

# Ethnic Studies

1.20.22

**\*CORE DESIGN TEAM\***  
**2021-2022**

[CLICK HERE TO DO  
ATTENDANCE](#)

# Land Acknowledgement

We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous peoples and sacred lands so we can build our awareness of how settler colonization still exists today. We honor the ways of knowing and ways of being of Indigenous peoples and tribal nations, who are still here and thriving, in our district-community. We resolve to learn from these realities and partner with local Indigenous peoples and tribal leaders to work toward a justice-driven educational experience for each student, family, community member, and educator in Northshore. We also acknowledge that this is a working land acknowledgement that will continue to evolve as our partnership with local Indigenous peoples and tribal leaders expands.

# Outcomes for Today!

- Discuss and analyze Ethnic Studies readings and presentation about indigenous epistemologies, ontologies, decolonization and collective healing.
- Consider how to utilize the model of Indigenous teaching, which embeds story to weave key concepts about Indigeneity, within the themes of Ethnic Studies.
- Apply key concepts from teachings to inform pedagogical influences and shifts needed in the P-12 Ethnic Studies Framework.

# Individual Rights


DR. CHRIS. EMDIN **WE BELIEVE**

# RIGHTS OF THE BODY

20/20 Vision is Problematic When the World  
is 360.

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- 1) The right to be here.
- 2) The right to feel.
- 3) The right to act.
- 4) The right to love and  
be loved.
- 5) The right to speak  
truth to power.
- 6) The right to see.
- 7) The right to know.

 UNIVERSITY  
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SECONDARY SCHOOL

# Courageous Conversations call on each of us to:

## Stay Engaged

Stay emotionally, intellectually, morally and relationally involved, resist the inclination to check out

## Speak Your Truth

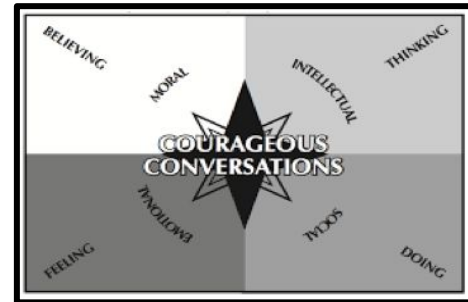
Absolute honesty about thoughts, feelings to truly develop your racial consciousness

## Experience Discomfort

Tough conversations help build tolerance for discomfort with challenges of racial disparity

## Expect and Accept Non-Closure

Commit to ongoing conversations with no easy fix



# Shared Community Guidelines - A process, not an event

The following can also impact how we show up in spaces:

- Knowledge Construction
- Identity
- Positionality
- Safety

- Equity over equality
- Awareness of positionality in the space
- Amplifying and centering voices that have been excluded and silenced over time
- Humanizing teaching and learning
- Safe spaces AND brave spaces
- Critical self- and community-reflection
- Taking action

# Critical Reflections & Community Guidelines

- Safe, brave spaces are growing
- Small group feels good and authentic
- Being heard and developing a critical community
- Learning from the knowledge in the text while honoring others experiences and insights

## Noteworthy:

- Productivity matters
- Looking forward to moving to action
- Keep students centered

# Application to NSD Framework Components ~ 2021

## Revisiting, Recommending, Revising and Drafting:

- Themes
- Definitions
- Enduring Understandings
- Essential Questions
- Guiding Questions
- Learning Targets
- Vocabulary
- Planning Considerations
- Correlating Standards
- Correlating Curriculum
- \*Home-School Connections\*
- \*Related Resources\*



# Culturally Revitalizing Pedagogy

Ethnic Studies Framework should consider:

- **Decolonization** through *self-determination* and *cultural resurgence* (connecting back to with homelands, cultures and communities)
  - \* **Responsibility** rather than *rights*
  - \* **Resurgence** rather than *reconciliation*
  - \* **Relationships** rather than *resources*

# Indigeneity and Ethnic Studies

## Discuss Key Ideas from:

- Guest Speaker, Mary Wilber
- *Collective Healing: Release the Tears, Confront and Bypass the Fear* (p.83-87)
- *Ethnic Studies Framework: A Holistic Overview*, p. 65-75

## Guiding Questions:

- What do these learnings help us understand about:
  - Healing
  - Humanity - humanizing pedagogy
  - (our)story v. (his)tory
  - The power of story
- How might this knowledge translate into a new enduring understanding, essential question, guiding question or target?
- What planning considerations do you want to capture?

# Response to Feedback

Please review the notes from our Collaborative Learning Team to inform your thinking and planning.

[December CLT Notes](#)

[January CLT Notes](#)

## Guiding Questions:

- What other key ideas need to be considered based on feedback?
- Does this live inside of the framework? If so, where?
- Does this live outside of the framework? If so, how can we capture the ideas that will support the implementation of Ethnic Studies?

# CLOSING

Please review your grade band's community guidelines, then click on [this link](#) or the link in the chat to provide your feedback.



Source: Center for the Professional Education of Teaching-Columbia University (2019)

# NEXT MEETING:

Core Design  
Team

February 17  
4:00-6:30 pm

Zoom Likely, TBD

**All Members:** Read [Land as teacher: understanding Indigenous land-based education](#)

Adults Only: Transformative Ethnic Studies:  
Read and/or Review

- Chapter 4, Native American Studies, p.79-84

P-2 Band Only: Planting the Seeds of Equity

- Teaching about Colonization, p. 20-21
- Step 5: Discuss Social Justice, pl101-102

**Students:**

This Book is Anti-Racist Guide

- Ch. 6-9

*\*Optional Readings, Video and other resources shared in agenda\**