



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Integration of the Social Justice Standards: Ethnic Studies

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TOSA - Social Justice
Educational Services



Samohi - Ethnic Studies Course Objectives

1. To deepen our knowledge about the histories, contributions, and struggles of people of color in the United States.
2. To develop critical literacy that informs our analysis of power and oppression.
3. To work in partnership with communities to improve conditions through collective action.



Major Themes in Ethnic Studies

- Developing Our Critical Analysis: Race, Class, Gender, and Power
 - What different types of power exist? How does power shape identities and interests? Who holds power to maintain or transform unequal structures and systems?
- Whose history? Our Hxstories!
 - What do we need to fill the gaps and silences in our histories? How can we leverage community resources to learn more about ourselves and share that knowledge with others?
- Youth Voice
 - How can we amplify our voices and visions around the issues that matter to us?
- Youth Participatory Action Research



Ethnic Studies Scope & Sequence (Curriculum Maps): Standards Alignment

- **Social Justice Standards**
 - Domains - Identity, Diversity, Justice, Action.
 - Grade Level Outcomes - (i.e., ID.9-12.1 - I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.)
- **American Cultures - Ethnic Studies**
 - Does the course address theoretical and analytical issues relevant to understanding race, class, gender, culture, and ethnicity?
 - Is the course integrative and comparative within the larger context of American Society, history, culture, economy or environment?
 - Does the course take substantial account of groups drawn from at least **three** of the following: African American, Asian American, Chicanx-Latinx, Indigenous, and European American?
- **CCSS**
 - English Language Arts and Literacy in History/Social Studies



UNIT OF STUDY: LOTERÍA FEMINIST REVISIONS

Theme: Race, Class, Gender, and Power

Lesson One: Toward a Feminist Womxn of Color Critical Consciousness

Readings: Gloria Anzaldúa, Angela Davis, & Paulo Freire.

SJ Standard Alignment: Identity, Diversity, Justice (with Grade Level Outcomes)

American Cultures-Ethnic Studies Alignment: Theoretical; Integrative & Comparative; Chicanx-Latinx, African American, and Euro-American


CCSS - English Language Arts and Literacy in History/Social Studies



UNIT OF STUDY: LOTERÍA FEMINIST REVISIONS

Instructional Procedures:

- Students will read selections from the assigned non-fiction literature.
- In groups - students will extract and write on large “post its” salient points from the literature which allude to a “feminist critical consciousness.”
- Students will present their findings with their peers.



UNIT OF STUDY: LOTERÍA FEMINIST REVISIONS


Lesson Three: Lotería Feminist Revisions

SJ Standard Alignment: Identity, Diversity, Justice (with Grade Level Outcomes)

American Cultures-Ethnic Studies Alignment:

Theoretical; Integrative & Comparative; Chicanx-Latinx, African American, and Euro-American

CCSS Alignment: English Language Arts and Literacy in History/Social Studies



UNIT OF STUDY: LOTERÍA FEMINIST REVISIONS

Instructional Procedures:

- Students will review and discuss “traditional” and “revisionist” lotería cards.
- Students will create a lotería card using a cultural icon that is culturally empowering and that counters oppressive or stereotypical imagery of Womxn of Color.
- Write a one-page single-spaced narrative of the lotería card that you chose to create. Your narrative must include the following:
 1. Describe the lotería you created - include the title of the cultural icon and a description of it.
 2. Describe why you chose the cultural icon.
 3. Describe how your lotería card is culturally empowering and counters negative imagery of Womxm of Color.
 4. How does your lotería card develop a Womxn of Color critical consciousness? (cite from the unit readings).

“Traditional” Lotería Cards



“Revisionist” Lotería Cards



Lotería Feminist Revisions



“La Self-Love” is about breaking body image normativity, which is based upon a “supposed” or “imaginary white” and middle class standard, which in many ways is oppressive to all women. As a black woman, I draw from and am inspired by Angela Davis (2015), who asserts, *“the Black woman has historically been the target of sexual violence, the object of hypersexualization... we must take back our very bodies, as ‘agentive’ historical ‘subjects,’ and ‘embody’ a self-love...”* (p. 107)

Student Narrative #1



“Poder - La Activista” counters traditional gender expectations and norms, representing *“La Chicana”* as assertive, strong, and intelligent; it dispels the many myths about Latina women as being docile, apolitical, and apathetic. My utilization of Dolores Huerta, the epitome of *“La Activista,”* for my lotería card is empowering for me as a *Mujer* in that it represents what Anzaldúa (1987) states as the *“The counterstance which refutes the dominant culture’s views and beliefs, and, for this, it is proudly defiant. All reaction is limited by, and dependent on, what it is reacting against. Because the counterstance stems from a problem with authority – outer as well as inner – it’s a step towards liberation from cultural domination”* (p. 78).

Student Narrative #2

