

Becoming Activist Intellectuals

What would you as an Activist Intellectual do to these three systems of oppression?

Remember, Oppression comes in many forms and that Oppression = A exploit B

Men exploiting Women	White People exploiting People of Color	Rich People exploiting Poor People
Sexism	Racism	Classism

Answer: TO DESTROY/CHANGE THEM! But how can we destroy an invisible and abstract phenomenon?

Critical Pedagogy Example (Middle School)

[Click here for Critical Pedagogy Reading](#)

Destroy/Change Oppression by Intellectualizing (Codify—>Decodify—>Praxis)

Men exploiting Women	White People exploiting People of Color	Rich People exploiting Poor People
Sexism	Racism	Classism

Sexism Example:

Men exploiting Women (Real Phenomenon)

What can we name it/how can we represent it? —> Sexism (Codify)

What are some examples/things it uses to oppress?—> Unfair Pay Differences/Domestic Violence (Decodify)

What are solutions to address these examples?—> Create Stronger anti-DV laws and raise our boys to be less violent or have non-violent forms of masculinity (Praxis)

And that is how you intellectualize!

Destroy/Change Oppression by Intellectualizing (Codify—>Decodify—>Praxis)

Men exploiting Women	White People exploiting People of Color	Rich People exploiting Poor People
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3 Steps to Intellectualize to Destroy/Change Oppression

- Codify** (Transform a Real Life/Abstract Phenomenon into a Thing/Object/Name/Visual/Concept to Analyze)
- Decodify** (Break Down the Object into Smaller Components or into Examples that will be Critically Analyzed and Reflected on)
- Praxis** (Use your Reflections to Engage in Transformative Action to Change/Destroy the Object) (AKA the Synthesis)

Destroy/Change Oppression by Intellectualizing (Codify—>Decodify—>Praxis)

Men exploiting Women	White People exploiting People of Color	Rich People exploiting Poor People
Sexism	Racism	Classism

Classism Example:

Racism Example:

Rich People exploiting Poor People (Real Phenomenon)

White People exploiting People of Color (Real Phenomenon)

—> _____ (Codify)

—> _____ (Codify)

—> _____ (Decodify)

—> _____ (Decodify)

—> _____ (Praxis)

—> _____ (Praxis)

And that is how you intellectualize!

The roots of settler colonialism and why we live in America today...
 What ideology (belief) LED these white male settlers to be power and land hungry AND justify stealing indigenous land through genocide?

Settler Colonialism

Today, we will learn about that ideology which allowed for these terrible actions to have happened to not only the indigenous of the Americas (the first being the Taino/Arawak) but to most indigenous peoples across the world!

Today, YOU will get INTO the mind of a white man who represents and lived this ideology, injecting it here in America. To get there, we will start this DO NOW to help you understand the MIND and MOTIVES of an IMPERIALIST...

Settler Colonialism
 +
 Critical Pedagogy
 (Middle School)

[Click here for the Settler Colonialism Reading](#)

OUR GOALS

My Academic Goal: I will **decodify** settler colonialism using primary and secondary sources.

My Language Goal: I will orally **present** our decodifications of **settler colonialism**.

My Academic Goal: I will **infer** the **imperialist motives** of Christopher Columbus using his journals.

My Language Goal: I will **support** my **inference** in writing using evidence from Columbus' journal.

As Activist Intellectuals...

We will practice intellectualization by **decodifying** another system of oppression known as **Settler Colonialism**. This was a system of oppression introduced into the Americas when Columbus and the Spanish began colonizing the Americas and the Taínos in 1492. If it wasn't for Settler Colonialism, none of us would be living in America today.

Settler Colonialism (SC) Project

Your Project Goals:

- 1) Define Settler Colonialism.
- 2) Discover how each component of Settler Colonialism helps it exist/function/oppress others.
- 3) Create a poster with visuals and captions for each of the 6 components of Settler Colonialism.
- 4) Professionally present the poster to the class.

Step 1) Each teammate chooses one Settler Colonialism component to become an expert in. Share extra components with the team.

Step 2) Read the sources for your components and answer 3 guiding questions on your sources:

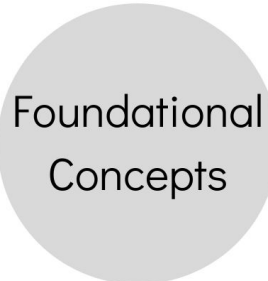
1. What does my component ____ mean?
2. What is Settler Colonialism?
3. How does my component ____ help SC exist/function or oppress others?

Step 3) As a team, create a group definition for Settler Colonialism and take turns presenting your **guiding questions** answers/complete your **Presentation Notes**.

Step 4) Create a draft for your part of the poster using visuals and captions.

Step 5) Finish poster by adding your final drafts to the group poster.

Step 6) Practice presenting your poster by explaining your each of your components and your answers to your **guiding questions**.



Foundational
Concepts

Settler Colonialism
+
Critical Pedagogy
(Elementary)

Content: Students will learn about California's mission system and Junipero Serra's legacy, the effects of European contact, the effects the Gold Rush and American contact, the story of Pomponio, and diving deeply into the history of Santa Cruz Mission, San Carlos Mission and Santa Clara Mission and the effects on Ohlone women. They will also learn about the concepts of genocide, colonization, dehumanization, oppression, slave labor, exploitation, missionization, conversion, resistance, racism, bigotry, racial hierarchy and power.

Freirean and Critical Pedagogy/Culturally-Responsive Principals:

- 1) The purpose of education in an unjust society is to bring about equality and justice.
- 2) Students must play an active part in the learning process.
- 3) Teachers and students are both simultaneously learners and producers of knowledge.
-Paulo Freire

“A war of extermination will continue to be waged between the two races until the Indian race becomes extinct” (California Governor Peter H. Burnett, January 1851).

Militias were being paid \$1.1 million by the Californian government to hunt down and kill indigenous peoples so that they could take their land and property from them.

Performance Tasks

Missions Project – I can create a mission that reflects the reality of life on the mission for the indigenous populations.

Genocide Debate – I can create an argument that either supports or denies claims of genocide against the Ohlone, and then debate with my peers.

Canonization of Junipero Serra Debate – I can create an argument that either supports or is against the canonization of Junipero Serra, and then debate with my peers.