying Identity Chart to Self:

- What aspects of your identity are most important to you? Why?
- Select 1-2 characteristics from your chart. Why is it an important part of defining who you are

Resources:

ESMC chapter 4

Intersectionality slides from Rethinking Ethnic Studies or Teach for Justice

Cross-curricular support of FAIR act and social studies

Lesson 10: Introduction to Self, Continued

CCSS Standards: W.9-10.10, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1, SL.9-10.6, RL.9-10.4, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 3. Furthering self-understanding; 4. Developing a better understanding of others; 5. Recognizing intersectionality; 8. Developing interpersonal communication

Objective: Students will apply their learning about identity to themselves.

Sequence for Learning:

1. Journal Reflection: Luigi Pirandello's quotation
2. Review the previous day's notes
 - a. Class Brainstorm on Identity and Factors that Create it
 - b. Take notes on "Why does it matter?"
3. Journal: Apply Identity questions to self
4. Writing: A vignette from *The House on Mango Street* (RL.9-10.6)
5. Identity Chart: Power Flower
6. Non-Fiction "Representing the U.S. and Critiquing It in a Psychedelic Rainbow" by Jillian Steinhauer (NYT article)
7. Writing Task: Turn notes Iceberg of identity into structured writing - meaningfully incorporate vocab into writing) (W.9-10.2)
Art: Visible vs Invisible assignment

Performance Tasks:

Journal
Power Flower
Visible/invisible visual

Resources:

Intersectionality from the guiding outcome ESMC page 18

Lesson 11: Who am I? How do others see me? How do I see others?

CCSS Standards: W.9-10.10, W.9-10.4, W.9-10.9, SL.9-10.1, SL.9-10.1.B, SL.9-10.1.C, SL.9-10.6, RL.9-10.4, L.9-10.5, L.9-10.6, L.9-10.3.A, L.9-10.2

ES Outcomes: 3. Furthering self-understanding; 4. Developing a better understanding of others; 5. Recognizing intersectionality; 8. Developing interpersonal communication

Objective: Students will apply identity concepts to the perceptions of others.

Sequence for Learning:

1. Journal on identity quotation from Montaigne

"I do not care so much what I am to others as I care what I am to myself."
— Michel de Montaigne

Can you relate to Montaigne?
How much value do you place on what others think of you compared to what you think of yourself?
What does it take for you to feel proud of yourself?

2. Social Contract conversation redux: speaking/listening respectfully; practice
3. Think notes: Exploring shifting identity and labels
4. Meme: perspectives of teachers' identities and lives
5. "The Bear That Wasn't" video
6. Think notes on the video
7. Identity and Perception:
 - a. Read *Farewell to Manzanar* Excerpt & Reflective Questions
 - b. View THE LAB: DECOY | 6 Photographers 1 Man - A Portrait Photography Session With A Twist
 - c. Discuss perception/perspectives, assumptions, stereotypes
 - d. Understand that other people, with their differences, can also be right (from the IB's mission statement)

8. Homework: Briefly explore the origin of your name (first and/or last). This could be done by: Google search and/or interviewing family members.

Performance Tasks:

- Journal Reflection
- One page essay
- Journal: Personal Reflection & Analytical responses

Resources:

The Bear That Wasn't
Farewell to Manzanar Excerpt

Lesson 12: Names and Identity: How are Names and Identities Connected?

CCSS Standards: W.9-10.2,W.9-10.4, W.9-10.5, W.9-10.10,RL.9-10.2, RL.9-10.4, RL.9-10.6, PI.9-10.1, PI.9-10., PI.9-10.4, PI.9-10.5, PI 9-10.6, PI.9-10.8, PI.9-10.11, PI.9-10.12, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, L.9-10.3.A, L.9-10.2

ES Outcomes: 3. Furthering self-understanding; 4. Developing a better understanding of others; 5. Recognizing intersectionality; 8. Developing interpersonal communication

Objective: Students will understand and explore the connection between names and identity.

Sequence for Learning:

1. Journal Reflection: what name fits you best right now? Quotation from *Stargirl* by Jerry Spinelli
2. Reflection: how is your name related to your identity? Story of your name?
3. "Substitute Teacher" video: Key & Peele: reflective and analytical questions OR Facundo the Great
4. Uzo Aduba Video: Analytical Questions
5. Naming Ceremony in tribal communities
6. Names & Culture: Native American, Black American, Deadnaming: read and annotate essays; what resonated with you?
7. "Song for My Name": poem, annotation, analytical questions
8. My Name Story: One page essay

AND/OR

9. What is a Vignette?
10. Sandra Cisneros Author intro Slides
11. "My Name" by Sandra Cisneros (Vignette) (RL.9-10.6, RL.9-10.4)
12. What is your name? Baseline Writing Task (W.9-10.4)

13. Introduce Unit Academic Vocabulary Terms (L.9-10.4)
14. Reflection- Choice responses (W.9-10.10)

Performance Tasks:

My Name Story: one page essay

Resources:

N/A

Lesson 13: Names and Identity Continued

CCSS Standards: W.9-10.2,W.9-10.4, W.9-10.5, W.9-10.10, RL.9-10.2, RL.9-10.4, RL.9-10.6, PI.9-10.1, PI.9-10., PI.9-10.4, PI.9-10.5, PI 9-10.6, PI.9-10.8, PI.9-10.11, PI.9-10.12, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, L.9-10.2

ES Outcomes: 4. Developing a better understanding of others; 5. Recognizing intersectionality

Objective:

Students will analyze poetry through the lens of identity.

Sequence for Learning:

Introductory Videos: Poetry Slam - “What Kind Of Asian Are You?” - Alex Dang, “Love You Some Indians”- Rowie Shebala

Writer’s Journal and Reflection

Reading & Annotating for purpose

1. Read for a purpose. What is our purpose? Find a purpose within the work.
2. Annotation & analyze
3. Predict, summarize/paraphrase, question, visualize, use prior knowledge, monitor your understanding, question the author’s purpose and POV, make inferences, evaluate, use context clues, vocab, text features.
4. Individual and class discussion - Poetry Analysis Jonathan Rodriguez Poem - “Two Names Two Worlds”
5. Group analysis of assigned poem.

Performance Tasks:

- Group analysis and discussion - one poem per group: “Theme for English B” Langston Hughes, “The Woman the Boy Became” Kae Tempest, “Guidelines” Lisa Majaj, “Identity” Julio Polanco, “The Changeling” Cofer, “The Space In Which to Place Me” - Layli Long Soldier, “The Contract Says: We’d Like the Conversation to be Bilingual” - Ada Limon “The Hill We Climb” / YouTube of Amanda Gorman

Resources:

- “Two Names, Two Worlds” - Jonathan Rodriguez
- “Theme for English B” - Langston Hughes
- “The Woman the Boy Became” - Kae Tempest

- “Guidelines” - Lisa Majaj
- “Identity” - Julio Polanco
- “The Space In Which to Place Me” - Layli Long Soldier
- “The Contract Says: We’d Like the Conversation to be Bilingual” - Ada Limon
- “The Changeling”- Cofer
- Audio Resource: Giving up on identity with Ada Limón

OPTION ONE: Poetry--Where I’m From

CCSS Standards: RL.9-10.2, RL.9-10.4, RL.9-10.7, PI.9-10.1, PI.9-10.6, PI.9-10.8, W.9-10.1.d, W.9-10.2.d, W.9-10.2e, W.9-10.3.d, W.9-10.4, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, L.9-10.3.A, L.9-10.2, W.9-10.3d, W.9-10.4, W.9-10.5, PI.9-10.12

ES Outcomes: 3. Furthering self-understanding; 6. Promoting self-empowerment for civic engagement

Objective: Students will connect George Ella Lyon’s Where am I from to poetry. Students will revise their writing utilizing poetic devices and specific details.

Sequence for Learning:

1. Close Reading, analysis, and annotation of Lyon’s poem
2. Rubric review and discussion of writing expectations
3. Brainstorm ideas for poem
4. Draft poem
 - a. Template for poem
5. Watch video on Rhythm and Poetry
6. Group discussion of poetic devices, rhythm, and detail in sample poems
7. Examine sample poems that demonstrate poetic devices, specifically “rhythm and flow”
8. Revise poem for content and prosody
9. Edit poem for clarity, grammar, mechanics, etc.

Performance Tasks:

Read/Annotate Poem

Examining/Understanding Rubric

Writing process: brainstorming, drafting, redrafting, revising, editing poem

Resources:

“Where I’m From” George Ella Lyon

Sample Poems: <https://poetrysociety.org.uk/poems/where-im-from/>

Video on “Rhythm and Poetry”: <https://www.youtube.com/watch?v=URuMb15CWJs>

“Where I’m From” Poem Rubric: <https://docs.google.com/document/d/1IHyaajje20d9UMxnLiuSZU8sy9mWSTF2hDKWezUoAN0/edit?usp=sharing>

Where I’m From slide deck

OPTION TWO: Personal Narratives/Autobiographical Incident/Memoir Writing

CCSS Standards: W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.10, PI. 9-10.1, PI.9-10.2, PI.9-10.3, PI.9-10.5, RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.6, PI.9-10.12, PII.9-10.1, PII.9-10.6, SL.9-10.1, SL.9-10.6, L.9-10.5, L.9-10.6, L.9-10.3.A, L.9-10.2

ES Outcomes: 3. Furthering self-understanding; 6. Promoting self-empowerment for civic engagement

Objective:

Students will analyze personal narrative/autobiographical incident/memoir through the lens of identity.

Sequence for Learning:

1. Journal Reflection
2. The power of a story article: NPR
3. NYTimes Narrative essay winners 2022 (model texts) (RL.9-10.6)
4. "The Violence of Naming" essay analysis; Annotate: Read for a purpose. What is your purpose for reading? Find a purpose. Title each paragraph (may group very short paragraphs together).
5. Bio for Malaka Gharib
6. Graphic Novel: I was their American dream? (Graphic Novel, Filipino)

Performance Tasks:

- Use the annotation strategies: Predict, make comments, summarize/paraphrase, question, make inferences, evaluate, vocab, text features and language
- Say Mean Matter Do (what, how, mean, matter)
- Optional - Write one's own personal narrative. Models: New York Times - Narrative Essay Contest Winner

Resources:

- Excerpted essay "The Violence of Naming" - Jena Barchas-Lichtenstein
- CodeSwitching interview - Ada Limon (US Poet Laureate) Ada Limón is many things: the U.S. Poet Laureate, a recently named MacArthur "Genius," a Latina, a summer person becoming a fall person. But underneath all those outer identities, she's still in search for the "original animal at [her] core."
- Graphic Novel: I was their American dream? (Graphic Novel, Filipino) by Malaka Gharib
- Short Story - "Mother Tongue" Amy Tan - Bio for Amy Tan
- Teacher Resource version of "Mother Tongue" - Amy Tan

As you review the details above, we invite you to provide feedback on the themes of ACCESS, BELONG and ACHIEVE. Jot your feedback on the sticky notes provided and then place them on the appropriate posters. Sentence starters can be found underneath each sticky note.

Notes on ACCESS	Notes on BELONG
<p>I wonder...</p> <p>I appreciate...</p> <p>I notice...</p>	<p>I wonder...</p> <p>I appreciate...</p> <p>I notice...</p>

Notes on ACHIEVE	Additional notes for yourself
<p>I wonder...</p> <p>I appreciate...</p> <p>I notice...</p>	

INTERNAL WORKING DRAFT

Rotation 2: Connections to Content Standards & Ethnic Studies Requirements

Meaning Goals

Connected to the Ethnic Studies Model Curriculum

Enduring Understandings (Big Ideas):

1. Students will gain a deeper understanding of their own identities, ancestral roots, and knowledge of self
2. Students will develop a better understanding of their place and the place of their ancestors in the ethnic trajectory of California and the United States
3. Students will learn how to transform their appreciation of diversity into action that aims to build community and solidarity
4. Students will understand how factors such as sex, religion, class, ability/disability, age, sexual orientation, gender identity, citizenship status, socioeconomic status, and language use... influence, but do not necessarily determine, one's life trajectory
5. Students will use the lens of intersectionality to explore the richness of human experience and to highlight the variations that exist within diversity
6. Students will build the ability to meet, discuss, and analyze sometimes controversial topics and issues that garner multiple diverse points of view

Essential Questions:

1. What factors shape our identities? What parts of our identities do we choose for ourselves? What parts are determined for us by others, by society, or by chance?
2. What dilemmas arise when others view us differently than we view ourselves?
3. How do our identities influence our choices and the choices available to us?
4. What factors influence our identity and, in turn, the choices we make?
5. How is identity shaped and reshaped by our specific circumstances?

English Language Arts Standards

Reading Literature:

- RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2:** Determine a theme or central idea of a text and analyze its development over the course of the text.
- RL.9-10.4:** Analyze how authors use literary devices and techniques to create effects and contribute to the meaning.
- RL.9-10.6:** Analyze how an author's choices concerning how to structure a text, order events, and manipulate time create effects.

Reading Informational Texts:

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Writing:

W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly.

W.9-10.3.A: Engage and orient the reader by establishing a context and point of view.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Language:

L.9-10.1: Demonstrate an understanding of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.3.A: Apply knowledge of language to understand how language functions in different contexts.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content.

L.9-10.5: Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening:

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience.

SL.9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Presentation and Information:

PI.9-10.1: Develop and present clear and coherent information and arguments, using appropriate organizational structures and techniques to engage and inform an audience.

PI.9-10.5: Analyze and evaluate the effectiveness of various presentation methods and tools, incorporating feedback to improve the clarity and impact of the information presented.

Ethnic Studies Values and Principles

(highlight those explicitly addressed in the unit)

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society
4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression
5. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

Alignment with Ethnic Studies Outcomes & College & Career Essential Skills

(highlight those explicitly addressed in the unit)

Ethnic Studies Outcomes

- Pursuit of justice and equity
- Working toward greater inclusivity
- Furthering self-understanding
- Developing a better understanding of others
- Recognizing intersectionality
- Promoting self-empowerment for civic engagement
- Supporting a community focus
- Developing interpersonal communication

College & Career Essential Skills

1. Creative & Critical Thinking
2. Emotional Intelligence
3. Resourcefulness
4. Communication
5. Dependability
6. Collaboration

Considerations & Accommodations

Considerations

- Consider the student population when selecting texts from the list of choices (Lexile, length, etc)
- Pacing of lessons

Accommodations

- Audiobook/recorded versions of texts
- Guided notes
- Step-by-step directions
- Outlines, graphic organizers, or fill-in-the-blank worksheets
- Annotation bookmark/guide
- Sentence starters
- Intentional groupings for projects
- Use captions on videos when available
- Models/examples

Inclusive Language

Vocabulary Words

- Identity
- Ethnicity
- Race
- Socioeconomic Status
- Class
- Intersectionality
- Sexual Orientation
- Gender Identity
- Citizenship Status
- Ability/Disability
- Code-Switching
- Social Contract
- Safe Spaces
- Brave Spaces
- Taking up Space
- Lived Experience
- Implicit Bias
- Narrative
- Assumptions/Stereotypes
- linguistic/Cultural/Social Capital or Wealth
- Perspective

Sentence Frames and Forms

- Discussion sentence frames
- Zwier Discussion Placemat

As you review the details above, we invite you to provide feedback on the themes of ACCESS, BELONG and ACHIEVE. Jot your feedback on the sticky notes provided and then place them on the appropriate posters. Sentence starters can be found underneath each sticky note.

Notes on ACCESS	Notes on BELONG
I wonder... I appreciate... I notice...	I wonder... I appreciate... I notice...

Notes on ACHIEVE	Additional notes for yourself
<p>I wonder...</p> <p>I appreciate...</p> <p>I notice...</p>	

INTERNAL WORKING DRAFT

Rotation 3: Resources/Activities Selected & Why

Readings & Resources

Below are links to **possible** resources. All items listed have been utilized in SDUHSD English courses.

Fiction		Non-fiction	Poetry	Video
Novel	Short Story			
<p><i>The House on Mango Street</i> by Sandra Cisneros (copies already in schools)</p> <p><i>Black Boy</i> by Richard Wright (first half)</p>		<p>Excerpt from <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston</p> <p>Short articles/ excerpts: “A Rose by Any Other Name: The Importance of Our Names in Shaping Identity” by Kyla Scanlon</p> <p>“Say My Name: Why Pronouncing Names Correctly is Important” by Yejin Lee</p> <p>“Hello, my name is _____” by Jason Kim</p> <p>“How Chinese Parents Pick Baby Names With Character” by Fan Liya</p> <p>“I Have Two Last Names” by Sylmarie Dávila-Montero</p> <p>“Language, Names, and Individual Identity” by Facing History & Ourselves</p>	<p>“Song For My Name” by Linda Hogan</p> <p>“Two names, two worlds” by Jonathan Rodríguez</p> <p>“Theme for English B” by Langston Hughes</p> <p>“The Woman the Boy Became” by Kae Tempest</p> <p>“Guidelines” by Lisa Majaj</p> <p>“Identity” by Julio Polanco</p> <p>“The Changeling” by Judith Ortiz Cofer</p> <p>“In Lak’ech” by Luis Valdez</p> <p>“Meditation 17” by John Donne</p> <p>“When People Ask Me Where I’m From” by Beth Gebresilasie (video)</p>	<p>The Bear That Wasn’t</p> <p>Substitute Teacher- Key & Peele</p> <p>Uzo Aduba</p> <p>The Fight for Ethnic Studies PBS</p> <p>What is Intersectionality? Center for Prevention MN</p> <p>Kimberlé Crenshaw: What is Intersectionality?</p>

		<p>“Does My Child’s Name Erase My Identity?” by Jami Nakamura Lin</p> <p>“The Multifaceted Native American Naming Tradition” by Elisabeth Pearson Waugaman Ph.D.</p> <p>Nanticoke Leni-Lenape; Naming Ceremonies by Nanticoke Leni-Lenape Tribal Council</p> <p>“Names/Nombres” by Julia Alvarez</p> <p>“Our Evolving Black American Naming Traditions” by Elisabeth Pearson Waugaman Ph.D.</p> <p>“A transgender person’s deadname is nobody’s business. Not even a reporter’s” by Chase Strangio</p> <p>“The unspoken history hidden behind a surname” by Lolly Bowean</p> <p>“Why Changing My Name Is a Celebration of My Identity, My Past, and My Future” by Tanais</p>	<p>Where Are You From? by Yamile Saied Mendez (video)</p> <p>“The Space In Which to Place Me” by Layli Long Soldier</p> <p>“Where I’m From” by George Ella Lyon</p> <p>“Child of the Americas” by Aurora Levins Morales</p> <p>“To Live in the Borderlands” by Gloria Anzaldua</p>	
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		<p>“The violence of naming” by Jena Barchas- Lichtenstein</p> <p>Excerpt from the memoir: <i>The Way to Rainy Mountain</i> by N. Scott Momaday</p> <p>Message to Franklin Pierce from Chief Satala (Seattle)</p> <p>“When People Ask Me Where I’m From,” Beth Gebresilasie for Moth Radio Hour (podcast)</p>		
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INTERNAL WORKING DRAFT

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INTERNAL WORKING DRAFT