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August 11, 2025

Seattle Public Schools
John Stanford Center for Educational Excellence
2445 3rd Avenue South
Seattle, WA 98134

Re: Concerns of FAIR Washington on K-12 Ethnic Studies curricula

Dear [Seattle School District Board](#) and [Senior Staff](#),

FAIR Washington is a community-based organization, including parents and students in the Seattle Public School system, who stand against racism and intolerance in all forms. We know the District shares this concern. However, based on District materials provided through public records requests for ethnic studies related curricula, lesson plans, and other materials, we are deeply concerned that Seattle Public Schools – without adequate public engagement – is teaching children, starting in kindergarten, that the most important thing about them is their skin color, gender, or other group identity. We believe such teaching methods may inadvertently foster racism and intolerance among students at formative ages.

Please review this cover letter and the attached findings and reply by August 25th with confirmation that you will meet with us in September 2025 to discuss the District's position on ethnic studies and the implementation of alternate instructional materials.

FAIR Washington has inspected and found content in District materials that potentially violates:

- Constitutional protections of free speech and freedom of expression
- The Washington State Constitution's ban on sectarianism in public education
- The [Revised Code of Washington \(RCW\) 28A.655.300](#) mandates ethnic studies that prepares students to be "global citizens in a global society with an appreciation for the contributions of diverse cultures."

REVIEW FINDINGS

The attached exhibits highlight K-5 materials (May 2021 – June 2023) demonstrating reliance on a politically partisan and biased form of ethnic studies:

- Curriculum Frameworks defining ethnic studies as not multicultural or culturally competent education and framing all topics as aspects of “oppressed / oppressor” relationships,
- Teacher reflection tools curtailing freedom of expression and privileging some groups over others,
- Pre-K through Grade 3 lessons to explore “power and oppression” and “identity,”
- Grade 4 “Power & Oppression and Exclusion within Washington State” lesson that states “When there are systems in place that oppress another group it will oppress that group repeatedly and overtime unless the system is completely dismantled and redone.”¹

This is a small sampling of the materials that potentially show political bias and constitutional violations in classroom practices. Equally concerning, we have reason to believe that Seattle Public School materials are being used in other districts.

FAIR’s research has determined that Ethnic studies does not produce academic gains and will not prevent academic failure in Washington’s public schools for which only 50.3% of students were on track in English, 39.7% in math, and 43.5% in science ([2024 – 2025 OSPI Report Card](#)).

SOLUTION: Curriculum Exists that Supports True Diversity and Inclusion

We urge you to consider implementing curriculums such as:

- FAIR’s [American Experience Curriculum](#) (currently being assessed by John Hopkins University School of Education to ensure alignment with California and Oregon Ethnic Studies and Social Studies standards) examines how various ethnic and racial groups have shaped, and been shaped by, their participation in America’s ever evolving national identity.
- The [Prohuman Curriculum](#) is a research-based K-12 curriculum that aligns with Common Core ELA Standards and Character and Social Emotional Development (CSED) National Guidelines.

In summary, ***we ask that the District reply by August 25th as to whether they will meet with us in September 2025*** to discuss its position on ethnic studies and the possible implementation of accurate, non-partisan, unbiased educational materials celebrating understanding, fairness, and our shared humanity. We will be sharing the contents of this letter with FAIR members.

We look forward to hearing from you.

Thank you,

Sharon Brown, State Co-Coordinator

Adrienne Ross, State Co-Coordinator

FAIR Washington washington@fairforall.org

Attachment (SPS PRR Findings Exhibits)

¹ Direct quote from Exhibit 13 - Grade 4 Power & Oppression Unit Page 64

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Exhibit 1 - PRR 2223-536 Page 36 Elementary Ethnic Studies 101 Teacher Training

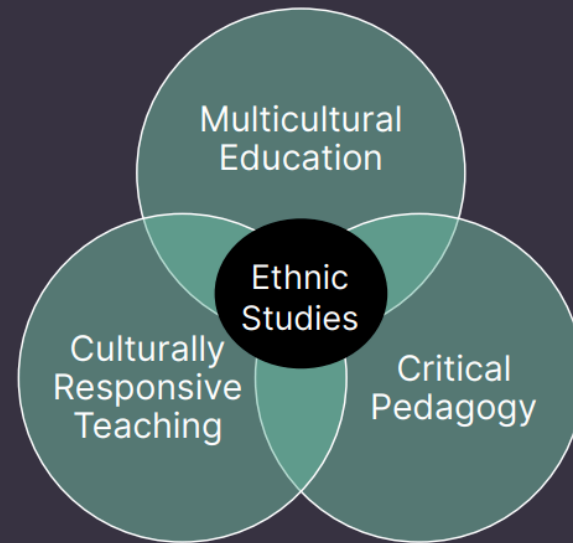
Seattle Public Schools Anti-Racist Content and Practice Definitions (03.10.18)

A collaborative product between the Ethnic Studies and Culturally Responsive Teaching Programs in the Department of Curriculum, Assessment, and Instruction - Contributors: Tracy Castro-Gill, Dr. Laura VanDerPloeg, Alma Alonzo, Jennifer Charlton, Dr. Wayne Au, and Dr. Gonzalo Guzmán

CONTENT		PRACTICE	
Multicultural Education	Ethnic Studies	Culturally Responsive Teaching	Critical Pedagogy
<p>Multicultural education is frequently <u>content about</u> the cultures of different groups, often groups considered non-white, which creates the idea of white being the “default race.” Non-white groups are taught about in terms of “contributions” or other additive language.</p> <p>The teaching of multicultural content operates from the assumption that the problem of racism is an under appreciation of different cultures, and therefore the solution is the celebration of different cultures. What makes this problematic is that 1) it does not address power 2) in defining discrete cultures, people and cultures are necessarily reduced in complexity.</p> <p>Critical multiculturalism can address systems of power, but most incarnations of multicultural education are “liberal multiculturalism” which focuses on surface level culture.</p> <p>Surface level culture can be defined as the parts of culture that are easily identifiable to people outside of that culture; for example, food, language, dress, music, holidays, and traditions.</p>	<p>Ethnic studies involves the teaching of content that critically examines the systems of power and oppression created by white supremacy.</p> <p>Ethnic studies challenges the Master Narrative, which is a focus on white, Eurocentric versions of history. The Master Narrative frequently omits events in history that are unfavorable to white people or rewrites it in such a way as to make the event seem progressive. For example, “The Age of Exploration” or “Westward Expansion,” both of which involved the genocide of indigenous groups and the exploitation of indigenous resources.</p> <p>Ethnic studies centers the stories and resistance of communities of color and tribal sovereignties. There is an intentional shifting of content to critically examine resistance to and liberation from white supremacy.</p> <p>Ethnic studies empowers students to learn from their ancestors and continue to resist all forms of oppression by strengthening their sense of racial, ethnic and tribal identities.</p>	<p>Culturally responsive teaching is a pedagogical practice that recognizes the funds of knowledge and cultural wealth of students. Culturally responsive educators understand that culture is the lens through which all people see the world regardless of race.</p> <p>The culturally responsive educator is mindful of the social-emotional impacts of learning in a racialized world. The culturally responsive educator considers how intersectionality in their students’ identity impacts learning, and regularly reflects on how their own identity affects the classroom community.</p> <p>Cultural wealth is seen as a positive, and the culturally responsive educator works to shift from a deficit model of thinking about diversity and culture to intentionally learning about students’ lives and experiences to develop <i>culturally relevant</i> content. Additionally, educators consider and make room for <i>culturally relevant</i> content from the lived experiences of their students, centering the experiences of students of color.</p> <p>A culturally responsive educator values a problem-posing approach to teaching and classroom management as opposed to the banking model. A culturally responsive educator’s role is to move students to become independent learners who manage their own learning and conflict resolution with guidance from the educator using restorative justice practices.</p>	<p>Critical pedagogy aims to engage students in an exploration of their world in order to gain a political and critical consciousness. It is based on the belief that historical events are the result of a series of contradictions and their solutions.</p> <p>Humanizing pedagogy is a component of critical pedagogy that encourages learners to recognize oppression doesn’t just happen and they are agents of change.</p> <p>Educators who employ critical pedagogy accept that the practice of teaching can never be apolitical when systems of oppression exist. Educators see education as a tool of resistance and liberation.</p> <p>Critical pedagogy transforms the learning environment from one of passivity to one of action and change. Students don’t learn for the sake of learning, but learn to understand the how and why of social systems that oppress certain groups and privilege others.</p>

What Is Ethnic Studies?

Ethnic Studies is a critical examination of race, ethnicity, indigeneity and power through the historical context and experiences of people of color within and beyond the United States.



Ethnic Studies is not Multicultural Education

Critical Pedagogy

Critical pedagogy insists that **issues of social justice and democracy are not distinct from acts of teaching and learning.**

The goal of Critical Pedagogy is **emancipation from oppression through an awakening of the critical consciousness**, based on the Portuguese term conscientização. When achieved, critical consciousness **encourages individuals to effect change in their world** through social critique and political action in order to self-actualize.

Resources

- [*Pedagogy of the Oppressed*, by Paulo Freire](#)
- [*Teaching to Transgress*, by Bell Hooks](#)

Discuss: *What are some examples of Critical Pedagogy? What have you done in the classroom? What are some things you want to do?*

Ethnic Studies is not Multicultural Education

What Is Elementary Ethnic Studies?

It Is...

- Reading a Diverse Book WITH a critical conversation
- Exploring identity with students
- Moving students through the progression of Identity → Power & Oppression → History of Resistance & Liberation → Action
- Learning about Heroes of Color while having a critical conversation

It Is NOT...

- Reading a Diverse Book
- Celebrating cultural celebrations and holidays
- Ending by just teaching Power & Oppression and having students feel helpless
- Learning about Heroes of Color without the critical conversations

Elementary Ethnic Studies: Teacher Preparedness Goals & Reflection Tool

Ethnic Studies is a critical examination of race, ethnicity, indigeneity and power through the historical context and experiences of people of color within and beyond the United States. It is important that we teach Ethnic Studies from Grades PreK to 12.

In order to teach Elementary Ethnic Studies, an educator must reflect and grow their pedagogy, practices, and teaching philosophy. Our development as Elementary Ethnic Studies Teachers is constantly changing because there is always room for growth.

Our SPS Ethnic Studies Department has created this "Elementary Ethnic Studies: Teacher Preparedness Goals & Reflection Tool" to help educators with their reflection and growth. As Elementary Ethnic Studies Teachers, we must work towards 6 Goals of Elementary Ethnic Studies Teacher Preparedness:

1. **Understanding of Elementary Ethnic Studies:** I can understand Elementary Ethnic Studies and the curricular materials.
2. **Self-Identity Work:** I reflect on and understand my racial identity, other identities I have, and the intersectionality between them.
3. **Facilitating Tough Conversations:** I can facilitate conversations around identity, power and oppression, history of resistance and liberation, and action in my classroom.
4. **Culturally Responsive Teaching:** I can engage in culturally responsive teaching with my students.
5. **Multicultural Education:** I can create a multicultural classroom and teach multicultural education within it.
6. **Critical Pedagogy:** I can engage myself and my students through critical pedagogy.

Contents in this Tool

- [Assessment Rubric](#)
- [Elementary Ethnic Studies Teacher Preparedness Goals & Reflection Tool](#)
 - [Goal #1 – Understanding of Elementary Ethnic Studies](#)
 - [Goal #2 – Self-Identity Work](#)
 - [Goal #3 – Facilitating Tough Conversations](#)
 - [Goal #4 – Culturally Responsive Teaching](#)
 - [Goal #5 – Multicultural Education](#)
 - [Goal #6 – Critical Pedagogy](#)
- [Works Cited](#)

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Exhibit 6 - PRR 2223-536 Page 70 Elementary Ethnic Studies 101 Teacher Training
Constantly Reflecting and Acting based on my identity

Goal # 2 – Self-Identity Work: *I reflect on and understand my racial identity, other identities I have, and the intersectionality between them.*

Observable Behaviors of Goal	B	D	P	A
I engage in a self-study of identity work to better understand my racial identity and other intersectional identities.				
I engage in identity work with others to better understand my racial identity and how it impacts others and interacts with our larger school system.				
I am constantly reflecting and acting on my racial identity, other intersectional identities, and how they affect my privilege and/or positionality as a teacher.				
I engage with others (students, staff members, families, community members, etc.) with my identity and positionality in mind.				

Notes:

Goal # 3 – Facilitating Tough Conversations: *I can facilitate conversations around identity, power and oppression, history of resistance and liberation, and action in my classroom.*

Observable Behaviors of Goal	B	D	P	A
I cultivate a classroom culture that welcomes conversations around Identity, Power & Oppression, History of Resistance & Liberation, and Action.				
I am aware of my own reactions and boundaries during tough conversations with my class.				
I determine whether to call in or call out during a conversation and execute appropriate next steps with my students.				
I allow students the space to engage with multiple perspectives but set boundaries for the class with a racial and social justice lens.				

Notes:

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Exhibit 7 - PRR 2223-536 Page 139 Elementary Ethnic Studies FAQ

Create good White Allies and Co-Conspirators

How can we fit this into our schedule?

- We have provided various models for making time for Ethnic Studies within your classroom schedules. We are also available to consult on your individual needs.
- Please see the "Scheduling Ethnic Studies in Elementary Classrooms" section of the Elementary Ethnic Studies Launch and Support Plan with details of how to fit it into your classroom schedules effectively.

How does this connect to Social Studies?

- The Ethnic Studies Curriculum meets all Washington State Social Studies Standards and is a Social Studies Curriculum you can use in your classroom.

What about STI?

- Teaching Ethnic Studies and Since Time Immemorial is not an either/or dichotomy, it is both/and relationship. We have created suggested pacing guides that allow space for both curriculums to be taught, and we are happy to partner with you to ensure both curriculums are taught fully in your classrooms.
- Please contact the Native Ed Department for more support and expertise on STI or check out the STI Elementary Curriculum here: <https://www.k12.wa.us/student-success/resources-subject-area/time-immemorial-tribal-sovereignty-washington-state>.
- <https://www.seattleschools.org/departments/american-indian-studies-sti/>

What about Black Studies?

- Black Studies works in partnership with Ethnic Studies, and similar to American Indian Studies, should be done in addition to and alongside Ethnic Studies work. We will continue to partner with the Black Studies Department and provide lessons and resources from them to supplement and enhance the current Ethnic Studies Curriculum.
- In addition, our SPS Ethnic Studies Department believes in prioritizing and uplifting the histories and voices of the Black Community within our curriculum and work.

Are Ethnic Studies lessons only for Black Students, Native American Students, Indigenous Students, and Students of Color?

- Students of all racial backgrounds benefit from the instruction of Ethnic Studies material. It is important for every child to learn about true and inclusive history as well as have conversations around race and racism. **Also, part of the job of Ethnic Studies is to create good White Allies/Co-Conspirators! It also exposes White Students to history and conversations they may not have at home.**
- Check out Christine Sleeter's research on the benefits of Ethnic Studies here: <https://www.nea.org/sites/default/files/2020-10/What%20the%20Research%20Says%20About%20Ethnic%20Studies.pdf>.
- Check out Melinda Anderson's article on the Value of Ethnic Studies for All Students: <https://www.learningforjustice.org/magazine/the-value-of-ethnic-studies-for-all-students>.

Challenge the Master Narrative and Develop Critical Consciousness

SEATTLE PUBLIC SCHOOLS ELEMENTARY ETHNIC STUDIES FRAMEWORK

Created in 2018 by the SPS Ethnic Studies Advisory Group & Edited in April 2022

THEMES			
Origins, Identity, and Agency	Power and Oppression (Fairness)	History of Resistance and Liberation	Reflection and Action
<p>Definition of Theme:</p> <p>Identity, as defined by Ethnic Studies, is our origins and the ways in which we view ourselves and how others view us as a member of racial, cultural, and other community groups. Our identity is intersectional, positional, and fluid.</p> <p>Experiencing our full identity is a rehumanizing and joyful practice. When we validate and empower others' full identities too, our community and ourselves gain agency in our humanity.</p>	<p>Definition of Theme:</p> <p>Power, as defined by Ethnic Studies, is the ways in which individuals and groups actively and passively manipulate and amass resources, wealth, social capital, and influence, which accords them the perceived right to define social stratification and act to uphold the implications therein. Oppression is when power and prejudice intersect to suppress the humanity of others and benefit the agent group(s).</p> <p>We all must take stock of the intersections of our own power and oppression and work to balance power among us all, and in turn create space for others' humanity.</p>	<p>Definition of Theme:</p> <p>The History of Resistance and Liberation, as defined by Ethnic Studies, is the history and current actions of resisting oppression as carried out by the oppressed groups themselves. This theme directly challenges the master narrative and elevates peoples' ability to develop critical consciousness.</p> <p>As we explore the history of resistance and liberation, we are reminded of the unfaltering joy and humanity within our strong communities.</p>	<p>Definition of Theme:</p> <p>Student Action, as defined by Ethnic Studies, is when students are equipped with the intellect and criticality that enables them to have a sense of advocacy, empowerment, and the internal motivation to be a changemaker.</p> <p>Students will know and believe they can reflect on their current experiences and the experiences of people in their community and take action in order to experience full rehumanization and joy.</p>

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Exhibit 10 - PRR 2223-536 Page 456 Ethnic Studies Frameworks

SEATTLE PUBLIC SCHOOLS US HISTORY ETHNIC STUDIES FRAMEWORK (22.10.18)

THEMES			
Identity	Power and Oppression	History of Resistance and Liberation	Reflection and Action
<p>Definition of theme:</p> <p>Identity in the United States, as defined by ethnic studies, recognizes who has power to define one's identity and how the erasure of identities has forced certain communities to redefine their identities. The concepts of intersectionality and positionality help to define the broad spectrum of racial and ethnic identity. Assimilation into white cultural norms is challenged as the expectation with the concept of cultural wealth and valuing diverse racial and ethnic identities.</p>	<p>Definition of theme:</p> <p>Power and oppression, as defined by ethnic studies, are the ways in which the United States government was founded on racist intellectual premises and economic practices that institutionalized oppression of people of color that continues to the present day. Embedded in this is the idea that whoever controls the telling of history has the power. The intentional whitewashing of history has led to a "colorblind" ideology that maintains the existing power structures by erasing the power that communities of color have created for themselves through history.</p>	<p>Definition of theme:</p> <p>The history of resistance and liberation, as defined by Ethnic Studies, is the history of resisting oppression as carried out by the oppressed groups themselves. This theme directly challenges the "White Savior" narrative. This theme challenges the narrative that progress towards greater equity is "natural" or inevitable.</p>	<p>Definition of theme:</p> <p>Student action, as defined by Ethnic Studies, is fostering a sense of advocacy, empowerment, and action in the students that creates internal motivation to be a changemaker. Students will believe they can change their current experiences and the experiences of people in their community.</p>
<p>Learning Targets:</p> <ul style="list-style-type: none"> -Understand how our experiences, relationships, and histories shape our personal identities, and how that impacts our understanding of U.S. history and the present. (1) -Understand our individual and collective identities and how 	<p>Learning Targets:</p> <ul style="list-style-type: none"> - Understand the perspective in telling history controls the narrative (master narrative), thus how people think. (1) - Understands the varied tools of hegemony used to control and sustain the existing power structure. (1) 	<p>Learning Targets:</p> <ul style="list-style-type: none"> -Understand systems of oppression, including economic, political, and socio-cultural, and how those systems impact groups of people and our own individual perspectives. (1) -Understands the relationship between cause and effect in history and the present (James Lowen). (1) 	<p>Learning Targets:</p> <ul style="list-style-type: none"> -Recognize and challenge dominant narratives that support oppressive ideologies and actions with counter narratives. (1)

Exhibit 10 - PRR 2223-536 Page 10 Kindergarten Identity Unit
Lessons Using a Partisan Political Orientation

Identity: Self and School

Kindergarten Identity Unit

Unit Developed By: Alma R. Alonzo and Gonzalo Guzman Written On: 10/2018

Edited By: Kaitlin Kamalei Brandon Edited On: 6/2022

Grade Level: Kindergarten

Of Lessons: 10

Content Area: Ethnic Studies

Time Need Per Lesson: 15-40 min/lesson

Ethnic Studies Framework and Scope & Sequence Alignment: Unit 1 – Identity within Kindergarten Scope & Sequence

Unit Summary

This Unit focuses on helping students discover and work with beginning definitions of Identity, Culture, and Race. It takes a developmentally appropriate approach to explore different parts of identity, especially Culture and Race with Kindergarten students. Students will complete many activities to engage in their Ethnic Studies learning, including movement activities, read alouds, discussion, worksheets/follow-up work, guest interviews, and videos. At the end of the Unit, students will be asked to complete a Post-Assessment where they have to name at least two parts of their own identity.

Learning Targets

Essential Questions:

- Who am I?
- What is my identity?
- What is my race?
- What is ethnicity?
- What is culture?
- What is community?
- How do others in my classroom and school identify?

Content Objectives:

Students will be able to:

- Describe aspects of their identity, such as family, name, groups they belong to, race, and culture.
- Analyze their identity and the identities of others and share how they are the same and/or different.
- Share information about their identity with their classmates through drawing, writing, and/or oral retelling.

Language Objectives:

Students can:

- Verbally use the Ethnic Studies Vocabulary Words: *assumption, belong, culture, family, group, identity, race*.
 - Share about their identity verbally and/or through drawing/writing.
 - Participate in class discussions to build their understanding of Identity and Ethnic Studies Vocabulary.
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Exhibit 11 - PRR 2223-536 Page 5 Grade 1 Power & Oppression Unit Lessons Using a Partisan Political Orientation

Power & Oppression Families Have Faced

Grade 1 Power & Oppression Unit

Unit Developed By: Kaitlin Kamalei Brandon, kabrandon@seattleschools.org

Written On: 5/2020

Grade Level: Grade 1

Of Lessons: 10 lessons

Content Area: Ethnic Studies

Time Need Per Lesson: 15-35 minutes/lesson

Ethnic Studies Framework and Scope & Sequence Alignment: Unit 2 – Power & Oppression within Grade 1 Scope & Sequence

Unit Summary

During this unit, the class and you will be moving past just exploring what a family is and answering the question, “How does power and oppression affect the wants, needs, and rights of families?”.

First, the class will learn about Wants, Needs, and Rights and how to apply this to their own families. Then, the class will delve into Power and Oppression by learning about racism and prejudice, two forms of power and oppression. The class will then analyze their own families and community with the lens of Power and Oppression. Last, the class will take everything they learned and do a “case study” with the book *Separate is Never Equal* by Duncan Tonatiuh to analyze how power and oppression truly affect the wants and needs of families.

Learning Targets

Essential Questions:

- How does power and oppression affect the wants, needs, and rights of families?
- What are wants, needs, and rights?
- What are the wants, needs, and rights of families?
- How are different systems of knowledge/learning valued by different families and communities?
- Who is/is not included in our community?
- Who has power in my family and community?
- What is racism?
- What is prejudice?
- How have families faced and challenged power and oppression historically and currently?

Content Objectives:

Students will be able to:

- Analyze the unit’s overall question: *How does power and oppression affect the wants, needs, and rights of families?*
- Tell the difference between a *want*, a *need*, and a *right*.
- Determine what their family wants, needs, and has the right to
- Analyze the wants, needs, and rights of their family and other families
- Discuss *power* and *oppression* to build their understanding of these terms
- Recognize prejudice and racism in a story and their everyday lives.
- Analyze a true historical event to assess the needs, wants, and rights of a family of color
- Apply the power & oppression framework to a true historical event in a case study

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Exhibit 12 - PRR 2223-536 Page 7 Grade 1 Power & Oppression Unit

Unit Plan

Lesson Number	Lesson Plan Title	Lesson Summary
1	Unit Introduction	The class will experience an introduction to the Ethnic Studies unit that focuses on learning about and analyzing the ways power and oppression affect families and their wants, needs, and rights. First, students will be introduced to the Overall Unit Question (<i>How does power and oppression affect the wants, needs, and rights of families?</i>) and the vocabulary word: <i>affect</i> . Then, they will take their Unit 2 Pre-Assessment.
2	Wants, Needs, and Rights	Students will explore what are wants, needs, and rights. First, students will be introduced to the 2 of the vocabulary words for the lesson and then led through a sorting activity. Then, students will be introduced to the last vocabulary word for the lesson, read a book about <i>rights</i> , and revisit their sorting activity. At the end, students will be introduced to the "Take-Home Family Wants, Needs, and Rights Activity Worksheet" to take home and complete. Note: Make sure to communicate with families about the Take Home Worksheet in advance.
3	Wants, Needs, and Rights of Families	Students will be discussing their "Take-Home Family Wants, Needs, and Rights Activity Worksheets" to learn more about the wants, needs, and rights of families. First, students will get time to work on their "Take-Home Family Wants, Needs, and Rights Activity Worksheet" that they had time to do at home too. Then, they will share it in a Sharing Circle. At the end, they will revisit the sorting activity from Lesson #2 with this new knowledge from their peers.
4	Power and Oppression	The class learns more about Power & Oppression. First, students will be introduced to the vocabulary words <i>power</i> and <i>oppression</i> . Then, they will do a Power & Oppression Activity to see examples of how power and oppression work. At the end, they will debrief what they learned to build their understanding of the terms.
5	Prejudice	Students will be starting to build their understanding of <i>prejudice</i> . First, they will be introduced to the Ethnic Students Vocabulary Word. Then, they will reach <i>The Sandwich Swap</i> in order to build their understanding. At the end, they will complete a worksheet that helps them map out what happened in the beginning, middle, and end as well as the prejudice that happened in the book.
6	Racism	Students will be starting to build their understanding of <i>racism</i> . First, they will be introduced to the Ethnic Students Vocabulary Word. Then, they will reach <i>Not Quite Snow White</i> in order to build their understanding. At the end, they will complete a worksheet that helps them show their understanding of the racism that happened in the book and their developing thoughts.
7	Analysis of Our Families and Community	The class has a circle discussion where we talk about our own families and communities and how we see power & oppression. First, they will review their Ethnic Studies Vocabulary Words. Then, they have a Talking Circle where they discuss the following questions together: <i>Who is/is not included in our community? Who has power in my family and community? How does power shape/affect my family?</i>
8	Case Study: <i>Separate is Never Equal</i> , Day 1	The class will begin their Case Study of <i>Separate is Never Equal</i> , a book that details the Mendez Family's fight for desegregation. First, students will review their Ethnic Studies Vocabulary to be able to apply it more

Systems of Oppression

Rules, laws, and other systems put into place by people in power to discriminate against others but benefit the group in power by being racist, taking away their rights, and in other ways.

When there are systems in place that oppress another group it will oppress that group repeatedly and overtime unless the system is completely dismantled and redone.

In the next few lessons we will learn and do a project on what has happened and is happening to dismantle and break down the system of oppression caused by the racial deeds acts.