

## Intro to Ethnic Studies Unit 2 - Stories

What are the factors that push people of color from their homes and what factors pull them to new places?

What was the "american dream" like for people of color once they im/migrated to the U.S.?

What were the lived experiences of people of color once they im/migrated to this land?

### Stories

#### Social Inquiry/ Unit Questions:

1. What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other?
2. How should societies integrate newcomers? How do newcomers develop a sense of belonging to the places where they have arrived?
3. How does migration affect the identities of individuals, communities, and nations?
4. How do ideas or narratives about who may belong in a nation affect immigration policy, the lives of immigrants, and host communities?
5. What role have immigrants played in defining notions of democracy?

Suggested Timeline	3-4 weeks		
Connection to the <a href="#">Ethnic Studies Guiding Principles</a> in SDUSD	<b>Guiding Principles:</b> Celebrate, Center, Critique <b>Ethnic Studies Content:</b> Race as a Social Construct, Migration/Immigration, Oral History, Counternarratives		
Subject Matter Content Covered	Race as a Social Construct Migration/Immigration - Push/Pull Factors Great Migration of the 20th century		
Connection to Present Day Issues	Im/migration, Local History, California history		
Staging the Unit (hook)	Whose voices are we hearing in history and society? Whose voices are left out? The hook for this unit on immigration stories focused on centering our local Kumeyaay community and their creation stories, recognizing that America is not only "a nation of immigrants" and that the immigration story impacted the original caretakers of the land.		
Progression of The Unit			
Inquiry Question 1	Inquiry Question 2	Inquiry Question 3	Inquiry Question 4
Whose voices are we hearing in history and society? Whose voices are left out?	What are the factors that push people of color from their homes and what factors pull them to new places? What was the "American dream" like for people of color once they im/migrated to the U.S.?	What is oral history? How can we use oral histories to understand the stories of our people?	What were the lived experiences of people of color once they im/migrated to this land?
Formative Task	Formative Task	Formative Task	Formative Task
<b>Kumeyaay Culture &amp; History Workshop</b> Students learned about Kumeyaay history from Dr. Stan Rodriguez, a Kumeyaay	<b>Im/migration Simulation &amp; Debrief</b> Students participated in a simulation to experientially explore im/migration push/pull	<b>Oral History Lecture &amp; Preparing Questions</b> Students learned about oral history and how it can be utilized to tell counterstories	<b>Oral History Project</b> Students analyzed an oral history from a local member of the community and created presentations to share the



*Adapted from the C3 Inquiry Design Model by Grant, Lee, and Swan, 2014; Read.Write.Inquire, University of Michigan, 2018*

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<p>elder in our community. He guided them in three workshops to make pottery, cordage, and tule boats.</p> <p><b>Race &amp; Immigration</b> Students learned about the social construction of race with a guest lecture from Professor Michael Dominguez of SDSU.</p> <p><b>Museum of Us Field Trip</b> Students participated in free and guided tours, along with a guest lecture from Brandi MacDonald, at the Museum of Us.</p>	<p>factors.</p> <p><b>Im/migration Stories Interactive Lecture &amp; Activity</b> This lecture introduced vocabulary to help students understand push/pull factors. Students reflected on their own im/migration stories and created an artifact to represent them to the class.</p> <p><b>African American Migration Interactive Lecture</b> Students learned about the Great Migration of the 20th century of African Americans through an interactive lecture.</p>	<p>and help us understand history. They learned how to conduct oral histories and prepared questions.</p> <p><b>Collecting Oral Histories</b> Students worked in groups to conduct oral histories during class with community members invited to share their im/migration stories.</p>	<p>story and their analysis.</p>
Supporting Sources	Supporting Sources	Supporting Sources	Supporting Sources
<ol style="list-style-type: none"> <li>1. <a href="#">Pre-Museum Discussion Slides</a></li> <li>2. <a href="#">Museum Field Trip Guide</a> by Monument Lab</li> <li>3. <a href="#">Museum of Us Note Taker</a></li> <li>4. <a href="#">Museum of Us Think Tac Toe Activity</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Im/migration simulation activity slides and debrief questions</a></li> <li>2. <a href="#">Im/migration lecture slides and activity</a></li> <li>3. <a href="#">Great Migration Lesson Plan</a> from OER</li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Oral History Lecture and Question Activity</a></li> </ol>	<ol style="list-style-type: none"> <li>1. <a href="#">Oral History Project Overview</a></li> <li>2. <a href="#">Oral History Project Preparation Slides</a></li> <li>3. <a href="#">Oral History Project Posters</a></li> <li>4. <a href="#">Oral History Excerpts</a></li> </ol>
Assessment	<p><b>Oral History Project:</b> Students select an oral history to analyze to understand the history of movement in their life and how their life intersects with broader historical themes.</p>		
<p><b>Reflection:</b> Self/ Community/ World (p. 6)</p>	<p>(1) <b>Reflecting on the world:</b> The student looks back to events in their world that connect to their learnings, whether they be current events or historical events. This point of reflection asks, <i>"Where have you seen similar situations of oppression, trauma, resistance, and revolution in your world?"</i></p> <p>(2) <b>Reflecting on the community:</b> Being that the collective and communal aspect of reflection is a central principle in Ethnic Studies, reflecting on community is crucial to learning about ourselves. It is seeing parallels of injustice and oppression in the unit connected to communities and creating ways to resist. During this reflection, students are asked, <i>"How does this unit connect to your community? What role do you play in your community? How can you be an agent of change?"</i></p> <p>(3) <b>Reflecting on the self:</b> Through an Ethnic Studies lesson students do not just learn</p>		

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about events or practice a literacy strategy, rather, they learn about themselves by asking, *"What have you learned about yourself from this unit?"* and *"What does this unit tell you about yourself?"*