

On Strike: The Struggle for Ethnic Studies 1968-
Present:
Examining Ethnic Studies
Pedagogy & Curricula in
K-12 Contexts

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

WEDNESDAY, NOVEMBER 2 | LONGFELLOW HALL | 5:30 - 7P.M.

WHERE ARE ALL THE TEACHERS OF COLOR?

MODERATOR
Irvin Scott, Ed.M.'07, Ed.D.'11
Senior Lecturer on Education, HGSE;
former Deputy Director for K-12 Education,
Bill and Melinda Gates Foundation

SPEAKERS
Nathan Gibbs-Bowling
2016 National Teacher of the Year Finalist;
2016 Washington State Teacher of the Year;
Teacher, Lincoln High School, Tacoma, Washington

Emily Kalejs Qazilbash, Ed.M.'07, Ed.D.'09
Assistant Superintendent of Human Capital,
Boston Public Schools

Estefania Rodriguez, Ed.M.'16
K-8 Social Studies, District Instructional Coach,
Cambridge Public Schools, Massachusetts

Eric Shed
Lecturer on Education and Director,
Harvard Teacher Fellows Program, HGSE

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Debrief of On Strike! & Precious Knowledge

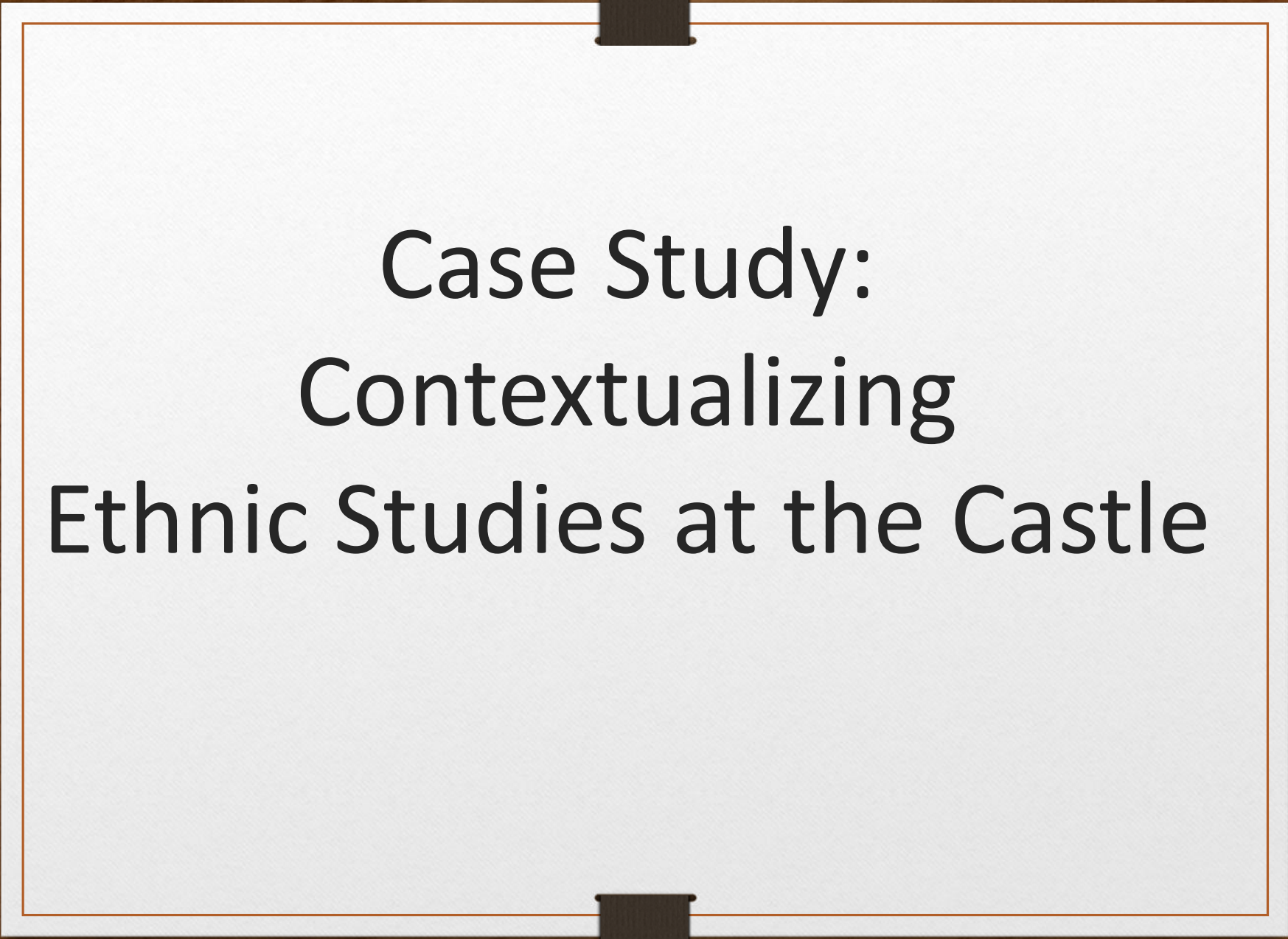
- What questions/ ideas/ thoughts/ concerns/feelings remain after viewing these documentaries?
- More updates on state of Ethnic Studies next week
😊

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

Examples of Recent School Closures

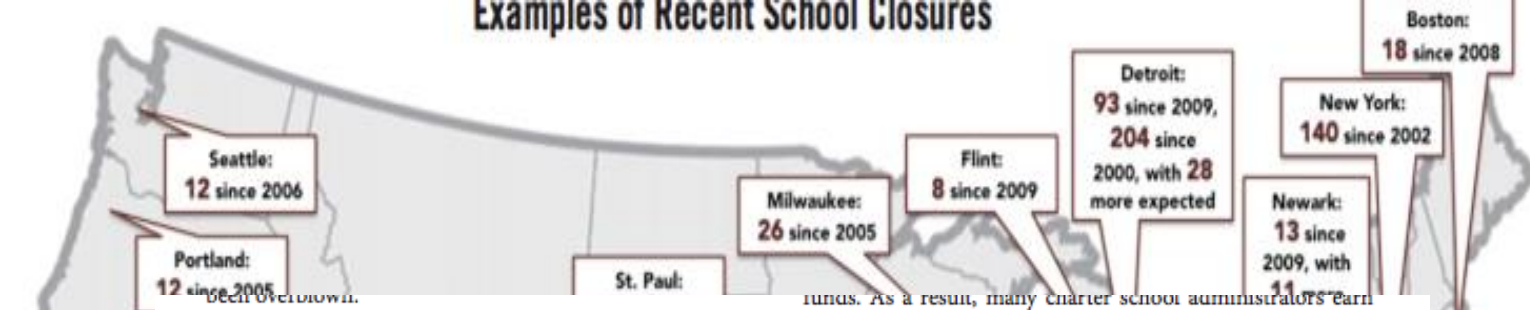
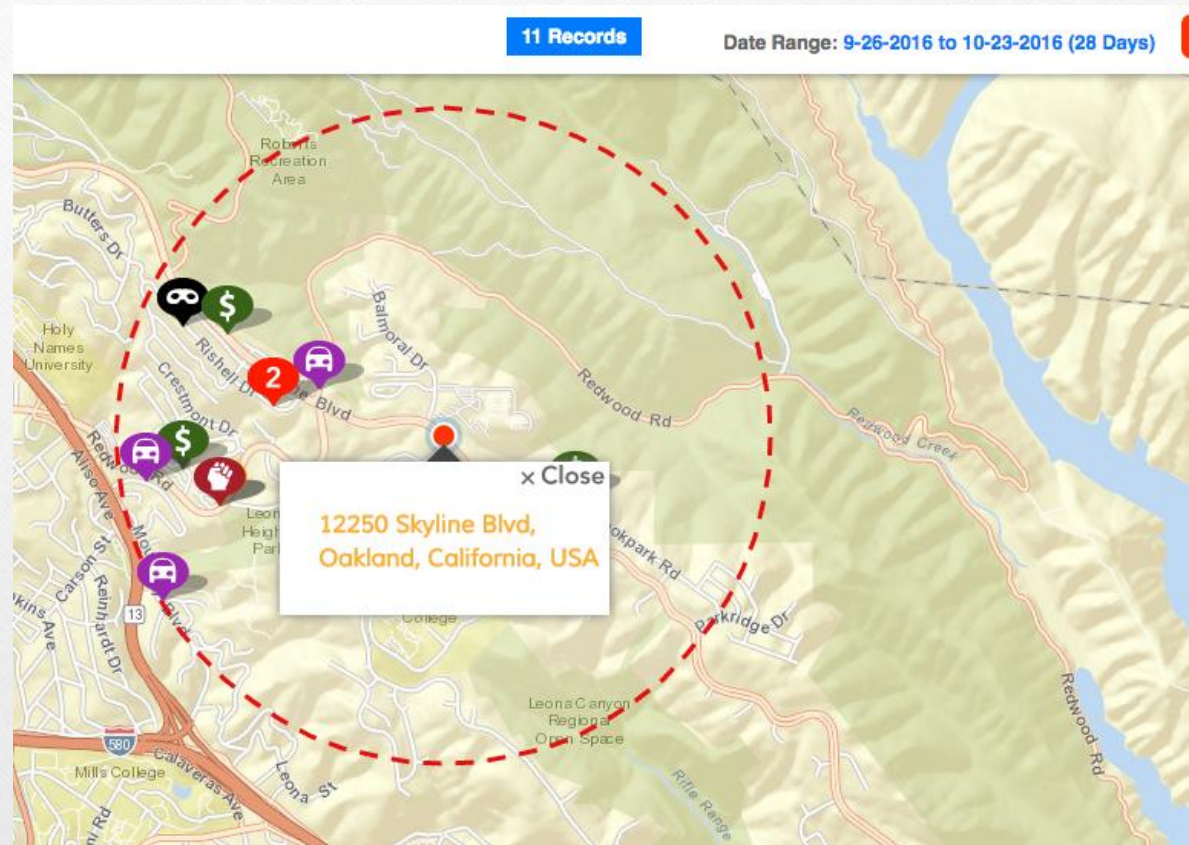


Figure 14:
School Closures, Charter School Expansion, and Lost Students

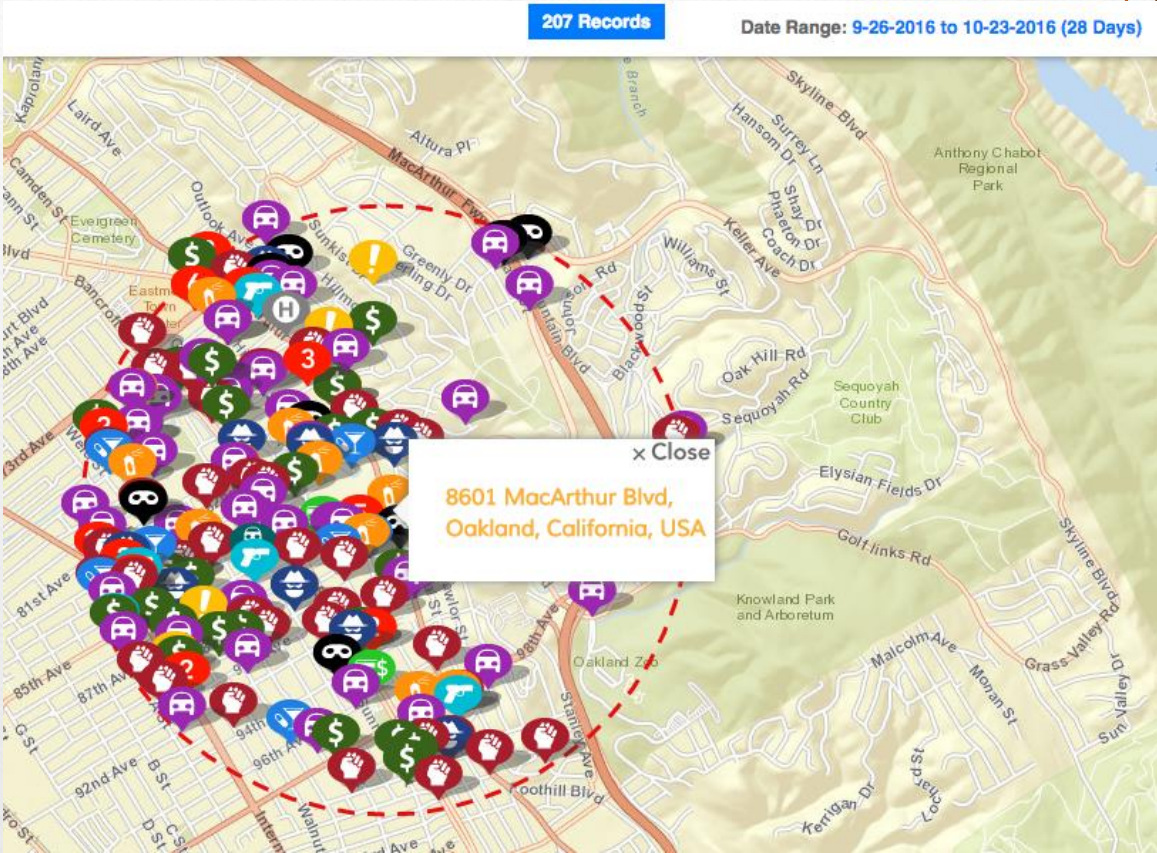
Source: National Alliance for Public Charter Schools
 (* indicates that 2012-13 data was not available)

School District	Increase in Charter School Enrollment 2005-06 to 2012-13	Change in Public School Enrollment 2005-06 to 2012-13	Net Effect on Student Enrollment in District Schools and Charter Schools 2005-06 to 2012-13
Detroit Public Schools	13,551	-84,053	-70,532
Gary (IN) Community School Corp.	3,255	-7,877	-4,632
Cleveland Metropolitan SD	6,253	-18,671	-12,418
Indianapolis Public Schools	8,717	-10,819	-2,102
St. Louis Public Schools	3,978	-8,994	-5,016
District of Columbia Public Schools	16,864	-13,509	3,355
Los Angeles Unified SD	85,648	-157,698	-72,050
San Antonio Independent SD*	12,590	-12,330	260
School District of Philadelphia	28,154	-39,290	-11,136
Camden City Public Schools	1,708	-3,242	-1,534
Memphis City Schools	5,339	-20,655	-15,316
Newark Public Schools	6,159	-7,159	-1,000
Tucson Unified	3,028	-9,295	-6,267
Chicago Public Schools	33,771	-57,112	-23,341
Baltimore City Public Schools	10,707	-11,428	-721
Oakland Unified	3,603	-5,417	-1,814
Pinellas County (FL) Public Schools	4,528	-13,106	-8,578
Broward County (FL) Public Schools	18,662	-29,978	-11,316
Miami-Dade County Public Schools	30,793	-38,622	-7,829
Houston Independent SD*	26,112	-22,336	3,776

Skyline High School

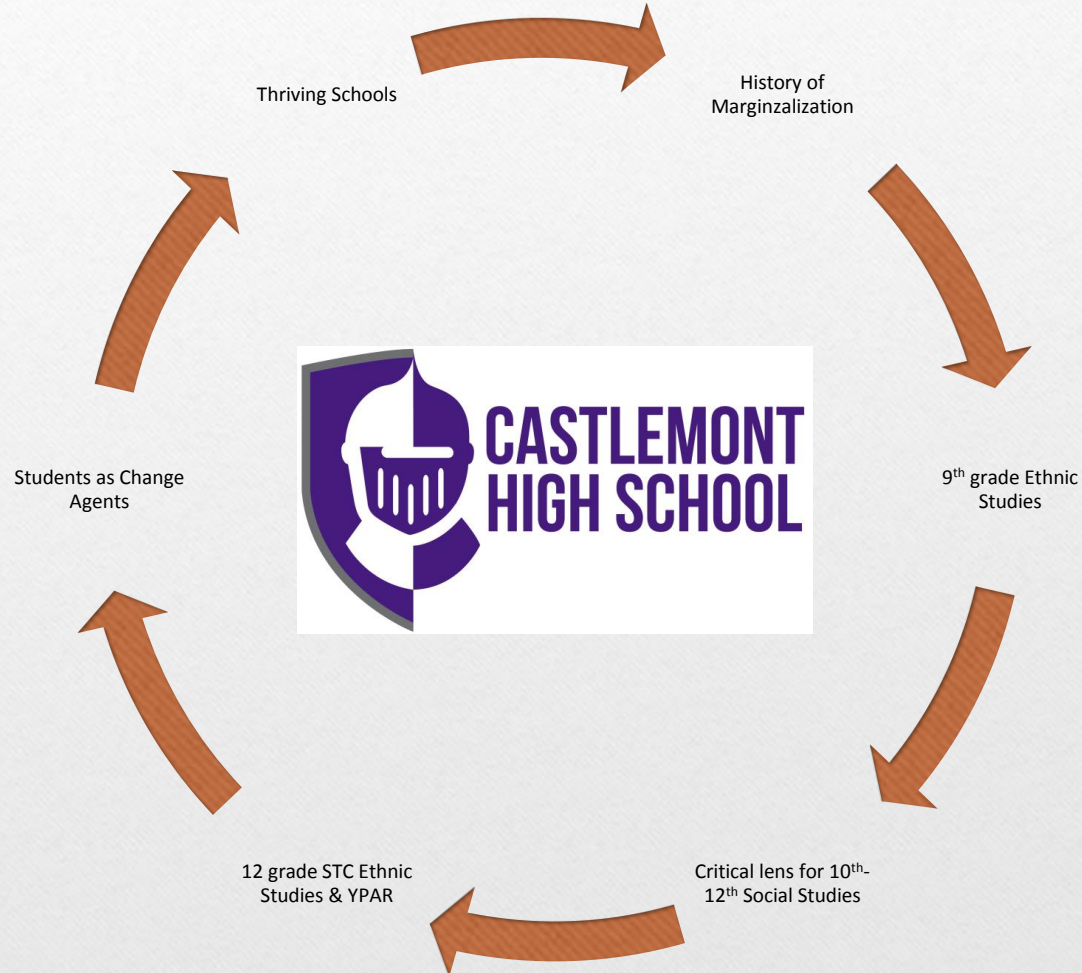


Castlemont High School





Contextualizing Ethnic Studies at the Castle



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

12th grade Ethnic Studies & Environmental Justice

- Course was a collaborative partnership with **I-SEED** (Institute for Sustainable Economic, Educational & Environmental Design) and SFSU's Step to College Program



SAN FRANCISCO
STATE UNIVERSITY

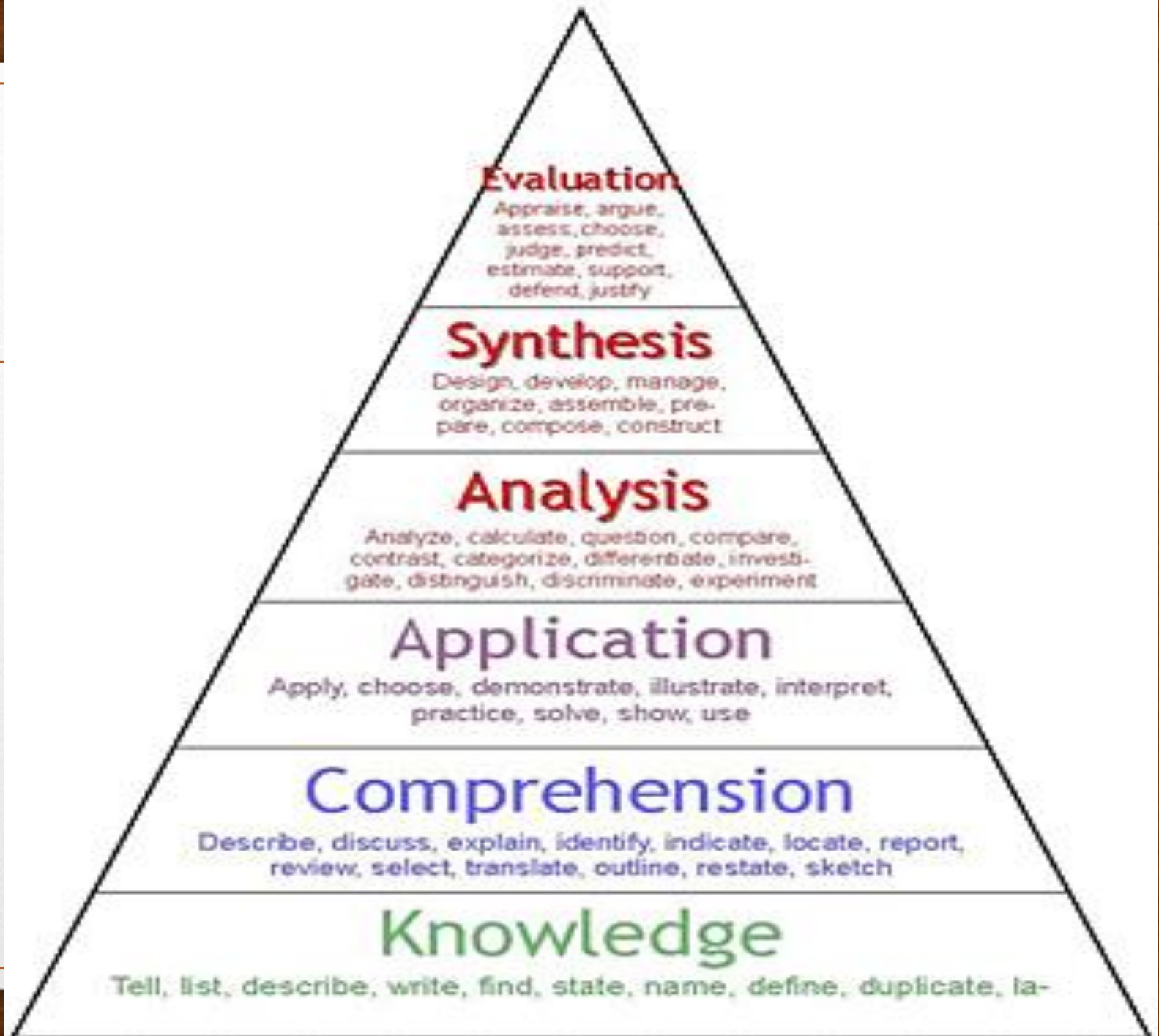


CASTLEMONT
HIGH SCHOOL

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

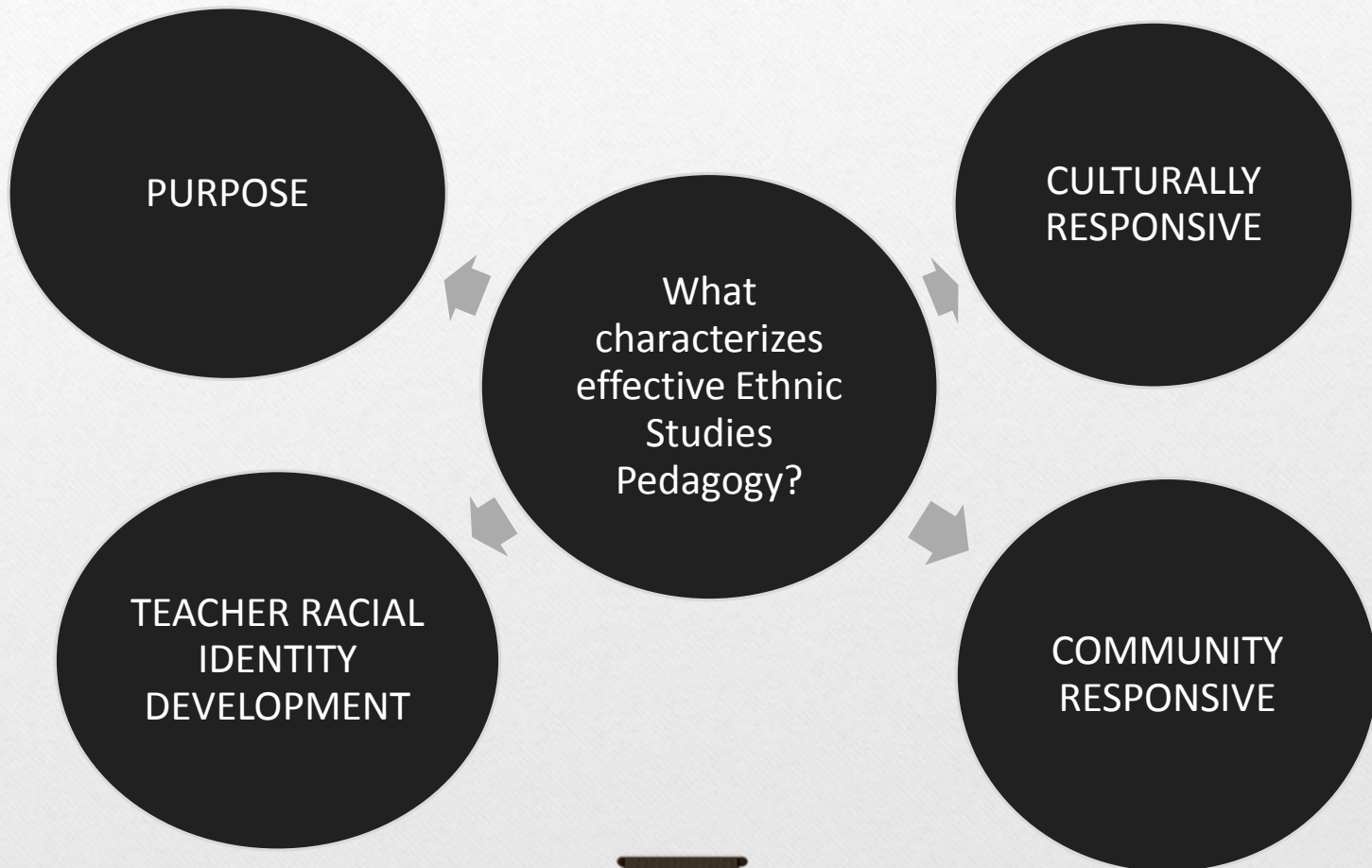
Sample Unit Overview

- Gold Rush Unit and DBQ
- How were racial hierarchies constructed and reinforced during the Gold Rush Era?

12th 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



Examining Curriculum Materials

- What do you notice? (pay attention to language, concepts, framing, themes)?
- Note key connections with and within our texts: **Sleeter, Tintiango-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=UUC7wmfmcOaGpYtB6pf54Upw>

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

Contact Info for Ms. Kwon 😊

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