
Homegoing Yaa Gyasi

Proposal for Core Material Adoption

English 12: Critical Composition & Discussion (college & interdisciplinary readiness)

- Literary Lenses (Marxist, Feminist, Historical)
- Graphic Novel (memoir & history)
- Contemporary Issue debate (comp gov topic)

- Inquiry & Research (scholarly research/write)
- Philosophy (personal reflection)

Text follows eight parallel generations of two sisters, impacted in different ways by the systems and cycles of enslavement.

More wholistic and mult-perspective understanding of enslavement and the African diaspora.

Understanding of West African culture and tradition, and legacy in African American experiences.

Strengths in motif (black stone, fire, water) and character identity development.

Provides opportunity for **historical research and synthesis**, and student-centered discussion and evaluation. *This story doesn't teach ONE history or ONE line of reasoning; it speaks to the complexity of human history and healing.*

English Curriculum Alignment

Current/Expected Texts:

1984/Brave New World (all)

How to Read Literature Like a Professor (all)

*Beloved (AP) **

Persepolis (all)

Enrique's Journey (all/Eng 12)

Man's Search for Meaning (AP)

Siddhartha (Eng 12)

Hamlet

Homegoing fulfills a content and stylistic need for the English 12 courses. *

Aligns with sequence of *Purple Hibiscus* (10th) and *Poet X* (9th) in previous years.

Student Feedback

2024-25 Pilot

Broadening Perspectives: Asante and Fante cultures, often missing from American-centric curricula

Specific Historical Insights: Students gained knowledge on topics rarely covered in other classes, such as the convict leasing system, the role of different tribes in the slave trade, and the long-term systemic effects of slavery.

Diverse Themes: The book's focus on identity, the power of names, and the search for belonging was seen as vital for seniors preparing for the transition to college.

Narrative Format: Many enjoyed the chapter-by-chapter progression through generations, stating it gave a "voice" to suppressed histories and felt like a personal conversation.

Accessibility: Students found the writing descriptive and easy to follow, allowing them to focus on complex symbols and "bigger ideas". Fosters strong debate and discussion.

Example Assignments and Assessments

Complementary Research

What is the message about “Freedom” in Abena’s chapter? What are different messages about what ultimately makes a life “have value”?

Describe Quey’s childhood and analyze Quey’s struggles with identity and his sense of belonging.

Write a one paragraph claim about a theme developing in Homegoing. Include at least two pieces of evidence from different chapters/characters.

How does this text emphasize the importance of voice? How can marginalized or historically oppressed voices be broadcasted better? How can *your* voice be broadcasted better?

Student Feedback (English 12: Race Lit) from Piloting *Homegoing*, by Yaa Gyasi

Gemini Summary of Student Feedback:

Based on the feedback from students in English 12 Race Literature and English 12 Honors, there is an overwhelming consensus that Yaa Gyasi's *Homegoing* should be a permanent part of the 12th-grade curriculum. The feedback highlights several key areas of impact:

Educational and Historical Value Students frequently noted that the novel provides a deeper, more personal understanding of history than traditional textbooks.

- **Broadening Perspectives:** The text explores African and African American history, specifically Asante and Fante cultures, which students felt are often missing from American-centric curricula
- **Specific Historical Insights:** Students gained knowledge on topics rarely covered in other classes, such as the convict leasing system, the role of different tribes in the slave trade, and the long-term systemic effects of slavery.
- **Generational Trauma:** A central takeaway for many was the exploration of how trauma, identity, and the "split of a family tree" affect descendants across generations.

Literary Structure and Engagement

The unique structure of the novel was a major point of discussion among the students.

- **Narrative Format:** Many enjoyed the chapter-by-chapter progression through generations, stating it gave a "voice" to suppressed histories and felt like a personal conversation.
- **Accessibility:** Students found the writing descriptive and easy to follow, allowing them to focus on complex symbols and "bigger ideas".
- **Diverse Themes:** The book's focus on identity, the power of names, and the search for belonging was seen as vital for seniors preparing for the transition to college.

Classroom Experience and Implementation While the feedback was largely positive, students also provided insights into how the book works in a classroom setting.

- **Curriculum Placement:** While perfect for Race Literature, many students argued it should be mandatory for all 12th-grade English classes. One student suggested it would also fit well in Sophomore Honors.
- **Discussion vs. Testing:** Some students noted that the multi-perspective format makes traditional unit tests or in-depth essays difficult. However, they found the seminar-style, discussion-based approach highly effective and helpful for college preparation.
- **Emotional Impact:** Students described the book as "not an easy read" due to its portrayal of the "worst of humanity," yet they found this honesty necessary for developing empathy and confronting harsh truths.

Direct Student Feedback from Final Reflection Write:

- (1) *Homegoing* should without a doubt be a part of the curriculum, it teaches the reader about all these different lives and the difficulties minority families had to go through, giving a voice to the people who had it suppressed for so long. The value of the book is to spread light on the journeys through generations, with each life being different but still having to go through some of the same challenges faced by their ancestors many years ago. I enjoyed reading this book, I loved how it was set up, going from character to character focusing in on the lives of each person in the book it gave them a voice like I was talking to them about their stories and the hardships they went through it allowed me to have a new found empathy for what people had

to go through. This book is, yes, perfect for race lit class as this is what we focus on but I think it should be a mandatory curriculum for all English classes in 12th grade. This book is truly an inspiration to read and I enjoyed its underlying message and how it kept me captivated throughout the whole book.

- (2) I think the value of *Homegoing* is that you truly need to connect to your roots to fully understand who you are. The book teaches us that no matter who the person is, everyone struggles with similar challenges in life. Whether it is pain, loss, or identity, the characters all find their way to heal and grow. I believe this book is approved for the MIHS curriculum for the courses it's in because it is not only rich with history, but also has a truly meaningful message. The lessons taught are important, and the way they connect past and present helped me understand myself and the world around me. I think this book is a book that helps open up more about identity, history, and the struggles people face, making it an important book to read.
- (3) Homegoing is significant because it clearly shows how slavery can have harmful effects through many generations, not only emotionally but also systematically. I really enjoyed this text. As a white person, sometimes it can be hard to read texts like this because I do not relate to the characters, but I enjoyed this one because of all the new insight I gained. The writing was descriptive and the plot was easy to follow. I really enjoyed how every chapter was a new generation, and every generation connected. I believe that this novel should be a required text for all English 12 classes. It helped me truly paint a timeline of America's history with slavery and understand what ways restitution can be served.
- (4) While drawing from history, this book sheds light on the reality of the slave trade, forced labor, and continuing legislation to allow new kinds of slavery. Gyasi's writing breaks down the split of a family tree that was too commonly seen. Utilising engaging rhetoric she explores concepts of generational trauma passed down by generations, identity and belonging, and the long lasting effects of racism.

While reading this book I noticed I knew a lot of the historical aspects, however, this book had so much depth of experiences and colonization that I now have a stronger grasp into the hardships and brutality that occurred. I have also noticed that cultures besides American culture are not often explored. *Homegoing*, talks not only about African cultures and their involvements or tension between tribes, but also dives into Asante and Fante culture. More cultures beyond America should and need to be explored in school.

I strongly believe this book should be a part of the curriculum. As Yaw mentioned in the book "history is storytelling," and this book is a story that needs to be told (Gyasi 225). In terms of which classes, I believe it needs to stay in this Race Literature class, but also think it could fit very well into the Sophomore Honors class as stories such as this were explored. However, I am sure it could fit into most English classes.

- (5) The literary significance of *Homegoing* is that it tells a huge part of American history through a book based on real life stories. This book walks us through real scenarios that have happened and brings awareness to the brutal, inhuman system that a good majority of the Ghanese people had to go through. Homegoing is not supposed to be an easy read, but brings awareness to the fact that the stories in this book are true and how once can proceed with the reparations. I loved reading this book. I learned so much about black history that I really did not know beforehand. I really liked how instead of learning through history statistics, I got an inside of personal stories that really made the story much more meaningful. Homegoing should be required reading for all English classes at MIHS because of how much history you learn through the novel. Not only do you learn more about black history, but it brings up important topics that students here should be discussing about.
- (6) *Homegoing* is a powerful exploration of the long-lasting effects of slavery, colonialism, and cultural displacement. I learned about the history of African descendants, emphasizing the trauma that follows their ancestors. It should be a part of the curriculum for Race Literature because it provides a multi-generational perspective on the impacts of history on modern identity and race relations, helping myself and others have a deeper understanding of how systemic oppression continues to shape the present.
- (7) *Homegoing* by Yaa Gyasi is a powerful novel that connects knowledge into the heavy impacts of slavery,

oppression, and generational trauma. The true value of this book is within its ability to illuminate the histories of both Africa and America and to explain how personal histories shape individual identities. Through the stories of multiple generations, Gyasi highlights the importance of understanding history and its crucial impact on the present. Throughout reading this text, I have learned many lessons. One of them being how slavery and trauma affect not only those who were directly impacted but also the generations after them. Readers are challenged to think about history from different perspectives and the consequences that come with them. *Homegoing* should be a required text in the MIHS curriculum because it teaches crucial lessons regarding history, identity, and resilience. It causes readers to think deeper on how trauma and injustice has affected society through time. The way it incorporates history and personal stories helps individuals better understand the truth behind history.

- (8) The book *Homegoing* illustrates the complexity of the Black experience and identity really well through both sides of Maame's family tree. I really enjoyed the novel, and I learned a lot more about how different historic events impacted individuals, and how a lot of them are very intertwined with each other. I thought it was interesting that the book explored a wide variety of perspectives of both the history of Africa through European colonization, and the history of African Americans and slavery; I think that this narrative style was a lot more effective for portraying the book's themes since it is hard to talk about one aspect of history with talking about the others. I think this book should definitely be added to the curriculum, especially for Race Lit. However, I think that this book should also be taught in the other English 12 courses since the stories and perspectives presented in this novel are important, and it provides a lot of insights that traditional history lessons might not be able to explain that well.
- (9) I believe that this is a very hard book to read but it is one that holds lots of value and should be continued to be read in schools. It told a multitude of perspectives, almost none of which are offered in today's high school curriculum. The book is a very emotional piece of literature that stirred up a lot of emotions for me (mostly frustration) because I hate to think of times when humans willingly and sometimes wantonly caused harm to others. But, unfortunately this is a harsh truth that we all must face and continue to learn about in order to prevent it from ever happening again. I think this book does a beautiful job at starting a very hard conversation about the lasting effects of slavery in America while also reminding people that slavery did not actually happen that long ago. One perspective in the book that really stood out to me was Yaw's and I think that everyone should learn from his teachings about how history is storytelling and the ones with the power are the ones who tell the story. I believe this story does a wonderful job at combating this and introducing a side of history that is not talked about enough. I believe we as Americans must continue to talk and learn about the effects of slavery all over the world because the effects are still very much prevalent today and most of our modern day society was built and profited on the system of slavery. I have never heard about the perspective of the system of slavery from people of Ghana and I feel that it is an important part of the story that must be told because of the horrors white settlers put the people through. It would be an incredible disservice to simply cut them out of the rhetoric entirely. So, all in all, I think this book is a perfect stepping stone to help students become more aware of the past.

Student Feedback from English 12 Honors

- (10) Yes, I think it should be an approved curriculum choice. Each chapter features a different character from a different point in time, allowing the reader to examine many perspectives related to the same issues and themes. I also believe that *Homegoing* would make a good book for a comparative essay, because the characters in each chapter think so differently from one another that many theses can be formed. This book provides literary value for a 12th-grade class, because it's written at a level that is easy to understand, so the reader can focus on the bigger ideas and symbols that transcend individual

chapters.

- (11) Overall, I think *Homegoing* should be a part of the curriculum, however, there are some downsides. I really liked the book because it was able to provide so many different perspectives. However, I think this format makes it a bit hard to write essays or paragraphs, because each chapter does not go as in depth. It's also hard to provide an actual final unit test or comprehensive quizzes because so much is going on. However, I did like the format where quizzes were every other chapter because that kept me on schedule in terms of reading. Even though we did not have any formal essays or writing assignments for this unit, we have done enough in the other units where I think switching to a more seminar/discussion based curriculum is helpful. I think this was pretty helpful in terms of getting ready for college as this is the format in many college level English classes. Some of the content in the book is a bit mature, but this adds to the value of the book, and I think seniors will be able to handle this appropriately.
- (12) I think *Homegoing* should be an approved curriculum for senior level English because it provides a multitude of valuable and realistic experiences/perspectives on the history of enslaved people. Throughout the book you are not only drawn in by the fascinating writing, but also learn about the connectivity between shared memories, the power of names, and see important themes develop through various stories. All these skills are vital for 12th graders to learn and understand.
- (13) I think *Homegoing* would be a great choice for senior English classes. Not only does it have a unique storytelling style, but it also provides a lot of insight on the history of slavery, systemic racism, and colonialism that we don't normally focus on, such as convict leasing, how the Fante contributed to the slave trade, and the tensions between different African tribes during European colonialism. This book does not shy away from the worst of humanity, but that's a good thing because it doesn't try to sanitize anything.
- (14) I believe *Homegoing* should be an approved curriculum for senior level English classes. I enjoyed the story behind each new generation and the broad array of perspectives shown. I also feel it furthers seniors' education on the specifics of slavery, like the convict leasing system, that are not highlighted in other classes. I liked the theme of generational trauma and how the book highlights how the experiences of the past carry on to the future generations. Overall, it was interesting to see each person's story unfolded; the book is worthwhile for the senior level English classes because of its insight into the broad effects of the African slave trade.
- (15) Personally, the novel *Homegoing* by Yaa Gyasi should be an approved curriculum choice for senior-level English classes. To begin with, *Homegoing* provides an array of perspectives on slavery through the experiences of characters like Esi/Effia and H/Anna. Furthermore, the prominent themes of generational trauma, identity, and oppression help students better understand the complex impact of slavery on African descendants, which contributes to its substantial literary value. Overall, I believe this novel is very suitable for 12th-grade English courses.
- (16) *Homegoing* should be an approved curriculum choice for senior year. It gives perspectives that are absent from our history curriculums, which are so American and European focused. It also challenges readers with a non-continuous timeline similar to other books like *Slaughterhouse-Five*. The book is written with a powerful African voice which differentiates itself from other classics like *Gatsby*. It is a very unique book that shows a perspective and culture that is not seen in both English and history.
- (17) Yes, I think *Homegoing* would be a valuable addition to the curriculum for senior level English classes. The different perspectives as well as the unique narration, where it switches between characters, has been very interesting to read and learn more about. Overall, the topics and themes present as well as the writing style would be insightful to seniors. I found the discussions during class to be very helpful as

well because it helped students to better understand and interpret the content.

- (18) I think *Homegoing* should be an approved curriculum choice for senior level English classes because it contains a lot of different perspectives and ideas, telling the mental journey and path of different people in finding their own identity and dreams. I think being able to refer to so many different experiences is very necessary in high school, especially for seniors, because after graduating from high school, most students will go to college, and college will have a more complex environment and more choices. It is very necessary to know how to find a sense of belonging and what interests you. At the same time, *Homegoing* tells a lot about American history, slavery, and the impact of racism and generation trauma, which can help students better understand American history and the ideas of African Americans, and become more inclusive and empathetic.



Recommendation for Adoption of CORE Instructional Materials

For best results when filling out this form on your computer, download it first and open in Acrobat Reader or equivalent.

Prior to completing an application for adoption of core instructional materials, please review the Policy and Procedure #2020 for definitions and process directions.

Submission Information

Name of committee:

Person(s) submitting this recommendation:

Who are the members of the selection committee and what is their role in the district?
(i.e., teacher, parent, administrator)

Material Information

Title of material (book, magazine, digital media, etc.):

Publisher/Producer:

Author:

Copyright date:



Proposed Use

School(s):

Department or Subject:

Course(s) or Grade(s):

Request for approval as:

Core Materials*

** Core materials require Board approval prior to implementation.*

Material Description

Description of the proposed materials:

Number of students impacted annually by materials:

Grade level(s) and number of teachers using materials:

What student and teacher needs will be met by these materials?



Material Description *continued*

How do these materials align with the Washington State Standards for the content and grade level?
Please provide an alignment document, if available.

How do these materials align with other materials utilized in this content or grade level?

How do the materials align with Mercer Island's [Values, Vision, Mission and/or Five Fundamentals?](#)



Evaluation of Materials

How did you evaluate these materials? Please provide general criteria and any supporting documentation.

Why did the team decide to adopt these materials?

What are the strengths of the materials identified by constituent groups?

What are the weaknesses of the materials identified by constituent groups?

Evaluation of Materials *continued next page...*



Evaluation of Materials *continued*

How do you intend to overcome the weaknesses of the materials?

What other materials were evaluated? Why were they not selected?

F

Implementation Plan

Describe the training or staff development that will be offered and available to implement these materials.

When does the committee intend to implement these materials?

Implementation Plan *continued next page...*



Implementation Plan *continued*

What other supports will you have in place for the implementation of these materials?

Estimated cost of materials (feel free to attach vendor proposals, if available):

Item Title	Number of Items	Cost per Item	Total Cost

Readability

Complete this section if you are proposing a fiction or non-fiction piece (text, textbook, novel, etc.; not applicable for teacher materials)

Readability Report

Please copy and paste (or type) a selected paragraph, that is indicative of the average language in the text, into the following site: www.online-utility.org/english/readability_test_and_improve.jsp

The online site will produce a readability analysis for the text. Please complete the chart below with the results from the analysis.

Readability Formula

**Average
(Grade Levels)**

Gunning Fog Index _____

Coleman Liau Index _____

Flesh Kincaid Grade Level _____

ARI (Automated Readability Index) _____

SMOG _____

Average Grade Level: _____



Approvals

Approved by Curriculum Review Team Date

Approved by School Principal Date

Approved by Instructional Materials Committee Date

Approved by Superintendent or Designee Date



Equity and Diversity Alignment Review

For best results when filling out this form on your computer, download it first and open in Acrobat Reader or equivalent.

In accordance with the mission, vision, and values of the Mercer Island School District, all students shall have equitable opportunities to learn and meet high standards. All adopted instructional materials shall be culturally relevant and free of bias to the best degree possible. Instructional materials considered for adoption must be reviewed for their multicultural and anti-bias qualities. Selected materials shall accurately represent all groups including ethnically diverse groups, women and those with disabilities in roles which challenge common misconceptions and stereotypes. Therefore, criteria sections on stereotyping, perspectives, and culturally responsive instructional strategies must be included in all screening for adoption of instructional materials.

Please have at least three people complete the *Equity and Diversity Alignment Review*. Two of the three participants must be from outside of the review committee.

Title of material under consideration:

Name of person completing the *Equity and Diversity Alignment Review* for material under consideration:

Affiliation to the Mercer Island School District:

- Teacher Student
- Staff Member Community Member
- Administrator Other _____
- Parent

Stereotypes: Instructional Materials avoid labels or role stereotyping which demean historically marginalized groups (e.g., women, people of color and the disabled) and are free of ethnocentric, gender biased or elitist language patterns. We ask that instructional materials deliver content and skill development without reinforcing stereotypes of any group of people.

Stereotyping	Consistently	Occasionally	Never	N/A
1. All groups are presented in equitable proportion in personal, professional and vocational roles and activities (e.g., African-American women are portrayed as physicians).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All groups are equally portrayed in positions of leadership, responsibility, activism and problem solving (i.e., passive roles are not relegated to women, people of color, and the disabled).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Stereotyping <i>continued</i>	Consistently	Occasionally	Never	N/A
3. Similar emotions are portrayed by males and females.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Whenever developments or achievements in a field are presented, the contributions by diverse groups are included and discussed (i.e., seek inventions and contributions by diverse ethnic groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructional materials reflecting contemporary society refer to and illustrate an equitable and accurate proportion of males and females.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Whenever world views are presented, they include the perspective of the culture they are written about rather than being dominated by a Eurocentric, patriarchic or colonial perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. People of color, women, and people with disabilities are depicted in non-stereotypical roles (e.g., Asian-Americans are not always depicted as the “model minority”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When women, people of color and the disabled are depicted, they are portrayed in a broad range of socio-economic classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. When ethnic and cultural groups are portrayed, there is a balance of traditional and nontraditional roles (e.g., Native Americans are not all shown in native clothing or only in historical contexts).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Word problems and case studies include multi-ethnic names (e.g., Tamika instead of Sarah; Mohammed instead of John).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Instruction materials avoid elitist and demeaning language patterns (e.g., phrases such as “primitive cultures”, “handicapped”, “mankind”, “oriental”, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Perspectives: Instructional materials such as textbooks, teachers’ editions, supplementary books, videotapes, and all ancillary materials describe events from the perspectives of different gender, racial, ethnic, cultural, religious, sexual orientation and ability groups.

Perspectives	Consistently	Occasionally	Never	N/A
1. Instructional materials help students understand the ways in which the unique experiences of people or groups cause them to view the same historical and social events differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructional materials help students to understand that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which they live and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Differences in customs and daily living are portrayed respectfully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Materials deal openly and accurately with the impact of bias in the workplace and society. (e.g., questions in the chapter that engage students to think critically about why people are poor rather than just exposing them to images of poverty).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Imbalance or inequality is interpreted in both historical and contemporary contexts. (e.g., Latinos are not always shown as menial laborers but are also portrayed in professional roles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructional materials show how stereotyping, bias, and labeling can result in prejudice and discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Anthologies and suggested readings include works by women and ethnically diverse authors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Students see themselves and their culture reflected in an accurate and respectful manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Culturally responsive instructional strategies and assessment: Provides a variety of ways in which students can be encouraged to build on their skills and learning while at the same time validates their experiences, values, and traditions.

Culturally Responsive Instructional Strategies and Assessment	Consistently	Occasionally	Never	N/A
1. The teacher’s edition provides accurate racial, ethnic and cultural information and provides suggestions for countering bias.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The assessments in instructional materials are culturally sensitive and measure complex cognitive and social skills using a variety of assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The materials engage students across varied learning styles and multiple intelligences: kinesthetic, logical, interpersonal, intrapersonal, musical/ rhythmic, verbal, and visual/spatial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The materials provide ways for students to analyze the source and the perspective of the content presented (e.g., Native American and European perspectives regarding Christopher Columbus).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The materials encourage students to listen, think, illustrate, speak, read and write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from Banks, J., *Diversity Within Unity: Essential Principles for Teaching and Learning in a Multicultural Society* (2001). Adapted from REACH Center for Multicultural Education.

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