

**RIALTO UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL CURRICULUM PROPOSAL**

<b>Name of Course:</b>	Multicultural Literature	<b>Grade Level(s):</b>	10
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<b>Brief Course Description:</b>
Multicultural Literature is designed for students interested in studying various multicultural writers and the relationship of the selected readings to each writer's cultural background. The course will utilize classic and contemporary literary works representing a variety of cultures and races, encouraging students to see their own culture from another culture's point of view, and foster critical and deep discussions for rigorous responses that cultivate deep critical thinking. Fiction and non-fiction literature written by African-Americans, Asian-Americans, Chicana/os, Latina/os and Native Indigenous people will be featured in this class.





<b>Proposed By:</b> Ethnic Studies Committee	<b>School:</b> All high schools	<b>Date:</b> 1/21/21
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<b>The Following is Proposed for this Course:</b>			
<input type="checkbox"/> Addition	<input type="checkbox"/> Revision	<input checked="" type="checkbox"/> A - G	<input type="checkbox"/> Deletion
<input type="checkbox"/> Required Course	<input checked="" type="checkbox"/> Content	<input type="checkbox"/> Honors	<input type="checkbox"/> Name of Course
<input type="checkbox"/> Elective (CTE)	<input type="checkbox"/> Name Change	<input type="checkbox"/> Career Tech. Ed.	<input type="checkbox"/>

<b>The Following Maximum Credits are Proposed for this Course:</b>		
Units of Credit in (Subject Area):	10 units in English 10	or in:

<b>The Following Schools will Offer this Course:</b>				
<input type="checkbox"/> Carter High	<input type="checkbox"/> Eisenhower High	<input type="checkbox"/> Rialto High	<input type="checkbox"/> Milor/Zupanic	<input type="checkbox"/>

<b>The Proposed Course will have the Following Budget Implication:</b>	
Individual School Site:	New books - Core Curriculum (Study Sync)
District Level:	Supplemental Materials
Total Estimated Cost:	

<b>Approval Signatures for the Proposed Course:</b>			
Signature	Yes/No	Date	Comments
Beth Curtiss on behalf of Ethnic Studies committee <small>Submitting School Department Chair</small>	X <input type="checkbox"/> Yes <input type="checkbox"/> No	2/1/21	<i>Beth Curtiss</i>
Dr. Greg Anderson <small>Carter High School Principal</small>	X <input type="checkbox"/> Yes <input type="checkbox"/> No	2/1/21	
Frank Camacho <small>Eisenhower High School Principal</small>	X <input type="checkbox"/> Yes <input type="checkbox"/> No	2/1/21	
Dr. Caroline Sweeney <small>Rialto High School Principal</small>	X <input type="checkbox"/> Yes <input type="checkbox"/> No	2/1/21	
Kyla Griffin <small>Milor Zupanic High School Principal</small>	X <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2/1/21	
Jennifer Lim <small>District Curriculum Committee Chair</small>	X <input type="checkbox"/> Yes <input type="checkbox"/> No	2/1/21	<i>Jennifer Lim</i>
Dr. Patricia Chavez <small>Curriculum Oversight Chair</small>	X <input type="checkbox"/> Yes <input type="checkbox"/> No	2/2/21	

# Multicultural Literature

Rialto Unified School District (enter district code here)

## Basic Course Information

Schools Offering This Course:

School Name	Course Learning Environment	Transcript Code
Eisenhower High School	Classroom Based	
Milor High School	Classroom Based	
Wilmer Amina Carter High School	Classroom Based	
Rialto High School	Classroom Based	

<b>Title:</b>	Multicultural Literature
<b>Length of course:</b>	Full year
<b>Subject area:</b>	English
<b>UC honors designation?:</b>	None
<b>Prerequisites:</b>	English 9
<b>Co-requisites:</b>	None
<b>Interdisciplinary:</b>	N/A
<b>Integrated (Academics/CTE)?:</b>	N/A
<b>Grade levels:</b>	10th Grade

## Course Description

### Course overview:

Multicultural Literature is designed for students interested in studying various Multicultural writers and the relationship of the selected readings to each writer's cultural background. The course will utilize classic and contemporary literary works representing a variety of cultures and races, encourage students to see their own culture from another culture's point of view, and foster critical and deep discussions for rigorous responses that cultivate deep critical thinking. This class will feature both fiction and non-fiction literature written by African-Americans, Asian-Americans, Chicana/os Latina/os, and Native Indigenous peoples. Throughout this course, instruction will

focus on thematic units, historical research and self-analysis. Multicultural Literature will explore four different racial ethnicities (African American, Asian-Americans, Native-Indigenous, and Chicana/os Latina/os) and their relationship to the United States. These ethnicities will be explored through literature and other forms of communication that pre-date the United States, as well as chronicle their experiences in the United States. The course will pay particular attention to narratives in the context of pre-colonial contact and the subsequent literature that explores racism, discrimination, and resistance to oppression following colonialism. In this literature course, students will closely examine the critical relationships of the authors who challenged the discourse of socio-political policy in the United States and commentary to move towards a more socially just and caring world for everyone. As students read, they will analyze how racism and discrimination have shaped the identity of the writer and culture. By participating in class discussions to connect the essential question to the literature, students will learn how racism and discrimination are still present today and how this affects them. By reading different genres of literature, including poems, articles, and short stories, students will examine the experiences and conditions of each racial ethnicity covered in the courses and their push towards equality while maintaining their identity.

In Multicultural Literature students will read and analyze contemporary literature in a variety of genres from multicultural perspectives. Novels, short stories, and poems will be closely examined, not only for their plot, character, literary devices, and thematic development, but also in light of their cultural context. Articles, essays, and other non-fiction texts will be examined for their content, rhetorical devices, and political/philosophical assumptions. Students will begin to see literature as a vehicle for understanding global issues. In addition to their study of literature, students will practice writing for a variety of purposes and audiences. Students will combine the rhetorical strategies of narration, exposition, persuasion, and description to produce clear and coherent texts that convey a well-defined perspective and tightly reasoned argument. Students will utilize the writing process, with a focus on revision, to engage their reader with a well-developed voice and style, employ a logical organizational pattern, and develop their arguments with reasoning, examples, and analysis. Students will also utilize computer technology, responsibly research topics, successfully incorporate their findings into their own writing, and properly document their sources. During the second semester, students will practice self-directed learning by completing an extensive self-designed research project. Vocabulary will be developed by studying its roots and by examining new words in its literary context. Grammar skills will be enhanced through careful revision of student writing.

This college preparatory 10th grade English course focuses on broadening students' individual and collective perspective by studying literature and non-fiction pieces from different cultures. Students will be engaging in intellectually rigorous work that prepares them for college and career.<sup>[SEP]</sup> Students will also analyze multiple texts, conduct research, and write expository essays.

The course emphasizes speaking, listening, and collaborating to prepare students for academic and professional discourse. Additionally, synthesizing multiple sources, including visual texts, prepares students to navigate the world as an adult reader.

Students will achieve mastery of all standards identified as high and medium frequency of California Common Core Standards on the California Standardized Tests, with a concerted effort to encourage mastery of low frequency standards as well. This course is also anchored by ELA, ELD, Social Justice, and Ethnic Studies Standards. Students will read with a critical and analytical focus; identify, describe and utilize sophisticated literary and rhetorical forms and devices; conceive, write and edit cogent essays in the autobiographical, narrative, reflective, persuasive and technical modes; communicate in speech and writing with clarity, effective style and eloquence; demonstrate mastery of standard English usage, spelling, punctuation and grammar; engage in intelligent discussion through active listening and constructive discourse; demonstrate tolerance for the points of view and beliefs of other people and cultures and demonstrate the highest level of personal and academic integrity.

Multicultural Literature is designed to launch students into an intensive and comprehensive study of cultural diversity through literature in relation to the English Department's goals and the alignment with the Common Core State Standards for English/Language Arts, as well as ELD, Social Justice and Ethnic Studies Standards. The course is intended to provide a strong foundation for critical thinking, reading, writing, speaking and listening and the exercise of critical education. Students will work individually and collaboratively. Upon completion of this course, students will have a strong foundation of cultural understanding to build from for the rest of their lives.

In order to prepare students to meet the course objectives, students will:

- Have knowledge of American/Non-Eurocentric literature by analyzing texts written by authors who openly challenge the traditional literary canon, and who furthermore acknowledge the race and class divisions at the heart of American culture.
- Think independently and critically about issues of identity, race, ethnicity, nationality, multiculturalism, difference, prejudice and discrimination, language, imagination, and literary style within an American cultural context.
- Have an understanding of the relationship between politics, identity, and the place of literature in contemporary American society.
- Demonstrate familiarity with selected literary works by United States writers of diverse backgrounds.
- Explain the importance and significance of those works to American culture and American literary history.

- Draw on relevant cultural and historical knowledge to analyze and interpret the literary works studied.
- Communicate in clear and persuasive written prose interpretations of the works studied.
- Verbally communicate in an effective manner insights, interpretive positions, questions, and information about the literary works studied.
- Speak and write self-reflexively about one's own identity and experiences in the United States in a way that acknowledges cultural and historical differences as well as cultural and historical connections.
- Write clearly, effectively, and creatively, and adjust writing style appropriate to the content, the context, and the nature of the subject.
- Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- Articulate the relations among culture, history, and texts, strengthening their abilities to engage racial/ethnic literary texts and to analyze its form and content as well as its social and historical contexts.
- Analyze contemporary issues confronting different backgrounds in the context of current social issues, historical experiences, and professional and intellectual lives.
- Assess the historical importance of the multicultural voice in texts.
- Explore contemporary issues confronting different cultural identities.
- Interpret different cultural identities, beliefs, misconceptions, attitudes and the inter-relatedness of the multicultural experience.
- Participate in collaborative conversations in which they discuss the different beliefs, misconceptions and attitudes toward different cultural identities.
- Explain the narrative, identity and placement in the literary canon and society.
- Evaluate how the author characterizes the kinds of social and personal conflicts that can rise up around gender, race, ethnicity, class, sexuality, language, generation / age, and geography.
- Analyze how the elements of fiction (plot, setting, character, point of view, style, voice, symbol or theme) create meaning in a narrative.
- Analyze literary elements within a text.
- Write essays and response journaling with attention to producing compelling thesis statements, persuasive evidence from the texts, incisive commentary and clear writing.
- Create essay responses to a text using a thesis statement and supported commentary.
- Construct an interpretation of a literary text, collect research from appropriate sources, support the interpretation with evidence, and cite the source material.
- Use technology to research and produce an action plan for a need in the community.

**Course content:**

**Introduction Unit 1: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies**

**Description:**

Theme:

Constructing the criticality of one's experience through theoretical frameworks of race, class, gender, and Ethnic Studies.

Overview:

This unit introduces students to foundational concepts and frameworks of Ethnic Studies, race, ethnicity, and gender, and how these concepts and frameworks will be used to assess and analyze historical and current events found in diverse counter-narratives. Students will learn to apply a sociological lens in researching and discussing issues, which include race and racism, classism, gender and sexism, colonization, oppression, and resistance. Students will develop skills in decoding meanings produced by experiences based on race, ethnicity, and gender in social contexts, as well as the construction of race, ethnicity, and gender identity through everyday life.

Essential Question:

How does society perceive race, class, and gender in the United States?

Objectives:

Students will

1. Describe the theoretical foundations and the lens' of Ethnic Studies and Critical Theory (Critical Race Theory and Critical Gender Theory).
2. Recognize the different sociological perspectives and to become familiar with the factors that determine a dominant and a subordinate group in relation to power and privilege between dominant/subordinate groups (i.e. Hegemony).
3. Explore how race and gender are socially constructed through Critical Race Theory and Critical Gender Theory.

**Assessment/Assignment Descriptions:**

Assignment #1 - Narrative Essay:

Students will create a Flipgrid or TikTok (or some kind of digital media) that captures the students' experience with race, gender, and culture. Students will reflect on experiences that have shaped their personal understanding of race, gender, and culture; as it relates to and

defined by their new academic meanings of race, gender, and culture. Students will submit a 1 paragraph (RACE/CER) explanation of their video. Essays will be scored with the CAASPP narrative writing rubric.

-OR-

Assignment #2 - Synthesis Essay:

Students will write a 2-3 page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory which include Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

## Unit 2: Chicana/x Latin/x Literature

Description:

Theme:

Navigating the Borderlands: Identity, Immigration, and Politics

Overview:

Students will read a variety of literature that probes at the Chicana/o experience and its construction of identity in the borderlands. Throughout the unit, we will explore the various ways that relations of class, race/ethnicity, gender, age, and citizenship intersect and affect Latinos' access to opportunity and equality. Moreover, the unit will focus on a variety of different Chicana/o works of literature that capture the topics of history, immigration, race and ethnicity, family, labor, education, religion, memory, access, gender, power, border politics, assimilation, colonization, gangs, and ecology that are found in the borderlands. We will use an interdisciplinary approach that considers the Chicana/o experience as its central focus, and that breaks its traditional canonical parameters that continually colonizes the Chicana/os interpretation of self.

Essential Question:

How have different forms of media captured life in the borderlands and its construction of identity in Chicana/os Latina/os?

Objectives:

Students will

1. Examine the history and important issues in the Chicana/o Latina/o community and how they are (re)presented by Chicana/o Latina/o writers through the literary arts

2. Identify important social cultural movements that have affected the Chicana/o Latina/o community, specifically the Chicana/o Movement
3. Identify the roots of Chicana/o Latina/o culture including Native, African, European, Latin American and United States elements.

**Assessment/Assignment Descriptions:**

**Assignment #1 - Personal Narrative Story Box:**

Students will create a story box that links their own culture to the stories read in class and the themes that they have explored. Students will then be required to examine a classmate's box and write a response on what these items suggest about that person's culture.

-Students will bring in a shoebox and decorate their box according to the following guidelines:

-Side #1 will represent identity. In a paragraph, students will describe their own cultural identity and analyze how that affects their gender identity.

-Side #2 will represent family. In a paragraph, students will describe their family and analyze their role in their family and their family dynamics.

-Side #3 will represent traditions. In a paragraph, students will describe some of the traditions they practice and analyze their cultural significance.

-Side #4 will represent storytelling. In a paragraph, students will retell some of the didactic stories (fiction or nonfiction) their families have passed down, describe the lesson of the story, and analyze why these stories are passed down.

-The lid of the box will be divided into 4 intersecting triangles. Each triangle will correspond to a side of the box: identity, family, tradition, and storytelling. In each triangle, students will write how their identity, family, traditions, or storytelling connect to the literature read within each theme.

They will fill their box with pictures and artifacts that they associate with their cultural identity, family, traditions, or family stories. Students will switch boxes with another student then reflect on the contents inside and outside the box. They will write at least 1 paragraph describing who that person is, then compare and contrast their own experiences to their partner's.

Learning Outcome: By connecting the stories to their own identities through a story box, students will dig deeper into their own culture and appreciate the role their culture plays in their lives today.

**Assessment/Assignment #2 - Response to Literature Essay:**

Students will write a response to literature essay by selecting a short story, essay, or multiple poems to explore the various ways that relations of class, race/ethnicity, gender, and citizenship intersect and affect Latinos' access to opportunity and equality in their fight for justice. Students will apply their own narratives in relation to the readings to provide a context of subjectivity that



centers the students' experience in their essay. (The length of this essay will be left to teacher's discretion. The suggested number of pages is 3-4, but left to teacher discretion.)

**Readings: Books, Essays, Short Stories, Articles, Poems, and Films:**

Book: Always Running by Luis Rodriguez

["Mi Problema"](#) Michelle Serros

["I am Joaquin"](#) Rodolfo "Corky" Gonzalez

["Being Mexican-American is Exhausting"](#) Movie clip from Selena film

["Legal Alien"](#) Pat Mora

["To Live in the Borderlands"](#) Gloria Anzaldua

["Mi Familia"](#) Film

["Poem for the Young White Man Who Asked Me How I, an Intelligent, Well-Read Person Could Believe in the War Between Races"](#) Lorna Dee Cervantes

[What Is Cultural Appreciation \(And How It's Different From Cultural Appropriation\)?](#) Article  
[Please Don't Wear a Sombrero: What Cinco de Mayo Really Means, from a Mexican](#)

Commentary

[Drink Cultura: The Great Taco War](#) (excerpt) Jose Antonio Burciaga

[Class vs Race](#) Video

[The House on Mango Street: My Name](#) (excerpt) Sandra Cisneros

[My Brother's Sex was White. Mine Brown](#) (excerpt) Cherrie L. Moraga

["Stepfather"](#) Emanuel Xavier

["The Paris Gown"](#) Estella Portillo

[Colorism in Latinx Community](#) Video

[Spanish Colonization of the Americas](#) (excerpt) Isabel Camacho

[Intimate Terrorism](#) (excerpt) Gloria Anzaldua

[Don't Call Me White Girl \(The Backlash\)](#) Andrea Mauk

[Immigrants](#) Pat Mora

[Refugee Ship](#) Loran Dee Cervantes

**Unit 3: Afro-Latinx Literature**

Description:

Theme:

Contextualizing the range of the African Diaspora and Intersectionality of Latinx People

Overview:

Students will engage in narratives that reflect the experiences and history of Afro-Latinx people throughout Latin America.

Essential Question:

What factors constitute an identity as an Afro-Latinx person?

Objectives:

Students will

1. Engage in literacy and conversation that pre-date enslavement and colonialism.
2. Examine the use of literature as a counter-narrative to institutional racism.
3. Explore intersectionality through academic discourse.

Assessment/Assignment Descriptions:

Assignment #1 - Jigsaw/Gallery Walk/Discourse:

1. Students will Jigsaw/read "**Latin America Caste System**", in small groups. Each group will read a section of the reading and take notes. Then, the group will summarize their section highlighting the main points so other groups can comprehend each section.
2. Gallery walk: Students will read their peer's summaries of "**Latin America Caste System**"
  - Use graphic organizer [Gallery Walk Doc](#)
  - One student stays while the other members travel to the other groups.
  - The student that stays shares their findings with their group.
  - The other members fill out their worksheet.
  - When the group returns, they will share their notes with the presenter.
  - Whole class discourse of the reading once gallery walk is over.

Assessment/Assignment #2 - Multi-Media/Written Biography:

Identify and present one element (or person) from Latinx culture which has historical ties and influence from Africa in a [\(TikTok\)](#)-esque video format - Or- at least 1 paragraph about an Afro-Mexican or Afro Latino artist, politician, leader, or scientist OR about an Afro Mexican or Afro Latino family member, or self that identifies as Afro-Mexican or Afro Latino in which students share experiences or the things they love about them.

And

Have students identify a Reggaeton song which addresses inequality, racism, police brutality or identity. Paste the lyrics into a document and annotate them. Include at least 1 paragraph to express main idea.

Assignment #3 - Poetry Slam:

Students will be introduced to a series of Afro-Latinx poets and poetry slam including Elizabeth Acevedo, Mariana-Luisa Marte, Ariana Brown, and Gabriel Ramirez. Students will study literary devices within the genre of poetry. Students will be frontloaded with steps to creating their own poems and how to read them with rhythms traditional to "poetry slam". Students will write and share their poems with the class.

**Readings: Books, Essays, Short Stories, Articles, Poems, and Films:**

[The Third Root of Afro-Latino Culture](#) Slide presentation

[Slavery in Latin America](#) Article

[Slave Voyages](#) Database

[Latin America Caste System](#) Article

[Mexicans being told they have a 'black' 'African' identity...heritage](#) Article

[The Poet X' Live Performance](#) Video

[Assata Shakur](#) (excerpt)

[An Ode To Being Blaxican" Shines A Light On An Erased Identity](#) Article

[Afro-Latina](#) Elizabeth Acevedo

[I use my poetry to confront the violence against women](#) TedTalk - Elizabeth Acevedo

[TEDxMidAtlanticSalon](#)

[Afrolatino Stories](#) Video

[Elizabeth Acevedo performs "Rat Ode"](#) Video

[Mini Lesson on Slam Poetry](#) Slide Presentation

[To Be AfroLatin@](#) Video

[Elizabeth Acevedo - "Hair"](#) Video

[Melania-Luisa Marte - "Afro-Latina"](#) Video

[Afro-Latino Authors](#) Website

[Rat Ode](#) Elizabeth Acevedo

[Rat Ode Part 2](#) Elizabeth Acevedo

**Unit 4: African Diaspora and African-American Literature**

**Description:**

**Theme:**

Identifying strides towards freedom made by African-Americans and other members of the diaspora that have impacted their communities and other communities of color

**Overview:**

Students will read African-American and African diaspora literature that predates enslavement, and explores the trials of racism, discrimination, and intellectual/social contributions during enslavement and post-enslavement into the modern-day era. This course will extend to the diaspora of African descendants and dismantle the vocabulary of the oppressor.

**Essential Questions:**

1. How has the African diaspora experience in literature illustrated a continued resistance toward on-going and systemic oppression?
2. How is the African-American experience portrayed through poetry?

**Objectives:**

Students will

1. Engage in literacy and conversation that pre-date enslavement.
2. Examine the use of literature to disrupt systemic oppression in the USA.
3. Examine the use of literature as a counter-narrative to institutional racism
4. Identify modern/recent (5 years) literature/narratives that disrupts systemic oppression in place by the USA.

**Assessment/Assignment Descriptions:**

Assignment #1:

At the end of this unit, students will continue to choose a counter-narrative of their own to create or disrupt systemic oppression. This will be done through a social media platform, such as: Twitter thread, Instagram post, TikTok, etc. Students will then defend their counter-narrative and/or elaborate on their disruption of oppression in writing and through oral presentation.

Assessment/Assignment #2 Description:

**A Call to Action**

At the end of the unit, students will continue to research current events they feel are examples of social oppression, racism, or discrimination in relation to the Black Lives Matters Movement or against the African diaspora. Students will write a research paper citing 3 sources in which they compare the Black Lives Matter Movement to another current movement against oppression. This will lead to a student made documentary where students will investigate systematic forms of oppression in their community and interview family members, neighbors, teachers, or their friends' opinion on these issues. (3-5 pages suggested and/or slide presentation)

**Readings: Books, Essays, Short Stories, Articles, Poems, and Films:**

Book - Barracoon: The Story of the Last Black Cargo by Zora Neale Hurston

Book - Malcolm X: A Graphic Biography by Andy Helfer

[Fable African Storytelling-Website](#)

[Anansi Tries to Steal All The Wisdom in the World](#) Matt Evans

[Anansi and the Turtle](#) Author Unknown

[West African Literature](#) Article

[The African Diaspora](#) Video

[Sankofa Read Aloud](#) Video

[How Did the Trans Atlantic Slave Trade Start?](#) Video

[Life aboard a slave ship](#) Video  
[The Rose That Grew From Concrete](#) Tupac Shakur  
[Caged Bird](#) Maya Angelou  
[Harlem](#) Langston Hughes  
[We Real Cool](#) Gwendolyn Brooks  
"Still I Rise" by Maya Angelou  
"Amen" James Baldwin  
"The Slave Mother" Frances Ellen Watkins Harper  
"The Song of the Smoke" W. E. B. Du Bois  
"Southern Road" Sterling Allen Brown  
"Dreams" Paul Laurence Dunbar  
"Frederick Douglass" Robert Hayden  
"Eve Remembering" Toni Morrison  
"DREAMS" Ntozake Shange  
Various poems by [Audre Lorde](#)  
"The Revolution Will Not Be Televised" [Gil Scott-Heron](#)

## **Unit 5: Native American/Indigenous Literature**

### **Description:**

#### **Theme:**

Native Indigenous Resistance: Existing in our land beyond genocide and colonization

#### **Overview:**

This unit will survey literature written by Indigenous Peoples of America to critically examine ways in which Natives utilize oral and written traditions and how they operate in various literary and cultural contexts, including autobiography, fiction, poetry, essays, and film. In addition to studying the texts as literary productions, we will study historical and political events that have shaped the Native experience in the United States, including the history of pre-colonial tribes such as the Anasazis (current-day Pueblo and Hopi) or other pre-colonial tribes. We will also be addressing issues of colonization, indigeneity, racism, ecological justice, identity, authenticity, language, orality, stereotyping and prejudice. Students will also interrogate the relationship between cultural production and appropriation, through media, consumerism, and sports. We'll also examine the voices of Native intellectuals as we work to develop a Native-centered understanding of both Native histories, as we begin to look under the surface of the literature for hidden socioeconomic messages.

#### **Essential Questions:**

1. How has the Native experience captured in native literature illustrated a continued resistance towards ongoing genocide and colonization?
2. What are some of the contemporary issues with which various tribes are having to contend?

Objectives:

Students will

1. Engage in a critical understanding of and appreciation for the diverse oral and written literatures and histories of Native America;
2. Examine how past and current United States policy has shaped the Native experience in America, which has been captured in literature;
3. Sharpen their ability to compare, contrast, and draw connections between Native American literary texts to further understand the modern effects colonization and genocide of Natives.

**Assessment/Assignment Descriptions:**

Assignment #1 - My Creation Story:

After students read the creation stories that are covered in class, they will write their own creation story about how something in nature came to exist, like plants, animals, humans, or natural phenomena. Students will use Native American storytelling conventions in their own stories as they learn why Native Americans value nature and the oral tradition. Given that many students are Latinx, it's important to also explore Mesoamerican indigenous creation stories (Aztec/Mexica, Maya, etc).

Students will write a story with the following guidelines:

- The story must be one page, typed.
- They must explain the origin of their choosing.
- They must include a main character who is an animal or a person with a explanatory name (e.g., The Sky Woman).
- The story must be in chronological order.
- Language and content must be appropriate to task, purpose, and audience.
- Once they complete their creation story, they must create a six-panel storyboard on a poster.
- Each panel must include a colored picture and a caption to illustrate a main event in the story.
- Students will then present their stories using their storyboards as visual aids to the class.

Assignment #2 Description:

Rhetorical Analysis:

Students will read a nonfiction text (this may be a book, speech or letter), and analyze how the writer's language choices contribute to the intended meaning and purpose of the text.

**Assessment/Assignment #3 Description:**

Research Paper: Colonization-The Past Remains in our Future.

Students will write a research paper drawing connections of colonization, broken treaties, and social resistance between the Wounded Knee Massacre of 1890 and the Wounded Knee Occupation of 1973, together-with the Standing Rock Dakota Access Pipeline in North Dakota regarding the Keystone Pipeline Protests of the present day. Students will write an essay exploring issues of colonization, broken treaties, ecological, and historical racism by drawing similarities between both historical events, in reference to the experiences of Native Americans, while connecting much of the literature to their research paper.

(The length of this essay will be left to teacher discretion. The suggested number of pages is 3-4.)

**Readings: Books, Essays, Short Stories, Articles, Poems, and Films:**

Book - Black Indian by Shonda Buchanan

[Cahuilla Creation Story Website](#)

[Mohawk Story of Creation Video](#)

[The Creation: A Serrano Narrative](#) Sarah Morongo Martin

[Luiseno Creation Myth](#) Salvador Cuevas

[Select John Trudell poems Website](#)

[We the People TedTalk Video](#)

[Treaty with the Delawares: 1778 Website](#)

[Trail of Tears: Indian Act Video](#)

[Chief Joseph's Surrender Speech Document](#)

[Chief Joseph Wikipedia](#)

[Crispus Attucks Wikipedia](#)

[Tina Turner Biography/Webpage](#)

[Maria Tallchief Webpage](#)

[James Earl Jones Wikipedia](#)

[Jim Thorpe Wikipedia](#)

[A Conversation with Native Americans on Race Article](#)

[Cherokee Nation Faces Scrutiny for Expelling Blacks Article](#)

[Navajos Hit Hard by COVID-19 Video](#)

[Navajo Families Without Internet Struggle To Home-School During COVID-19 Pandemic Video](#)

[Overcrowding Makes it Hard for Native Americans to Social Distance Article](#)

[Indigenous women are preyed on at horrifying rates. I was one of them | Brandi Morin](#)

(Genocide and the pipeline controversy) Article

[Wisconsin Missing and Murdered Indigenous Women Task Force holds first meeting Article & Video](#)

[Recognizing Murdered, Missing, Indigenous Women and Girls on National Native American Heritage Day Video](#)

[Biden Picks Deb Haaland to Lead Interior Department Article](#)

[Wounded Knee Massacre - Article](#)

Native American Resistance Poem  
More than a Pipeline Video  
Lakota Woman - Film  
Smoke Signals - Film

## Unit 6 - Asian-American & Pacific Islander Literature

### Description:

#### Theme:

Finding my Space in America: Intersections of Race, Gender, Class in the Asian-American and Pacific-Islander Experience

#### Overview:

This unit serves as a broad introduction to Asian American and Pacific-Islander literature, culture, and experience in a national and global context to illuminate the intellectual contributions of Asian American literature. The unit will cover novels, short stories, essays, and poems from a wide range of Asian American authors. In addition, we will screen a number of films about contemporary topics associated with the Asian American community. Throughout the semester we will pay particular attention to the ways in which race, gender, class, sexuality, environment not only underpin and contextualize the processes of Asian American and Pacific-Islander immigration and racial formation, but also the problem of the human after genocide and nuclear holocaust. In order to provide a more engaged political framework for analyzing both the material experiences and the psychic lives of Asian Americans and Pacific-Islanders, we will read a number of primary documents that construct and document the lived experiences of Asian Americans and Pacific-Islander in a historical context in America. While this unit will briefly look over the history of Asian America and Pacific-Islander, its literature, and its community of activism; and but the majority of our reading will focus on contemporary literary expression in the form of poetry.

#### Essential Question:

How has the pressure of American imperialism and expansion impacted the construction of race, class, gender found in Asian-American and Pacific-Islander literature?

#### Objectives:

Students will

1. Analyze the complexities and intersectionalities of the Asian-American and Pacific-Islander experience found in Literature.



2. Examine the Racial Formation, Hegemony, and Social Movements of Asian-Americans and Pacific-Islanders
3. Research the Filipino and Japanese experience in California through literature and primary document research literary texts to further understand the modern effects colonization and genocide of Natives.

**Assessment/Assignment Descriptions:**

Assessment/Assignment #1 - Literary Analysis Essay:

At the end of the unit, students will write a Literary Analysis Essay, capturing the themes found in one of the novels of the unit "The Woman Warrior" by Maxine Hong Kingston. The essay will also relate directly to the intersections of Race, Gender, Class through the analysis of the characters experiences in the novels.

Assignment #2 - Poem of Transformation:

After a critical analysis of the life of poet Kosal Khiev, students will write a poem of transformation capturing their own transformation. Students will look to analyze and include powerful phrases and themes used by Kosal Kniev in their original poems. Poems will be 1-2 pages in length.

Assessment/Assignment #3 - Filipino Activism in the Campesino Movement Research Project: Students will conduct research on the Filipino experience in the farm worker movement in California. Students will analyze primary documents and film to create a PowerPoint presentation on the Filipino experience in the farm worker movement in California. This project will educate students on the forgotten history of their community in California. Students will use MLA research strategies.

**Readings: Books, Essays, Short Stories, Articles, Poems, and Films:**

Book - The Woman Warrior by Maxine Hong Kingston

[The True Tale of Mulan](#) Video

[TED Talk: Life Uncuffed, Beyond the Wire](#) Video

["Moments In Between the Nights"](#) Kosal Khiev

["EARTHY"](#) Kosal Khiev

["Love U I"](#) Kosal Khiev

["Why I Write"](#) Kosal Khiev

[I Am From Poem](#) Video

**Unit 7 - Transformation and Change (YPAR - Youth Participatory Action Research)**

Description:

Theme:

## Transformation and Change (YPAR - Youth Participatory Action Research)

### Overview:

This unit explores how marginalized communities have created new realities through intentional transformation and change of their conditions. The class will develop and create a framework for analyzing current events and broadening their awareness of how they are related to race, class, and gender. Students will be supported in their Youth Participatory Action Project (YPAR) that addresses a chosen issue in their community. Students engage in both research and civic engagement as scholars and agents of change.

Lessons are borrowed from <http://yparhub.berkeley.edu> and teachers will need to use their best judgement to decide what to include from each lesson in order to stay within the timeframe allotted for each class period.

### Essential Questions:

1. What issues are impacting our community?
2. How are issues impacting our community related to race, class, and gender?
3. How can we impact our community?

### Objectives:

Students will

1. Understand how communities enact change and transform individuals and society.
2. Develop a sense of agency.
3. Examine the root cause of social justice issues in their schools and communities.
4. Determine actions to address social justice issues.
5. Analyze how social justice issues relate to race, class, and gender.

### Final Assessment/Assignment Descriptions:

Assignment #1 - :

Students will research examples of local social issues that were transformed by collective organizing. In the process, they will identify a community organization that has been responsible for transformation and change around this specific social problem. They will summarize the issue, identify the community impacted by this issue, determine the key players in the issue's resolution, and explain how a community came together to enact transformation, lasting change, and subsequent community understanding. This project will constitute the final course assignment, and students will be responsible for a multimedia presentation. Students will present in an open forum to the community. Suggestions for topics of research may include

community activism around city planning, space, policing, environmental judgement, and the histories of our city, county, state, and country.

**Readings: Books, Essays, Short Stories, Articles, Poems, and Films:**

[YPAR Complete Streets](#) Video

[YPAR | Finding a Better Way to Pay for Higher Education](#) Video

[Youth Participatory Action Resource \(YPAR\) Program](#) Video

**Course Supplementary Materials**

<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition/ Year</b>
Always Running: La Vida Loca	Luis J. Rodriguez	Atria Books	2005
Barracoon: The Story of the Lask "Black Cargo"	Zora Neale Hurston	Amistad	2020
Malcolm X: A Graphic Biography	Andrew Helfer	Hill and Wang	2006
Black Indian	Shonda Buchanan	Wayne State University Press	2019
The Woman Warrior: Memoirs of a Girlhood Among Ghosts	Maxine Hong Kingston	Vintage; Reissue edition	1989