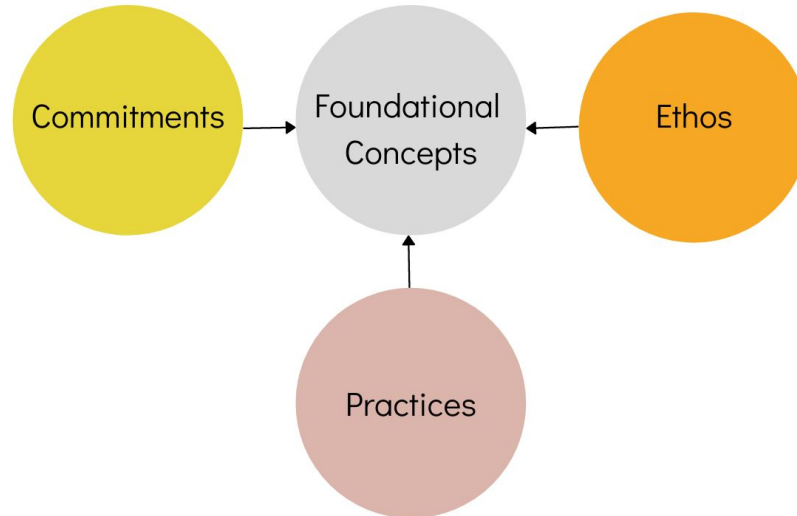


Ethnic Studies Initiative

November 5, 2020





Welcome

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Goals For Today:

1. **Build Community**
2. **Focus On Our Framework: Critical Pedagogy & Settler Colonialism**
3. **Application**

Goals For Year 1:

1. Develop, pilot, and refine an adaptable and scalable Ethnic Studies program design plan and curriculum that can serve as stand alone courses or be integrated into core content areas.
2. Designed with research based instructional strategies and frameworks for equitable access for English Learners and students with IEP's.





Welcome

CHANGE ZOOM NAME

Participants, please change your Zoom name to include the grade you want to work with today.

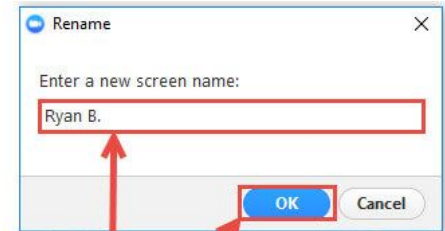
1

After launching the Zoom meeting, click on the "Participants" icon at the bottom of the window.



2

In the "Participants" list on the right side of the Zoom window, hover over your name and click on the "Rename" button.



3

Type in the display name you'd like to appear in the meeting and click on "OK".



Land Acknowledgement

We acknowledge that Santa Clara County and our schools occupy the unceded territory of the Muwekma Ohlone Nation, the sovereign nation and original people of the skies, land, and waters where we work and learn. The Muwekma Ohlone people are the stewards of these lands and of the teaching and learning that comes from and responds to the needs of the land and people who share it. May our daily lives and work - research, teaching, and community engagement - support the evolving vision of the Muwekma Ohlone for their community and these lands.



Community Agreements

Ask Questions

Judge FREE Zone

Respect Pronouns

Take Space, Make Space

Use your privilege to be of service

Commit to bring others into this work

Challenge yourself to be an engaged learner



1. Since our last workshop, what Ethnic Studies content or practice did you integrate into your curriculum or instruction?
2. What are you most interested in exploring?
3. What supports do you need to do this work?

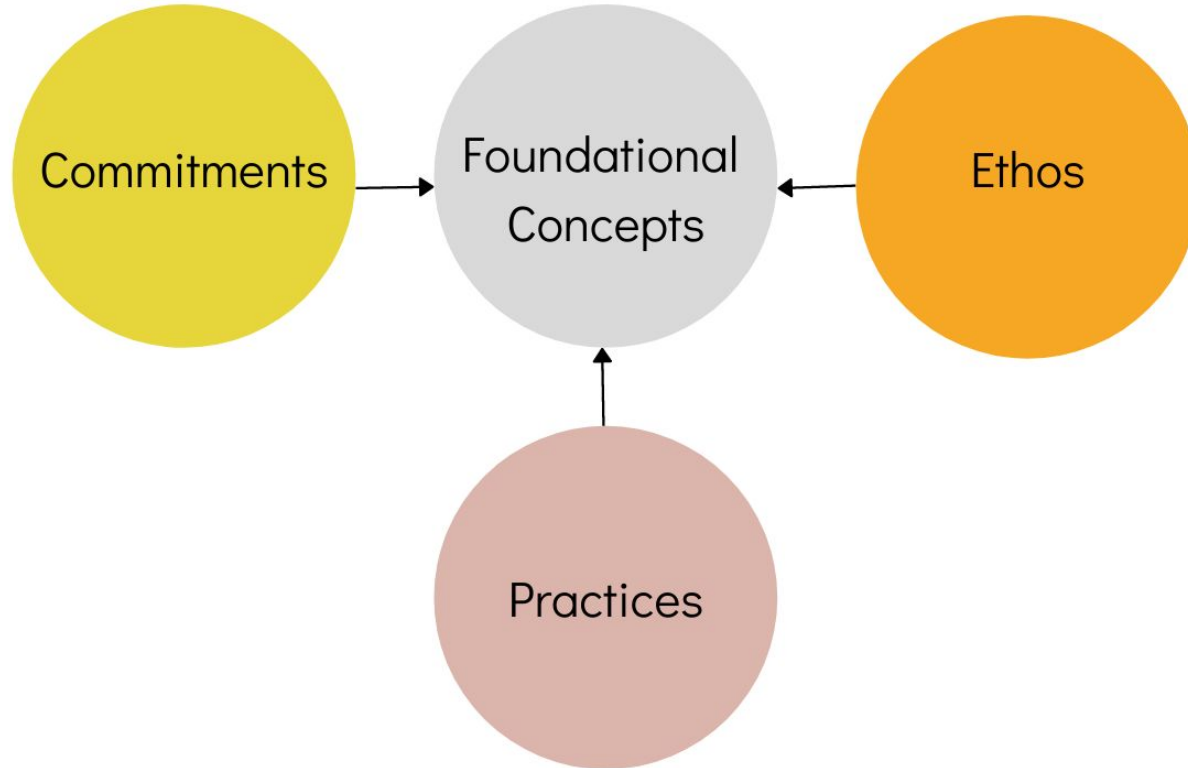
[Graphic Organizer for Breakout Rooms](#)



Debrief



Focus On Our Framework





Commitments

Ethnic Studies Commitments

Ethnic Studies is not just the writing and reading of books, but rather it is **a practice and way of living in the world** that always centers racial justice.

This requires Commitments on the part of Ethnic Studies teachers, which are **more than is typically expected of teachers** due to the complexity and sophistication of Ethnic Studies practice.

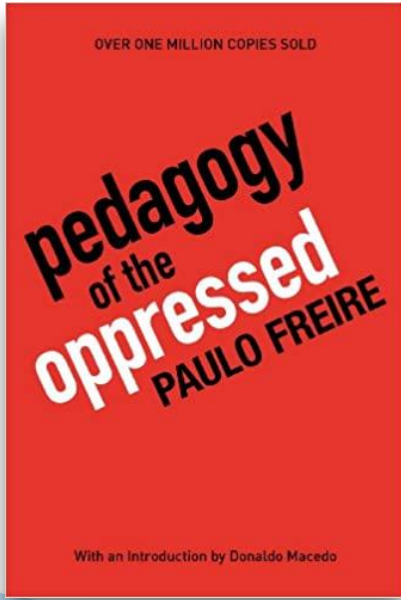
Ethnic Studies teachers, however, typically find their teaching to be **more engaging, fulfilling and inspiring.**

SCCOE ES Framework Commitment #6: *To centering and nurturing the wellness, beauty, and joy of students and communities of Color as they define these constructs intergenerationally (building on concepts such as **self-determination and sovereignty**)* (Brown, 2019; Love, 2019; Tintiangco-Cubales, Duncan-Andrade, Macatangay, 2020)



Critical Pedagogy and Settler Colonialism

Foundational Concepts



Critical Pedagogy

- The fundamental goal of dialogical teaching is to create a process of learning and knowing that invariably involves theorizing about the experiences shared in the dialogue process.
- Freire's theory of education and social change, arguing that education is inseparable from the struggle for what he calls the "ontological vocation of humanity"--which is to be a Subject who acts upon and transforms their world, and in so doing, moves toward ever new possibilities of fuller and richer life individually and collectively.
- Through dialogue and intellectualization, the word takes on a new power: each individual wins back the right to say his or her own word, to name the world.

Settler Colonialism

- System that occupies and usurps land/labor/resources from one group of people for the benefit of another.
- Land, not labor, is key. In this system, Indigenous peoples are literally replaced by settlers.
- "Invasion is a structure, not an event." This means that settler colonialism is not just a vicious thing of the past, but exists as long as settlers are living on appropriated land and thus exists today.



Click the book to download
Pedagogy of the Oppressed

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

- Genocide
- Private Property
- God/Religion
- Classism
- Patriarchy
- White Supremacy

Imperialism

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 Taíno/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](#)



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

My Language Goal: I will orally **present** our decodings 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.

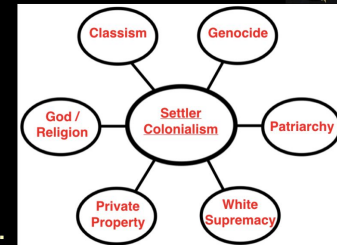
As Activist Intellectuals...

We will practice intellectualization by **decoding** 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?

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.

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.

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.



Foundational
Concepts

Application:

1. How can the foundational concepts of Critical Pedagogy and Settler Colonialism be integrated into my practice?
2. What possible barriers may I face when integrating the foundational concepts of Critical Pedagogy and Settler Colonialism?
3. What scaffolds or instructional decisions will I need to use/make in order to support my students understanding these complex concepts?

[Graphic Organizer for Breakout Rooms](#)



Q&A Debrief & Planning

