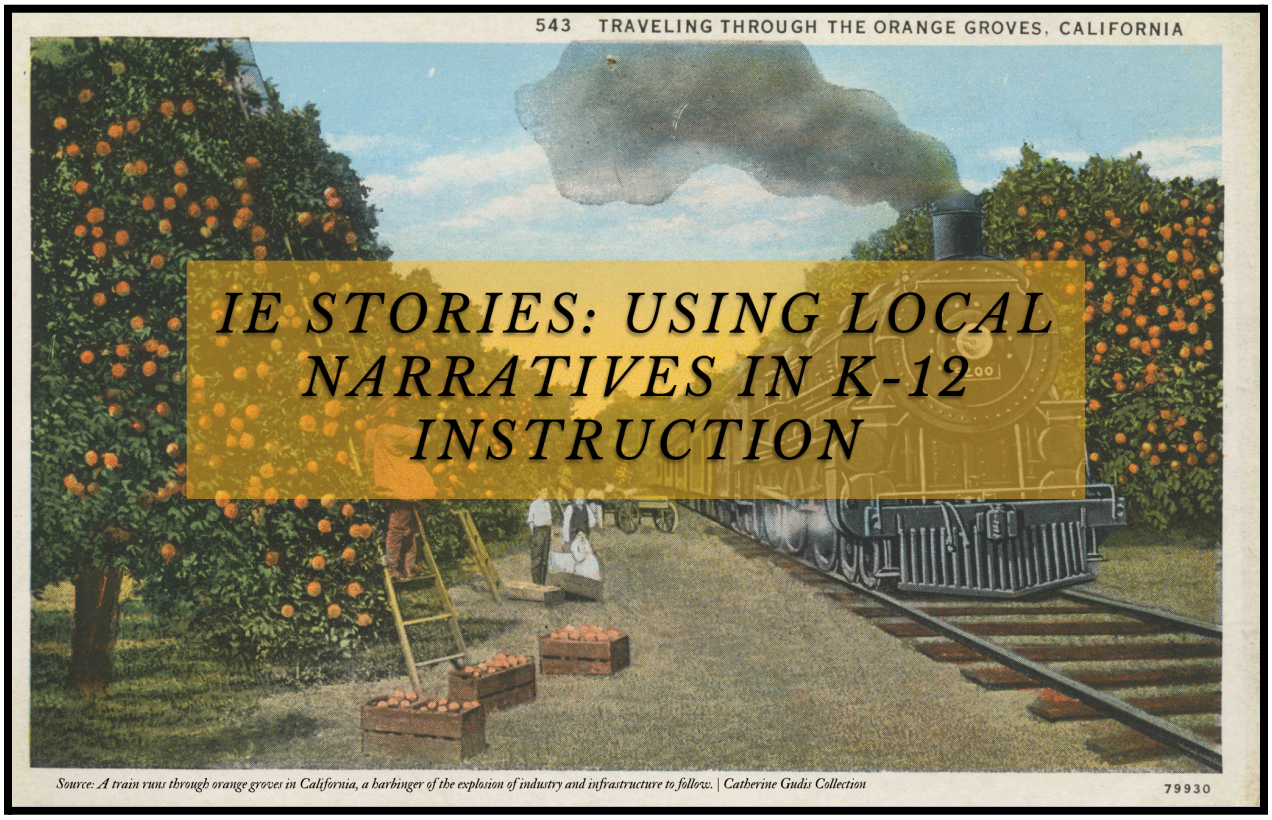


Inquiry Question

How have shifts in land use in and around Mira Loma, CA contributed to evolving social justice movements?

Additional support for this project is provided by the Pollitt Endowed Term Chair for Interdisciplinary Learning and Research at University of California, Riverside.

How have shifts in land use in and around Mira Loma, CA contributed to evolving social justice movements?

Author
Amanda Sandoval, Eleanor Roosevelt High School, Twitter: @historysandoval

Common Core Standards

- Reading, Grades 9-10, 2. Determine the central ideas or information of primary or secondary sources; provide an accurate summary of how key events or ideas develop over the course of the text.
- Reading, Grades 9-10, 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- Writing, Grades 9-10, 2. Write informative/explanatory texts, including the narration of historical events
- Writing, Grades 9-10, 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Ethnic Studies Guiding Values & Principles

6. CONNECT ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

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Overview of Lesson

This ethnic studies lesson plan explores the intersection of land, labor, and logistics in Mira Loma, CA, emphasizing the 4'Is of oppression, social justice, and sustainable development. It dives into Mira Loma's history, along with the social justice movements emerging in response to the area's growing logistics centers. The lesson encourages active learning and critical thinking through discussions, written reflections, and a creative task where students respond to the essential question through the creation of a comic strip. This lesson should take approximately three days or three, fifty-minute periods.

Sources

A. City of Eastvale Mural by Rosemary Vasquez Tuthill (link)
B. 4 I's of Oppression 4 I's of Oppression
C. Mira Loma & Eastvale Land Timeline mira loma & eastvale timeline
D. Map of Logistics Warehouse in the IE, Graham Brady / Redford Conservancy at Pitzer College, Los Angeles Times (link)
E. Radical Research, Warehouse City Map (link)
F. Burn them all down, 2022, Toni Sanchez
G. Mira Loma to Manzanar, The Roots of Logistics, Relevancy & History (link)
H. Ontario, CA: A Long Road to Hoe | Fine Cut | KCET (link)
I. Economic Inclusion, 2022, Ness Ilene Garza

Teacher Slides

- Teacher's Google Slides, (Day 1)
- Teacher's Google Slides (Day 2)

Note: The teacher slides are used to guide this lesson for students. All resources are also linked in slides hopefully making it easy for teachers to follow.

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Procedures - Day 1



1. The teacher will begin by noting the guiding question of this part of the lesson, ***Looking at the history of Mira Loma and Eastvale, what examples of oppression are revealed along with resistance and activism?***
2. **Slide 1:** The lesson will commence with the projection of a Google Slide deck. Please note that students do not need access to this deck. Teachers should inform students that the topic of discussion will be the land and labor associated with Eastvale & Mira Loma, CA, with a focus on exploring concepts of oppression, resistance, and activism.
   1. Land & Labor in Mira Loma
3. **Slide 2:** Teachers will project Slide 2, which showcases the mural titled "Eastvale: We Built This City" by Rosemary Tuthill, 2020 (Source A). To enlarge the mural for better visibility, click "CLICK HERE." Teachers should give students time to study the mural and discuss the following questions within their small groups:
   a. What can you infer about the history of land and labor in Eastvale from this mural?
   b. How does this mural fit into or challenge the dominant narratives about our community?
4. After the group discussion, students will share their thoughts with the entire class.
5. **Slide 3:** Slide 3 will be projected next, providing a brief overview of Eastvale and Mira Loma, CA. Teachers can either read the information to the students or select a student to read it aloud.

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6. **Slide 4:** Slide 4 will be projected, and teachers will review the listed vocabulary terms with students. These terms include power dynamics, oppression, and activism. It is crucial for students to understand these terms as they will be relevant for the following activity noted on slide 6.
7. **Slide 5:** Slide 5, which outlines the 4 I's of oppression, will be projected next. Teachers will discuss the information on the left side of the slide. Subsequently, students will read about the 4 I's of oppression from a printed handout (Source B), which will be used in the upcoming task. The handout is also linked on the slides for easy reference. Students should take 5-10 minutes to read through the handout. Inform them that this information will be used in the next task. 4 I's of Oppression
8. **Slides 6:** Slide 6, which contains the directions for the next task, will be projected next. The task revolves around the essential question: "Looking at the history of Mira Loma and Eastvale, what examples of oppression can be identified, and where do we see evidence of resistance and activism?"
9. Students will complete this task in groups. A shared Google Slide Deck with a Timeline, pertaining to the land and labor of the Eastvale/Mira Loma community, will be provided. Teachers will read out the task instructions as noted on the slides. Group Reflection: Timeline
10. Divide your students into groups and assign each a distinct section of the Mira Loma/Eastvale timeline from the Google Slides deck.
    a. Instruct each group to carefully analyze their assigned timeline segment, with the goal of identifying instances where the 4 I's of oppression (Ideological, Institutional, Interpersonal, and Internalized) are evident. They should also be on the lookout for examples of resistance or activism within the historical context.
    b. Ask the groups to document their findings on their respective slides. They should clearly articulate the connections between the historical events and the concepts of the 4 I's or activism/resistance they have identified.
    c. Finally, have each group prepare to share their analysis with the class, specifically highlighting the examples of the 4 I's of oppression and/or activism and resistance they discovered in their timeline segment.

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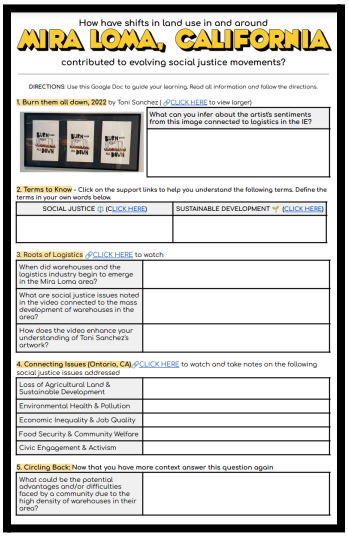
d. After students have highlighted and discussed their findings, the teacher will review the timeline section by section, asking different groups to share their highlighted examples related to the assigned terms.
e. Note: Examples are provided for the first 2 sections of the timeline for the teacher to model with the class.

11. **Slide 7:** Slide 7, which features the Inland Empire Warehouse map (Source C), will be projected. Teachers will pose the question, "What do you notice about the map?" and call on students or ask for volunteers to share their insights.
12. **Slide 8:** Slide 8, containing information related to logistics warehouses, will be projected, and the teacher will review the information.
13. **Slide 9:** Slide 9, a map focusing on the community in and around Mira Loma and Eastvale (Source D), will be projected next. The teacher will ask, "Why do you think there are so many warehouses in this community?" and will then call on students or ask for volunteers to share their insights.
14. **Slide 10:** The lesson will conclude with Slide 10, an exit ticket prompt, asking, "What could be the potential advantages and/or difficulties faced by a community due to the high density of warehouses in their area?" Students are to answer this question in Google Classroom (or another LMS). This question will be revisited in the second part of this lesson next class.

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Procedures - Day 2




How have shifts in land use in and around
MIRA LOMA, CALIFORNIA
contributed to evolving social justice movements?

DIRECTIONS: Use this Google Doc to guide your learning. Read all information and follow the directions.

1. Burn them all down, 2022 by Toni Sanchez (🔗CLICK HERE to view larger)

What can you infer about the artist's sentiments from this image connected to logistics in the IE?

2. Terms to Know - Click on the support links to help you understand the following terms. Define the terms in your own words below.

SOCIAL JUSTICE ⚖️ (CLICK HERE)	SUSTAINABLE DEVELOPMENT 🌱 (CLICK HERE)

3. Roots of Logistics 🔗CLICK HERE to watch

When did warehouses and the logistics industry begin to emerge in the Mira Loma area?	
What are social justice issues noted in the video connected to the mass development of warehouses in the area?	
How does the video enhance your understanding of Toni Sanchez's artwork?	

4. Connecting Issues (Ontario, CA) 🔗CLICK HERE to watch and take notes on the following social justice issues addressed

Loss of Agricultural Land & Sustainable Development	
Environmental Health & Pollution	
Economic Inequality & Job Quality	
Food Security & Community Welfare	
Civic Engagement & Activism	

5. Circling Back: Now that you have more context answer this question again

What could be the potential advantages and/or difficulties faced by a community due to the high density of warehouses in their area?	

1. The teacher will begin by noting the essential question for the lesson, **How have shifts in land use in and around Mira Loma, CA contributed to evolving social justice movements?**
2. **Slide 1**: The lesson will commence with the projection of a Google Slide deck. Please note that students do not need access to this deck. Instead they should each receive their copy of the Google Doc handout. This handout follows along with the teacher's Google Slides and is where they will reflect. 2. Social Justice Movements in Mira Loma
   Mira Loma, CA
3. **Slide 2:** This slide displays a visual representation of the Google Doc worksheet that students should have at hand. Inform the students that they will be asked to engage with their Google Docs when instructed, in sync with the teacher-led slides. This will facilitate reflection and a thorough understanding of the material.
4. **Slide 3:** Students are to examine artwork by Toni Sanchez (source E), which was on display at The Cheech Marin Center for Chicano Art & Culture of the Riverside Art Museum in Spring 2023, as part of the "Life Logistics" exhibit. Students are asked to ponder and respond to the question, "What inferences can you make about the artist's feelings from this image related to logistics in the IE?" Their responses should be typed in their Google Doc. After allotting sufficient time for contemplation and typing, the teacher is advised to select students to share their insights with the rest of the class.

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5. **Slide 4:** This slide features selected quotes from an interview with Toni Sanchez concerning her artwork. The complete article is accessible via a link on the slide for the teacher's interest, although it's not required reading for students. The teacher is encouraged to share these quotes with the class to incorporate Sanchez's viewpoint in conjunction with statistics pertaining to IE logistics.
6. **Slide 5**: This slide introduces two key terms that students should familiarize themselves with: 'social justice' and 'sustainable development'. To aid their understanding, definitions have been provided and are accessible via links on both their Google Docs and the teacher's slides. Students are instructed to click on these support links, comprehend the terms, and then formulate their own definitions in the Google Doc. After allotting sufficient time for contemplation and typing, the teacher is advised to select students to share their insights with the rest of the class.
7. **Slide 6:** The teacher will screen a 3-minute video titled 'Mira Loma to Manzanar, The Roots of Logistics' produced by the Relevancy & History Project (source F). As students view the video, they are expected to answer the following guiding question in their Google Docs: When did warehouses and the logistics industry begin to emerge in the Mira Loma area? What are social justice issues noted in the video connected to the mass development of warehouses in the area? How does the video enhance your understanding of Toni Sanchez's artwork? These questions are also displayed on the slides for students' reference. After allotting sufficient time for contemplation and typing, the teacher is advised to select students to share their insights with the rest of the class.
8. **Slide 7:** Students will view a second video (source G) related to logistics, this time focusing on Ontario, CA, which is in close proximity to Mira Loma. This 9-minute video portrays the local community's resistance to the surge of warehouses in their area. While watching, students are advised to make notes in their Google Docs regarding various social justice issues highlighted in the video. These include Loss of Agricultural Land & Sustainable Development, Environmental Concerns, Health & Pollution Issues, Economic Inequality & Job Quality, Food Security & Community Welfare, and Civic Engagement & Activism. After allotting

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sufficient time for contemplation and typing, the teacher is advised to select students to share their insights with the rest of the class.

9. **Slide 8:** Either the teacher or a selected student should read the information presented on the slide related to the open letter sent to the CA Governor, among other policymakers. This letter, which has been endorsed by 60 organizations, articulates concerns about the presence of warehouses in the Inland Empire.
10. **Slide 9:** This slide provides a summary of some of the proposed action items detailed in the letter to the policymakers, including the Governor. After reading through the requests, prompt students with the question, "What are your thoughts on these requests included in the open letter?" Encourage students to share their responses with the class.
11. **Slide 10:** In an earlier lesson, students were asked to reflect on the possible benefits and/or challenges a community might encounter due to a high concentration of warehouses in their area. Now, armed with additional context on the topic, students are asked to revisit and answer this question again in their Google Docs. After allowing adequate time for reflection, the teacher should invite students to share their updated views with the class.
12. **Slide 11:** The teacher will showcase the comic titled 'Economic Inclusion, 2022' by Ness Ilene Garza. This comic was part of the "Life Logistics" exhibit at The Cheech Marin Center for Chicano Art & Culture of the Riverside Art Museum in Spring 2023. Students are asked to contemplate the following questions and jot down their reflections in their Google Docs: What social justice issue(s) are addressed in Garza's comic? Does Garza's comic suggest any potential solutions or calls for action (activism) related to these issues? How does Garza's comic relate to what we've been studying? It is hoped that this comic will also inspire students' final tasks. After a period of reflection, invite students to share their responses with the class.
13. **Slide 12:** This task will most likely take an entire class period. To address the central question, "How have shifts in land use in and around Mira Loma, CA contributed to evolving social justice concerns?", students are tasked to create a visual narrative in the form of a comic strip. They should depict the progression of land use, starting from agricultural practices to the establishment of present logistics centers, and

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highlight the social justice issues that have emerged as a result of these changes. Additionally, they must include depictions of the local community's response to these transformations. In at least one panel of the comic strip, students should focus on sustainable development. They should use their creativity to imagine and depict a future scenario where sustainable practices are implemented, leading to positive changes for the community. Directions for students are also noted on their Google Docs. If the teacher would like to provide students with additional links to explore to support in this project a few have been added to **slide 13** that could be shared with students. Students can complete their comics either on paper or using a site like Canva.com which has templates.

Assessment - Day 3

DIRECTIONS FOR STUDENTS (also see above notes under Slide 12)

1. To address the central question, "How have shifts in land use in and around Mira Loma, CA contributed to evolving social justice concerns?", your task is to craft a visual narrative in the form of a comic strip.
2. In your comic strip, depict the progression of land use from agricultural practices to the present logistics centers and the social justice issues that have developed as a result.
3. You should include depictions of the local community's response to these changes.
4. In at least one panel, highlight sustainable development: imagine and depict a future scenario where sustainable practices are implemented, bringing about positive changes for the community.

   Digital comic strip option via Canva or Paper comic strip option

Bibliography

- Eastvale: We Built This City, Rosemary Tuthill, 2020.
- Economic Inclusion, 2022, Ness Ilene Garza.
- Burn them all down, 2022, Toni Sanchez.
- "History of Eastvale." Eastvale, CA Official Website. URL: History | City of Eastvale, CA

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- "Slow Violence of the Supply Chain: Logistics and the Inland Empire." KCET Earth Focus. URL: Slow Violence of the Supply Chain: A History of Logistics in Mira Loma | Earth Focus | News & Public Affairs | PBS SoCal
- "Warehouses Pave Over Historic Dairy Lands in Ontario and Chino." KCET Earth Focus. URL: Warehouses Pave Over Historic Dairy Lands in Ontario and Chino | Earth Focus | News & Public Affairs | PBS SoCal
- "Inland Empire Warehouse Growth Map Environment." Los Angeles Times. URL: Op-Ed: We mapped the warehouse takeover of the Inland Empire - Los Angeles Times
- "Warehouse CITY: An Inquiry into Southern California's Logistics Landscape." Radical Research. URL: https://radicalresearch.shinyapps.io/WarehouseCITY/
- "Mapping & Data Visualization." Pitzer College - Redford Conservancy. URL: Mapping and Environmental Data Visualization - Robert Redford Conservancy for Southern California Sustainability
- "Mira Loma to Manzanar, The Roots of Logistics, Relevancy & History Project CCSHP."
- "Introduction to Power, Privilege, and Social Justice." Dartmouth College - Office of Pluralism and Leadership. URL: Introduction to Power, Privilege, and Social Justice | Office of Pluralism and Leadership
- "What is Sustainability?" UCLA Sustainability. URL: What is Sustainability?
- "Video: [Title]." YouTube. URL: Ontario, CA: A Long Road to Hoe | Fine Cut | KCET
- "4 I's of Oppression." Northeastern University.

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Source A: Eastvale: We Built This City, Rosemary Tuthill, 2020



- What can you infer about the history of land and labor in Eastvale from this mural?
- How does this mural fit into or challenge the dominant narratives about our community?

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Source B: 4 I's of Oppression, Northeastern.edu

THE FOUR "I"s OF OPPRESSION

IDEOLOGICAL OPPRESSION	
DEFINITION: Any oppressive system has at its core the idea that one group is somehow better than another, and in some measure has the right to control the other group	
MORE CONTEXT: This idea gets elaborated on in many ways—more intelligent, harder working, stronger, more capable, nobler, more deserving, more advanced, chosen, superior, and so on. The dominant group holds this idea about itself. And, of course, the opposite qualities are attributed to the other group—stupid, lazy, weak, incompetent, worthless, less deserving, backward, inferior and so on.	**EXAMPLES:** • *dominant narratives* • *"Othering"*

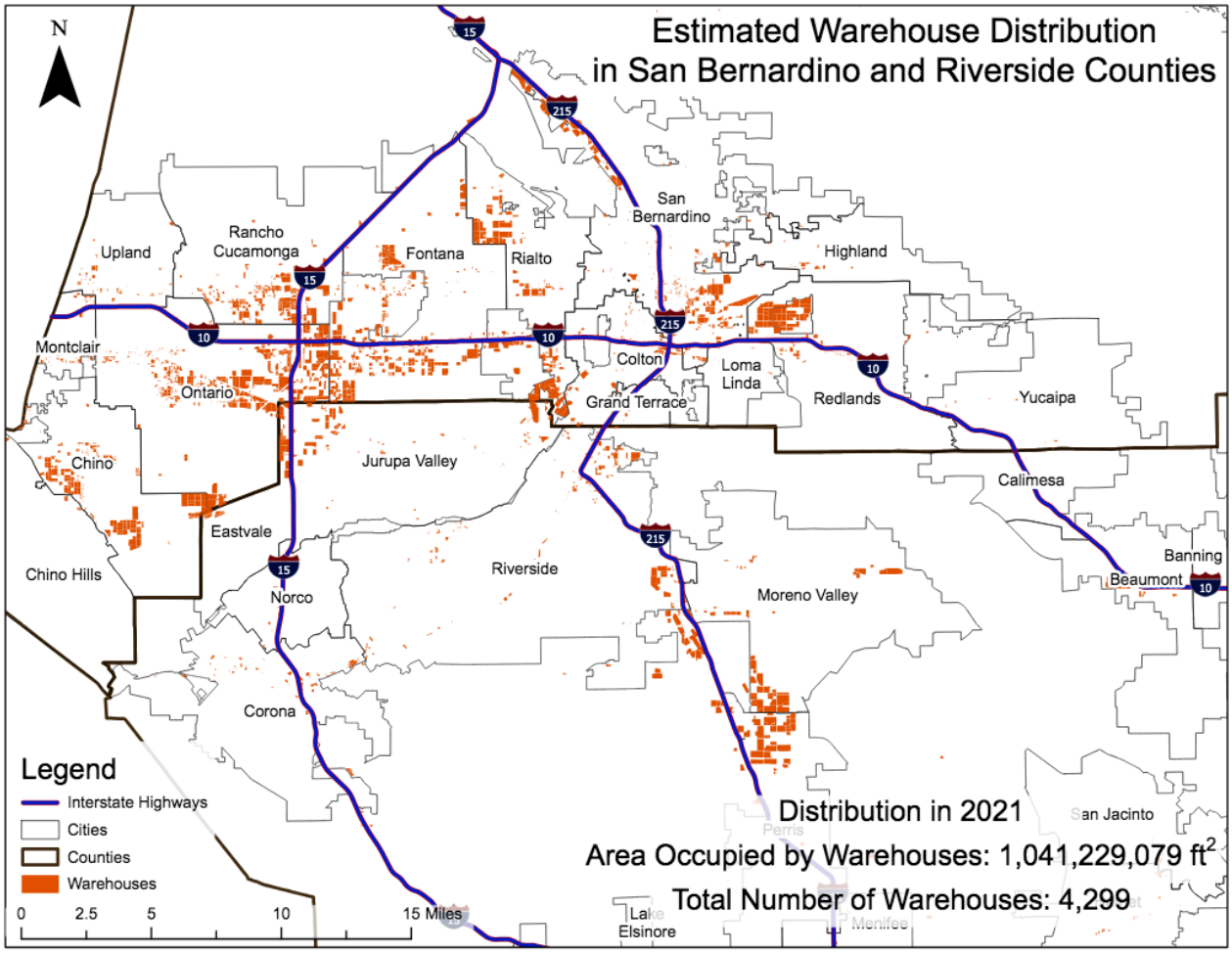
INSTITUTIONAL OPPRESSION	
DEFINITION: The idea that one group is better and has the right to control the other gets embedded in the INSTITUTIONS of the society:the laws, the legal system and police practice, the education system, hiring practices, public policy, housing development, media images, political power, etc	
MORE CONTEXT: When a woman makes 2/3 of what a man makes, it is institutionalized sexism, when 1 out of 4 African American men are in jail or on probation, it is institutionalized racism, etc. Consider that dominant culture also controls the language itself used to describe all groups in society and can make things visible or invisible when necessary. Other examples/things to consider are the "War on Drugs" instead of "War on Poverty," as well as an expanded definition of violence and how violence towards targeted groups happens at a systemic level.	**EXAMPLES:** • *media* • *medical* • *legal* • *education* • *religion,* • *psychiatry,* • *banking*

INTERPERSONAL OPPRESSION	
DEFINITION: The idea that one group is better than another and has the right to control the other, which gets structured into our institutions, gives permission and reinforcement for individual members of the dominant group to personally mistreat individuals in the targeted/oppressed group.	
MORE CONTEXT: Interpersonal racism is what white people do to people of color up close—the racist jokes, the stereotypes, the beatings and harassment, the threats, the whole range of personal acts of discrimination. Similarly, interpersonal sexism is what men to do to women—the sexual abuse/harassment, the violence directed at women, the sexist jokes, ignoring or minimizing of women's thinking, etc. Many people in the dominant group are not consciously oppressive. They have internalized the negative messages about other groups, and consider their attitudes towards other groups quite normal.	**EXAMPLES:** • *sexual abuse* • *Harrassment* • *racist jokes*

4 I's of Oppression

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Source C: Estimated Warehouse Distribution in San Bernardino & Riverside Counties, Author, Graham Brady / Redford Conservancy at Pitzer College, Los Angeles Times, 2021



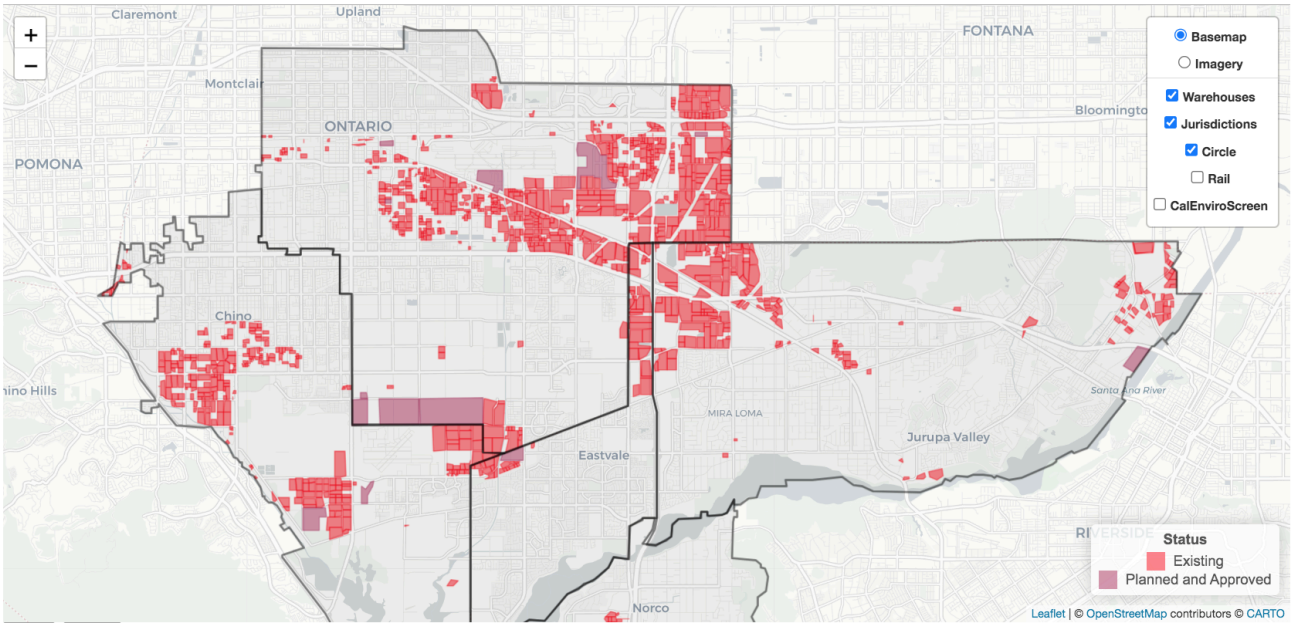
[Op-Ed: We mapped the warehouse takeover of the Inland Empire - Los Angeles Times]

- What do you notice about the map?

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Source D: Warehouse CITY, Robert Redford Conservancy Petzer College, Radical Research LLC, R-Now

Category	Warehouse count	Acreage	Warehouse floor space (Sq.Ft.)	Daily Truck trips	Daily Diesel PM (pounds)	Daily NOx (pounds)	Daily CO2 (metric tons)	Jobs
Existing	1,162	9,911	237,400,000	159,000	219.9	24,772	6687.1	79,288
Planned and Approved	13	1,327	31,800,000	21,000	29	3,272	883.2	10,616

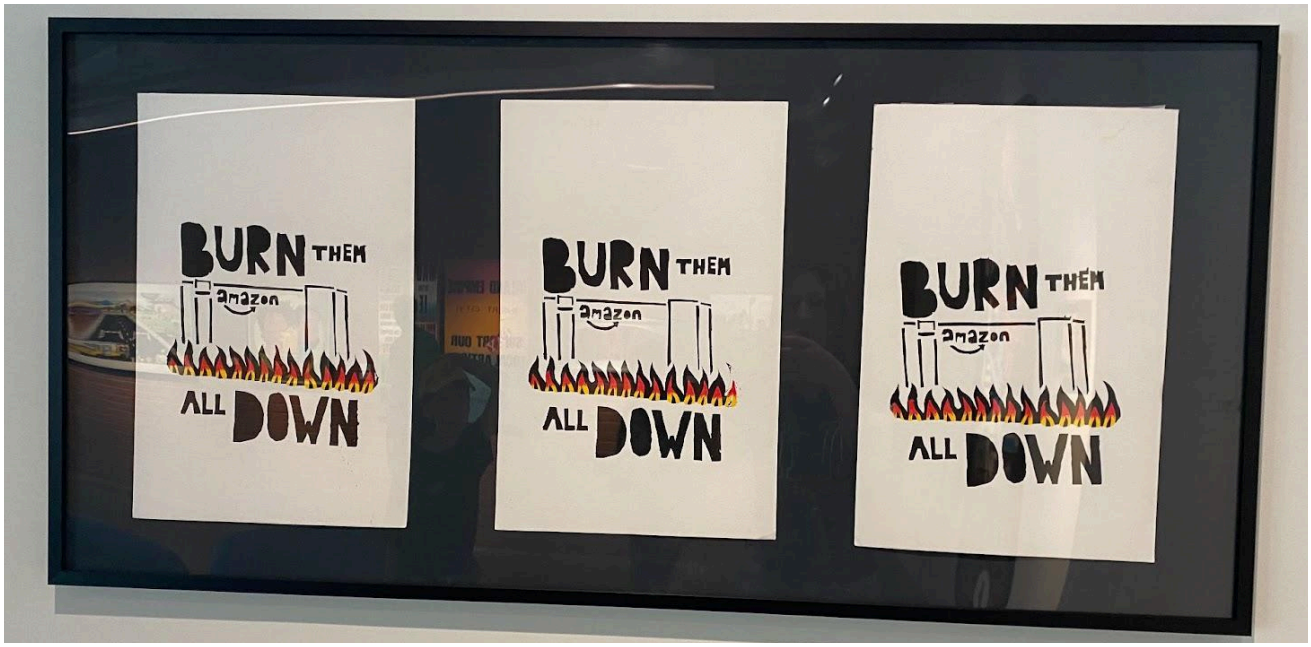


[Warehouse CITY]

- Why do you think there are so many warehouses in this community?

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Source E: Burn them all down, Toni Sanchez, 2022

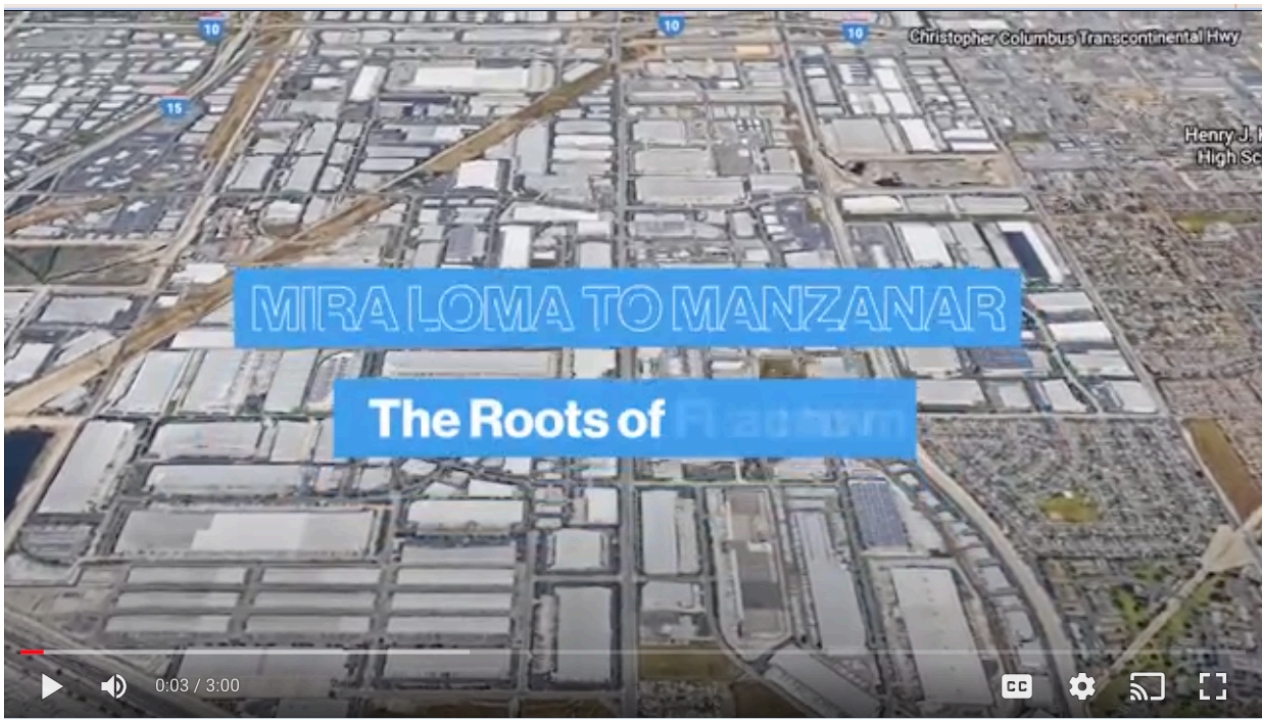


Appeared in “Life Logistics,” an exhibit at The Cheech Marin Center for Chicano Art & Culture of the Riverside Art Museum in Spring of 2023, takes aim at the logistics industry.

- What can you infer about the artist's sentiments from this image connected to logistics in the IE?

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Source F: Mira Loma to Manzanar, The Roots of Logistics, Relevancy & History, 2019



Mira Loma To Manzanar

- When did warehouses and the logistics industry begin to emerge in the Mira Loma area?
- What are social justice issues noted in the video connected to the mass development of warehouses in the area?
- How does the video enhance your understanding of Toni Sanchez's artwork?

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Source G: Ontario, CA: A Long Road to Hoe | Fine Cut | KCET, 2022



Ontario, CA: A Long Road to Hoe | Fine Cut | KCET

As you watch the video take notes on the following social justice issues addressed:

- Loss of Agricultural Land & Sustainable Development
- Environmental Health & Pollution
- Economic Inequality & Job Quality
- Food Security & Community Welfare
- Civic Engagement & Activism

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Source I: Economic Inclusion, Ness Ilene Garza, 2022



Appeared in "Life Logistics," an exhibit at The Cheech Marin Center for Chicano Art & Culture of the Riverside Art Museum in Spring of 2023, takes aim at the logistics industry

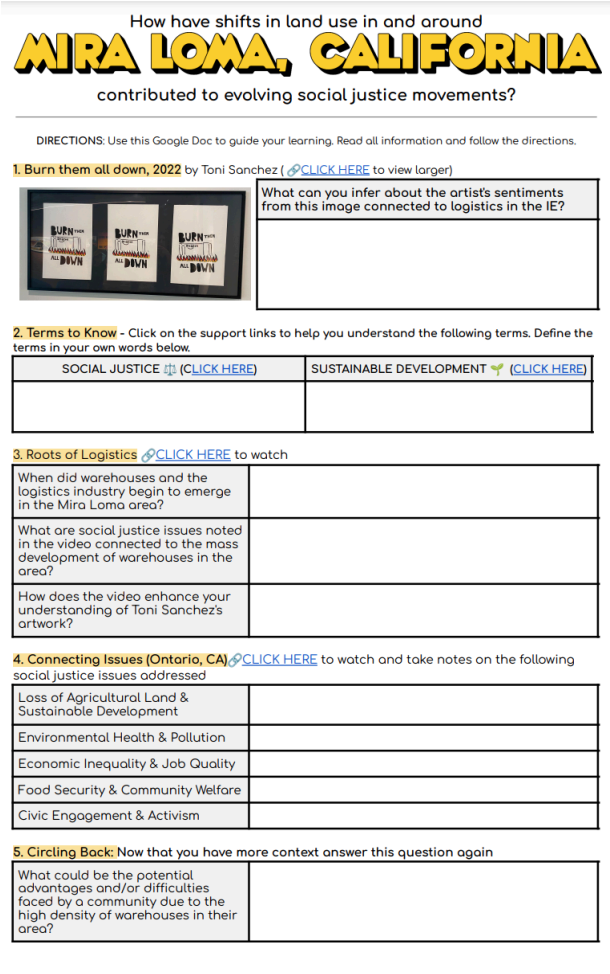
- What social justice issue(s) are addressed in Garza's comic?
- Does Garza's comic offer any potential solutions or calls to action (activism) related to these issues?

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- How does Garza's comic connect to what we have been learning?

Student Hyperdoc for Day 2

This is a hyperdoc style Google Doc for students. They should each get their own copt. This Google Doc pairs with the teacher slides for day 2.



How have shifts in land use in and around

MIRA LOMA, CALIFORNIA

contributed to evolving social justice movements?

DIRECTIONS: Use this Google Doc to guide your learning. Read all information and follow the directions.

1. Burn them all down, 2022 by Toni Sanchez (🔗CLICK HERE to view larger)

What can you infer about the artist's sentiments from this image connected to logistics in the IE?

2. Terms to Know - Click on the support links to help you understand the following terms. Define the terms in your own words below.

SOCIAL JUSTICE ⚖️ (CLICK HERE)	SUSTAINABLE DEVELOPMENT 🌱 (CLICK HERE)

3. Roots of Logistics 🔗CLICK HERE to watch

When did warehouses and the logistics industry begin to emerge in the Mira Loma area?	
What are social justice issues noted in the video connected to the mass development of warehouses in the area?	
How does the video enhance your understanding of Toni Sanchez's artwork?	

4. Connecting Issues (Ontario, CA) 🔗CLICK HERE to watch and take notes on the following social justice issues addressed

Loss of Agricultural Land & Sustainable Development	
Environmental Health & Pollution	
Economic Inequality & Job Quality	
Food Security & Community Welfare	
Civic Engagement & Activism	

5. Circling Back: Now that you have more context answer this question again

What could be the potential advantages and/or difficulties faced by a community due to the high density of warehouses in their area?	

Mira Loma, CA

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