
November 1, 2016
Agenda

• Announcements
• Debrief Film(s)
• Ethnic Studies K-12 + Case Study
• Break
• Small groups: Examining Ethnic Studies Curricular Materials
• Share out
Announcements

- Filming Protocol(s) for today & release forms
- Final Project Proposals: Due Friday!
- Syllabus adjustments
Debrief of On Strike! & Precious Knowledge

• What questions/ideas/thoughts/concerns/feelings remain after viewing these documentaries?

• More updates on state of Ethnic Studies next week 😊
What Ethnic Studies IS and is NOT

• What were some of Sleeter’s key findings in her analysis of mainstream curricula?

• What key consistent themes differentiate Ethnic Studies scholarship and knowledge from Euro-American mainstream school knowledge?
What Ethnic Studies *IS* and *is NOT*

1) explicit identification of the point of view from which knowledge emanates, and the relationship between social location and perspective;

2) examination of U.S. colonialism historically, as well as how relations of colonialism continue to play out;

3) examination of the historical construction of race and institutional racism, how people navigate racism, and struggles for liberation;

4) probing meanings of collective or communal identities that people hold; and

5) studying one’s community’s creative and intellectual products, both historic and contemporary (Sleeter 2002).
Case Study: Contextualizing Ethnic Studies at the Castle
Castlemont High School

- Established in 1929
- Main high school in Deep East Oakland
  - ~60% Latin@, 35% African American, 5% API
- 90% Free/Reduced Lunch
- Declining enrollment (disinvestment, charter schools, etc.)
- Safety and rigor as main issues
### Figure 14: School Closures, Charter School Expansion, and Lost Students

Source: National Alliance for Public Charter Schools

*indicates that 2012-13 data was not available

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<th>School District</th>
<th>Increase in Charter School Enrollment 2005-06 to 2012-13</th>
<th>Change in Public School Enrollment 2005-06 to 2012-13</th>
<th>Net Effect on Student Enrollment in District Schools and Charter Schools 2005-06 to 2012-13</th>
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Skyline High School
Castlemont High School
Contextualizing Ethnic Studies at the Castle

- History of Marginalization
- Thriving Schools
- Students as Change Agents
- 9th grade Ethnic Studies
- 12th grade STC Ethnic Studies & YPAR
- Critical lens for 10th-12th Social Studies
Our History and Our Reality

- Equality vs. Equity

- The need for a rigorous, relevant and critical curricular framework that actively engaged the realities of our students’ histories and their daily lived experiences
9th grade Ethnic Studies

- Approved by the University of California (A-G)
- Required core class for every freshmen
- Foundational history of people of color and intro to key concepts in Ethnic Studies
12\textsuperscript{th} grade Ethnic Studies & Environmental Justice

- Course was a collaborative partnership with I-SEEED (Institute for Sustainable Economic, Educational & Environmental Design) and SFSU’s Step to College Program
Meeting Our Students & Their Work

• https://www.indiegogo.com/projects/oakland-s-castle
12th Grade Ethnic Studies
Examining Student Work

- 9th Grade Ethnic Studies:
  - Unit Plan Overview
  - Source Documents

- 12th Grade Step-to-College Ethnic Studies:
  - Culminating Assessment Research Paper Samples
Sample Unit Overview

• Gold Rush Unit and DBQ

• How were racial hierarchies constructed and reinforced during the Gold Rush Era?
12\textsuperscript{th} grade Senior Research Papers

- Sample introduction to student research papers.

- Final Papers:
  - Intro
  - Research Question(s)
  - Literature Review
  - Methodology
  - Findings & Implications
Ethnic Studies Pedagogy & Practice in 21st Century Classrooms

What characterizes effective Ethnic Studies Pedagogy?

PURPOSE

CULTURALLY RESPONSIVE

TEACHER RACIAL IDENTITY DEVELOPMENT

COMMUNITY RESPONSIVE
Examining Curriculum Materials

• What do you notice? (pay attention to language, concepts, framing, themes)?

• Note key connections with and within our texts: Sleeter, Tintiangco-Cubales et al; de los Rios et al; Precious Knowledge

• How might this type of work happen in mainstream secondary courses?
Sample Socratic Seminar Topics

• How did enslaved people maintain their humanity and resist enslavement?

• To what extent did the U.S. keep its promises in the Treaty of Guadalupe Hidalgo?

• What forms of oppression did the Mendez family endure, and how did they demonstrate liberation for themselves and their community in the Mendez vs. Westminster case?
Castle Seniors Present
Research to Harvard MA and Doctoral Students, Spring 2013

• https://www.youtube.com/watch?v=bo5aAtQGJE0&list=UC7wmfmcOaGpYtB6pf54Upw
Ethnic Studies Student Reflections

- http://vimeo.com/59663574
Culturally Responsive Pedagogy

“Besides aligning classroom experiences with the students’ home cultures and languages, culturally relevant pedagogies attempt to counteract inequitable power relations in society and empower minority [and all] students to develop their literacy and agency to work against oppression.”

- from Ofelia Garcia’s “Educating Emergent Bilinguals, pg.75

Thus, culturally responsive pedagogy must be RELEVANT, RIGOROUS and HUMANIZING.
“Once social change begins, it cannot be reversed. You cannot uneducate the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the people who are not afraid anymore. We have seen the future, and the future is ours.”

~Cesar Chavez
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