



Lesson Plan for Exploring Equity: Teaching Commonalities of Ethnic Studies Standards

[Ethnic Studies Standards \(Chapter 501, Oregon Laws 2017\)](#)

<https://youtu.be/GfBQ-MkvaA8>

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Willamette
EDUCATION SERVICE DISTRICT

Exploring Equity: Ethnic Studies

Overview

This Equity Learning Module, spotlighting an Oregon Equity Initiative developed by the Department of Education is designed to:

- Inspire and motivate aspiring teachers (high school students, classified employees, college students, and other career changers)
- Help aspiring teachers imagine how they can help change the world as teachers.
- Introduce aspiring teachers to resources they'll be able to use as teachers to address equity and social justice.

Instructor Notes

- Timeframe for lesson: 1 hour to 3 class periods
- Link to video: <https://youtu.be/GfBQ-MkvaA8>
- Delivery model: Individual, small group, or whole class
- Relevance for: Social Justice, Communications, and Current Events
- Age appropriateness: Middle School through College
- Resources needed: None
- Culturally Relevant Education (Ladsden-Billings, G. 2009): The facilitation of a sociopolitical/critical consciousness that facilitates students' understandings and critique of inequities within educational and social institutions.
- Career connections: Teachers need to be aware of their implicit biases and help their recognize the danger of stereotypes. This lesson can also help students become more aware of their own subjectivities as well as the diversity of the increasingly diverse global community.

Introducing the Module to Students

- What are some aspects of identity?
- What are some aspects of your identity?
- What is your understanding of ethnic studies?
- Why might it be important to require the teaching of equity studies in public schools?

LEARN

In 2017, Oregon passed HB 2845 which required the Oregon Department of Education to convene advisory groups to develop ethnic-studies standards into existing statewide social-studies standards. The standards focus on racial and ethnic minorities, as well as Jewish and LGBTQ communities, different genders and people with disabilities.

In order to review the intent and scope of the new Ethnic Studies Standards visit this site and review the Frequently Asked Questions: <https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/Ethnic-Studies-HB2845.aspx>

Try using the Racial Justice Text Tool on one of your current texts. What did you learn? How would you change the text or supplement the information with additional resources?

In this video, Dr. Ken Carano from Western Oregon University introduces aspects of a teaching framework focused on Oregon's Ethnic Standards. Participants in the video are students at Western Oregon University and participate in the lesson facilitated by Dr. Carano. The commonalities and sub-themes highlighted in this video are listed below:

1. Identities (stereotypes, discrimination, intersectionalities)
2. Histories (perspectives, counternarratives, traditionally underrepresented voices)
3. Legacy of Oppression (systemic inequality, legal structures, impacts)
4. Resistance (resilience and survivance)
5. Taking Action for Justice (injustice, student-centered inquiry, opportunities to develop skills with an informed voice)

Activity: Develop your own Intersectional Identity Map and answer some of the questions provided by Dr. Carano.

ENGAGE

Questions to ponder:

- What were your first impressions from the video? What do you think of the description of the five ethnic studies themes of resistance, histories, taking actions and justice, legacy of oppression, and identity?
- How might someone's intersectionality influence their personal and professional lives? How might someone's intersectionality influence their educational pathway?
- In what situations do one or more of your identities provide you a sense of privilege?
- How might privilege change if one or more of those identifiers would no longer apply?

As you learn in the video, Dr. Carano explains ethnic studies and privilege or lack thereof.

- Fill in the blank: I used to think _____ and now I wonder _____.

REFLECT

- Reflect on your earlier memory. How does this video help you think about ethnicity?
- How might taking an ethnic studies approach to teaching influence students from all ethnic backgrounds? How might you incorporate ethnic studies into your own classrooms?

WANT TO LEARN MORE?

- Visit the ODE website to learn more about Ethnic Studies Non-Textbooks useful for teaching:
<https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/April%202021%20Recommended%20Non%20Textbooks%20Ethnic%20Studies.pdf>
- Book: *An African America and Latinx History in the United States* Paul Ortiz
- Documentary: Precious Knowledge: <https://www.amazon.com/Precious-Knowledge/dp/0979410738>