

## Abolition 101 Course Lesson Plan

### The Slave Industry Within the United States: (Week #1)

Monday: Jan. 11	Tuesday: Jan. 12	Wednesday: Jan. 13	Thursday: Jan. 14	Friday: Jan. 15
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)
<p><u>Objectives:</u> 1. Beginning of the Slave Industry</p> <p>2. Introduce the Slave Codes</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> “An Introduction to Slavery in the U.S” (Youtube) &amp; “Slave Codes in the South” (study.com)</p> <p><u>Activity 1:</u> Annotate: “Slave Codes” by Alan K. Lamm</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Research and write down 10 slave codes. After, write a critical reflection of them (100-250 words).</p>	<p><u>Objectives:</u> 1. Creation of Slave Patrol/ Law Enforcement</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> “Slave Catchers, Slave Resisters” (History Channel).</p> <p><u>Activity 1:</u> Take notes on the video.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Annotate the “How You Start is How You Finish? The Slave Patrol and Jim Crow Origins of Policing” by Connie Hasset Walker.</p>	<p><u>Objectives:</u> 1. Dive into the real meaning of what caused the Civil War</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper Pen</li> <li>• Paper Pen</li> </ul> <p><u>Visual Aid:</u> Watch “How Slavery Caused the American Civil War” (Youtube)</p> <p><u>Activity 1:</u> Get in groups to answer a set of questions about the film.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Read the article “Next time someone says the Civil War wasn’t about slavery, show them this” and watch the video attached to it. Write a reflection on the video, whether you agree or disagree.</p>	<p><u>Objectives:</u> 1. Aftermath of the Civil War</p> <ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• Black Codes</li> <li>• KKK</li> </ul> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Listen to the podcast “ Slave Codes, Black Codes &amp; Jim Crow: Codifying the Color Line” by Elizabeth Garner Masarik.</p> <p><u>Activity 1:</u> Read about the KKK. Grab a partner and take notes about this organization.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Finish/Relisten to podcast.</p>	<p><u>Objectives:</u> 1. Examine the Jim Crow Era</p> <p>2. Examine the Civil Rights Movement</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> “Slavery by Another Name” (video) &amp; “Jim Crow and Racial Segregation” by Georgia Public Broadcasting (Power Point).</p> <p><u>Activity 1:</u> Listen and take notes</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Write a reflection on the material from this week and how it challenged your perception. (400-500 words).</p>

--	--	--	--	--

Links for Monday Material:

Visual Aid: <https://www.youtube.com/watch?v=WYtGcLyMOlo>

<https://study.com/academy/lesson/slave-codes-in-the-south-definition-examples-quiz.html>

Activity 1 article: <https://www.ncpedia.org/slave-codes>

Links for Tuesday Material:

Visual Aid: <https://www.youtube.com/watch?v=j3iLCyxjfEw&t=19s>

Homework: [https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/civil-rights-reimagining-policing/how-you-start-is-how-you-finish/](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/how-you-start-is-how-you-finish/)

Links for Wednesday Material:

Visual Aid: <https://www.youtube.com/watch?v=vb9u4CKxOLE>

Homework: <https://www.vox.com/2015/8/12/9132561/civil-war-slavery-video>

Links for Thursday Material:

Visual Aid/Homework: <https://digpodcast.org/2018/09/02/slave-codes-black-codes-jim-crow/>

Activity #1: <https://www.nationalgeographic.org/article/ku-klux-klan/>

Links for Friday Material:

Visual Aid: [https://artsandculture.google.com/story/jim-crow-and-racial-segregation/DAKi-r\\_WcPB3Ig](https://artsandculture.google.com/story/jim-crow-and-racial-segregation/DAKi-r_WcPB3Ig)

<https://www.pbs.org/video/slavery-another-name-birth-jim-crow/>

**The Creation of the Prison Industrial Complex: (Week #2)**

<b>Monday: Jan. 18</b>	<b>Tuesday: Jan. 19</b>	<b>Wednesday: Jan. 20</b>	<b>Thursday: Jan. 21</b>	<b>Friday: Jan. 22</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><u>Objectives:</u> 1. Reconstruction Amendments</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Watch “Slavery in America: Constitution to Reconstruction”</p> <p><u>Activity 1:</u> Get into groups of 3. Take notes on the video. Answer this question: Did these amendments turn out successful? Why or why not.”</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Watch and take notes on “Failure of Reconstruction” by Khan Academy.</p>	<p><u>Objectives:</u> 1. Is Slavery still legal?</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> “Is Slave Labor Still Legal in America?”</p> <p><u>Activity 1:</u> Get a partner. Answer this question. Is slavery still legal? Find research to support your claim.</p> <p><u>Review/Assessment</u> : What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Read the article “155 Years After Abolition, Slavery Is Still Legal in the United States— Democratic Lawmakers Are Trying to Fix That”</p>	<p><u>Objectives:</u> 1. Is Slavery still legal?</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Watch 13th on Netflix.</p> <p><u>Activity 1:</u> Take Notes on the movie.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> NONE</p>	<p><u>Objectives:</u> 1. Is Slavery still legal?</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Finish watching 13th on Netflix.</p> <p><u>Activity 1:</u> Take notes on the movie.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> NONE</p>	<p><u>Objectives:</u> 1. P.I.C replaced the Chattel Slavery system.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Watch a video on the P.I.C</p> <p><u>Activity 1:</u> Take notes on the video. Discuss as a class after.</p> <p><u>Activity 2:</u> Group activity- explore this website and take notes about the Modern Prison System.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Write a reflection on the material from this week and how it challenged your perception. (400-500 words).</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://youtu.be/04O8QB3pc0U>

Homework: <https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/v/failure-of-reconstruction>

Links for Tuesday Material:

Visual Aid: <https://youtu.be/KtYMnavxaKc>

Homework: <https://www.commondreams.org/news/2020/12/04/155-years-after-abolition-slavery-still-legal-united-states-democratic-lawmakers-are>

Links for Wednesday Material:

Visual Aid: Netflix

Links for Thursday Material:

Visual Aid: Netflix

Links for Friday Material:

Visual Aid/Activity 1: <https://study.com/academy/lesson/prison-industrial-complex-definition-facts-statistics.html>

Activity 2: <https://sites.google.com/site/rpinlaw/home/modern-prison-system-non-violent-offenders>

**Overpolicing in Minority Communities Contributed To the Rise of the P.I.C: (Week #3)**

<b>Monday: Jan. 25</b>	<b>Tuesday: Jan. 26</b>	<b>Wednesday: Jan.27</b>	<b>Thursday: Jan. 28</b>	<b>Friday: Jan. 29</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><u>Objectives:</u> 1. Mass Incarceration in America</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> “The History, Causes, and Facts on Mass Incarceration” &amp; “Mass Incarceration in the US”</p> <p><u>Activity 1/2:</u> Read both articles. With a partner, who has the highest incarceration? Why? Research other evidence to support your answer.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Read both articles.</p>	<p><u>Objectives:</u> 1. Overpolicing</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Watch “Policing America: Race Relations, Community policing, and Technological Innovations”</p> <p><u>Activity 1:</u> NONE</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> NONE</p>	<p><u>Objectives:</u> 1. Overpolicing</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> Watch “Policing America: Race Relations, Community policing, and Technological Innovations”</p> <p><u>Activity 1:</u> NONE</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Write a reflection on the movie. What did you take away from the main theme? (400-500 words)</p>	<p><u>Objectives:</u> 1. War On Drugs</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> : “ A Brief History of the Drug War” &amp; “The Race and Drug War”</p> <p><u>Activity 1:</u> Get into group of 3. Research and provide evidence as to why the War on Drugs was a failure?</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Read the “Legalize It All”</p>	<p><u>Objectives:</u> 1. Crime Bill</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><u>Visual Aid:</u> “What is the 1994 Crime Bill?”</p> <p><u>Activity 1:</u> Get into a partner. How does the Crime Bill affect mass incarceration? Did it do more good or more damage to our country? Find evidence to support your claim.</p> <p><u>Review/Assessment:</u> What are key messages and themes learned? Discuss notes from Visual Aid and Activity #1.</p> <p><u>Homework:</u> Write a reflection on the material from this week and how it challenged your perception. (400-500 words).</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://www.fairfightinitiative.org/the-history-causes-and-facts-on-mass-incarceration/>

<https://www.prisonpolicy.org/profiles/US.html>

Activity 1: <https://www.prisonpolicy.org/global/2018.html>

Activity 2: <https://www.sentencingproject.org/criminal-justice-facts/>  
 Homework: <https://blogs.lse.ac.uk/humanrights/2020/08/12/racism-police-violence-and-mass-incarceration-the-legacies-of-slavery-and-segregation-in-the-united-states/>  
<https://westportlibrary.libguides.com/MassIncarceration>

Links for Tuesday Material:

Visual Aid: <https://www.brookings.edu/events/policing-in-america-race-relations-community-policing-and-technological-innovations/>

Links for Wednesday Material:

Visual Aid: <https://www.brookings.edu/events/policing-in-america-race-relations-community-policing-and-technological-innovations/>

Links for Thursday Material:

Visual Aid: <https://drugpolicy.org/issues/brief-history-drug-war>  
<https://drugpolicy.org/issues/race-and-drug-war>

Activity 1:

<https://www.americanprogress.org/issues/criminal-justice/reports/2018/06/27/452819/ending-war-drugs-numbers/>  
<https://www.npr.org/templates/story/story.php?storyId=9252490>  
<https://civilrights.org/edfund/resource/the-war-on-drugs-has-failed-commission-says/>

Homework: <https://harpers.org/archive/2016/04/legalize-it-all/>

Links for Friday Material:

Visual Aid: <https://www.youtube.com/watch?v=0DcN6wNKxZA>  
 Homework: <https://www.brennancenter.org/our-work/analysis-opinion/1994-crime-bill-and-beyond-how-federal-funding-shapes-criminal-justice>

**Incarcerated Women: (Week #4)**

<b>Monday: Feb. 1</b>	<b>Tuesday: Feb. 2</b>	<b>Wednesday: Feb. 3</b>	<b>Thursday: Feb. 4</b>	<b>Friday: Feb. 5</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><b>Objectives:</b> 1. <b>History of women's prisons</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Pen</li> <li>• Paper</li> </ul> <p><b>Visual Aid:</b> A poster from the 1900's</p> <p><b>Activity 1:</b> Discuss the poster and what might be wrong with the message here?</p> <p><b>Review/Assessment:</b> Review the info taught today/ think of questions to ask.</p> <p><b>Homework:</b> Read Pages 461-463</p>	<p><b>Objectives:</b> 1. <b>Introduce the concept of gendered incarceration</b></p> <p>2. <b>Introduce the concept of intersectionality</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Pen</li> <li>• Paper</li> </ul> <p><b>Visual Aid:</b> Video of incarcerated women talking about stats about prison.</p> <p><b>Activity 1:</b> Discussion: What is intersectionality?</p> <p><b>Review/Assessment:</b> What is something new you learned from the video in class?</p>	<p><b>Objectives:</b> 1. <b>Learn about sexual assault women face in prisons</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Pen</li> <li>• Paper</li> </ul> <p><b>Visual Aid:</b> Article on sexual assault and stats</p> <p><b>Activity 1:</b> Read stats and discuss</p> <p><b>Review/Assessment:</b> What is something new you learned from our discussion?</p>	<p><b>Objectives:</b> 1. <b>Learn about the struggle of reproductive health care in women's prisons</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><b>Visual Aid:</b> Youtube video on pregnant women and reproductive health in incarceration.</p> <p><b>Activity 1:</b> Discussion on video: what do we see wrong here?</p> <p><b>Review/Assessment:</b></p> <p><b>Homework:</b> Read article on women's reproductive health in prison.</p>	<p><b>Objectives:</b> 1. <b>Sexism in prison</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> </ul> <p><b>Visual Aid:</b> Read about sexism in the carceral state</p> <p><b>Activity 1:</b> Get in groups and answer questions about article.</p> <p><b>Review/Assessment:</b> What was the most interesting thing you learned this week?</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid:

[https://www.google.com/search?q=women%27s+prisons+in+the+1900s&rlz=1C1GCEA\\_enUS906US906&hl=en&source=lnms&tbn=isch&sa=X&ved=2ahUKewi0LzJ-qjvAhUwB50JHeb9AD8Q\\_AUoAnoECACQBA&biw=1536&bih=754#imgrc=bzfRvMr-OZJM5M](https://www.google.com/search?q=women%27s+prisons+in+the+1900s&rlz=1C1GCEA_enUS906US906&hl=en&source=lnms&tbn=isch&sa=X&ved=2ahUKewi0LzJ-qjvAhUwB50JHeb9AD8Q_AUoAnoECACQBA&biw=1536&bih=754#imgrc=bzfRvMr-OZJM5M)

Homework: [https://www.sagepub.com/sites/default/files/upm-binaries/44337\\_10\\_\(final\).pdf](https://www.sagepub.com/sites/default/files/upm-binaries/44337_10_(final).pdf)

Links for Tuesday Material:

Visual Aid: <https://www.youtube.com/watch?v=eKKQfJCwKQQ>

Links for Wednesday Material:



Visual Aid: <https://www.jurist.org/commentary/2014/09/christina-piecora-female-inmates/>

Links for Thursday Material:

Visual Aid: <https://www.youtube.com/watch?v=ilLmh6lQaOE&t=61s>

Homework: <https://www.newsecuritybeat.org/2020/12/reproductive-justice-united-states-prison-system/#:~:text=Pregnancy%20and%20Motherhood%20Behind%20Bars,birth%20while%20incarcerated%20each%20year.>

Links for Friday Material:

Visual Aid: <https://www.vera.org/blog/gender-and-justice-in-america/breaking-the-silence-about-women-in-prison>

**Incarcerated Women: (Week #5)**

<b>Monday: Feb. 8</b>	<b>Tuesday: Feb. 9</b>	<b>Wednesday: Feb. 10</b>	<b>Thursday: Feb. 11</b>	<b>Friday: Feb. 12</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><u>Objectives:</u>  <b>1. There is difference in the way black women are treated compared to other inmates.</b></p> <p><b>2. How racism plays into incarceration for black women.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/pencil</li> <li>• Notebook</li> </ul> <p><u>Visual Aid:</u>  Video on the importance of discussing incarcerated black women.</p> <p><u>Activity 1:</u>  Discussion question: What are your thoughts on these stats? Are they surprising to you?</p> <p><u>Review/Assessment:</u></p> <p><u>Homework:</u>  Read article Black Women, Racism and incarceration</p>	<p><u>Objectives:</u>  <b>1. The experience that Latinx women have in prisons and jail.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Notebook</li> </ul> <p><u>Visual Aid:</u>  Informative statistics poster</p> <p><u>Activity 1:</u> Takes notes on the article <i>Binary Behind Bars</i> and be ready to discuss what you learned with the class.</p> <p><u>Review/Assessment:</u> Thoughts on any of the readings or visual aid?</p>	<p><u>Objectives:</u>  <b>1. Look into Indigenous women and their experience with incarceration.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Notebook</li> </ul> <p><u>Visual Aid:</u>  Incarceration vs State population chart</p> <p><u>Activity 1:</u> Group Discussion: What are ways we can help Indigenous women?</p> <p><u>Review/Assessment:</u>  Anything that you learned that you did not know before?</p> <p><u>Homework:</u> Read and annotate <i>American Indian Girls Fall Through the Cracks</i>.</p>	<p><u>Objectives:</u>  <b>1. Look into the experience of queer/gay women in relation with incarceration.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Notebook</li> </ul> <p><u>Visual Aid:</u> Video on what LGBT people face.</p> <p><u>Activity 1:</u> Get into groups: Look at the laws that specifically target the LGBT community. What bias do we see or do not see?</p> <p><u>Review/Assessment:</u>  What is something new you learned from today's class?</p>	<p><u>Objectives:</u>  <b>1. Look into Trans women and their experience with incarceration.</b></p> <p>2.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul> <p><u>Visual Aid:</u> Read article on the treatment of trans women in jail.</p> <p><u>Activity 1:</u> Get in groups and answer questions on the article.</p> <p><u>Review/Assessment:</u>  Is there anything new you learned this week? Most interesting thing you learned this week.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://www.youtube.com/watch?v=7-qwn7yP8vY>

Homework:

[https://watermark.silverchair.com/jav226.pdf?token=AQECAHi208BE49Ooan9kKhW\\_Ercy7Dm3ZL\\_9Cf3qfKAc485ysgAAApwwggKYBgbkqhkig9w0BBwagggKJMIChQIBADCCAn4GC SqGS1b3DQEHATAeBglghkgBZQMEAS4wEQQM1NMNI7pZSz5mOUs7AgEQgIICtZx23JYrdf0H9-AxXNKIWaqSflt-LIMWTrBKjJDwoM3gbH9wF7GJvOkhxX46NbjDdpgEUOqlLAUkVvULKiiGz1VgrF6PkYbu6cJV0XTuGQrdzKlvrrqVDPgnwTrHA\\_BXEvMa\\_zQZgiDQb1aABglyu7AXHQEcOdE9lcHDwQp3JF7h9Dp3MAHfNh3yA-gae3wi9twyv2VscFcXdmdDN4z5rU84WLoE8Dz0Iw4-Zs-dwQ572t0TDVZRKkceUojCHkq34uQ6Q\\_ZUGo8a8CD4V1\\_XDI3pW0NBg4oqySFWRfep-Uaoi5UX\\_u3swgKNswhofFRfg\\_FIpwvi3Plp6qVRdjiBVTkfV6gGejU6Oersvlj0t\\_bVginrkOfej62fz\\_OnTXr52WmgBL824-LMDvQySdxyFBUKuOppSH2U1XSE4wh1LCO2lqi3j8iWG3oqrbw5RcnooheXQ9bi\\_NvFgg21fh38qLynz3N11-1925irAViA2oGSBtKqAQuED\\_q4vTr3ebz64IthcbA84UGyzm0ay2-D95y\\_20k2zRzkVoFPOA2bUf5laaTW6I2seLIFbSOohhwtsU6WqET-3yNuvLY1iJ8PDJ7VeIsVwiG0E8F5ZuhRIXUPrDsuFZAKejulXS0OSjIM76SbZ6K6zE0KOCvBuREcbqD9cIzgWuRYrGRIoQwyPRDcO3lab2i5YsYdKYhmoSg1yl8fXwZgGbdudZUYQMpXjYYV8HwfJEdQED276Matl2qhDslqPo4DdC1ZnWy1xkEBfeG0v-Me5FubpLe14Q4odQ](https://watermark.silverchair.com/jav226.pdf?token=AQECAHi208BE49Ooan9kKhW_Ercy7Dm3ZL_9Cf3qfKAc485ysgAAApwwggKYBgbkqhkig9w0BBwagggKJMIChQIBADCCAn4GC SqGS1b3DQEHATAeBglghkgBZQMEAS4wEQQM1NMNI7pZSz5mOUs7AgEQgIICtZx23JYrdf0H9-AxXNKIWaqSflt-LIMWTrBKjJDwoM3gbH9wF7GJvOkhxX46NbjDdpgEUOqlLAUkVvULKiiGz1VgrF6PkYbu6cJV0XTuGQrdzKlvrrqVDPgnwTrHA_BXEvMa_zQZgiDQb1aABglyu7AXHQEcOdE9lcHDwQp3JF7h9Dp3MAHfNh3yA-gae3wi9twyv2VscFcXdmdDN4z5rU84WLoE8Dz0Iw4-Zs-dwQ572t0TDVZRKkceUojCHkq34uQ6Q_ZUGo8a8CD4V1_XDI3pW0NBg4oqySFWRfep-Uaoi5UX_u3swgKNswhofFRfg_FIpwvi3Plp6qVRdjiBVTkfV6gGejU6Oersvlj0t_bVginrkOfej62fz_OnTXr52WmgBL824-LMDvQySdxyFBUKuOppSH2U1XSE4wh1LCO2lqi3j8iWG3oqrbw5RcnooheXQ9bi_NvFgg21fh38qLynz3N11-1925irAViA2oGSBtKqAQuED_q4vTr3ebz64IthcbA84UGyzm0ay2-D95y_20k2zRzkVoFPOA2bUf5laaTW6I2seLIFbSOohhwtsU6WqET-3yNuvLY1iJ8PDJ7VeIsVwiG0E8F5ZuhRIXUPrDsuFZAKejulXS0OSjIM76SbZ6K6zE0KOCvBuREcbqD9cIzgWuRYrGRIoQwyPRDcO3lab2i5YsYdKYhmoSg1yl8fXwZgGbdudZUYQMpXjYYV8HwfJEdQED276Matl2qhDslqPo4DdC1ZnWy1xkEBfeG0v-Me5FubpLe14Q4odQ)

Links for Tuesday Material:

Visual Aid: <https://www.logikcull.com/blog/women-color-behind-bars>

Activity 1 article: <https://www.guernicamag.com/beyond-the-binary-behind-bars/>

Homework: <https://fierce.wearemitu.com/things-that-matter/locked-up-how-latinas-became-fastest-growing-prison-population/>

Links for Wednesday Material:

Visual Aid: <https://i0.wp.com/revealnews.org/wp-content/uploads/2017/09/race@2x-1.png?w=1347&ssl=1>

Homework: <https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2016/03/04/american-indian-girls-often-fall-through-the-cracks>

Links for Thursday Material:

Visual Aid: [https://www.huffpost.com/entry/lgbt-criminal-justice-system\\_n\\_56ce3108e4b03260bf756d5c](https://www.huffpost.com/entry/lgbt-criminal-justice-system_n_56ce3108e4b03260bf756d5c)

Links for Friday Material:

Visual Aid: [https://www.lambdalegal.org/blog/20201125\\_transgender-people-prisons-jails](https://www.lambdalegal.org/blog/20201125_transgender-people-prisons-jails)

**Incarcerated Women: (Week #6)**

Monday: Feb. 15	Tuesday: Feb. 16	Wednesday: Feb. 17	Thursday: Feb. 18	Friday: Feb. 19
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><u>Objectives:</u> 1. <b>Learn about Retributive Justice.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul> <p><u>Visual Aid:</u> Video: what is retributive justice?</p> <p><u>Activity 1:</u> Get in Groups: Do you see any problems with this type of justice? If you do, what do you see? If not, why do you think this type of justice is fair?</p> <p><u>Review/Assessment:</u> Understand the concept of retributive justice. This is the practice of current justice system.</p>	<p><u>Objectives:</u> 1. <b>Learn about transformative justice.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul> <p><u>Visual Aid:</u> Video: What is Transformative justice?</p> <p><u>Activity 1:</u> Discussion: What do you think are the benefits of transformative justice?</p> <p><u>Review/Assessment:</u> Is there something new you learned?</p> <p><u>Homework:</u> Create a theory map of main points of transformative justice.</p>	<p><u>Objectives:</u> 1. <b>Learn about Restorative justice.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul> <p><u>Visual Aid:</u> Picture explanation of restorative justice.</p> <p><u>Activity 1:</u> Discussion: What do you think would be benefits to restorative justice?</p> <p><u>Review/Assessment:</u> Did you learn anything new?</p>	<p><u>Objectives:</u> 1. <b>Critically consider all of the types of justice.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul> <p><u>Visual Aid:</u> Picture of all justices we've discussed.</p> <p><u>Activity 1:</u> Based on what you've learned, what do you think is the best way for a victim to receive justice?</p> <p><u>Review/Assessment:</u> Think about why you prefer this justice. Really apply yourself to these situations and what you think would work the best.</p> <p><u>Homework:</u> 150-word paper on what justice you think is the best and why.</p>	<p><u>Objectives:</u> 1. <b>Learn about grassroot programs that help with transformative and restorative justice.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Pen/Pencil</li> <li>• Paper</li> </ul> <p><u>Visual Aid:</u> INCITE history.</p> <p><u>Activity 1:</u> Find a grassroot program that focuses on alternative solutions for prison/incarceration.</p> <p><u>Review/Assessment:</u> What was the most interesting thing you've learned this week?</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://www.youtube.com/watch?v=hTSRUE9sXH0>

Links for Tuesday Material:

Visual Aid: [https://www.youtube.com/watch?v=U-\\_BOFz5TXo](https://www.youtube.com/watch?v=U-_BOFz5TXo)

Homework: Theory Map example

[https://vawnet.org/sites/default/files/assets/images/NRCDV\\_TAQ-June2020.png](https://vawnet.org/sites/default/files/assets/images/NRCDV_TAQ-June2020.png)

Links for Wednesday Material:

Visual Aid:

[https://www.google.com/search?q=restorative+justice&rlz=1C1GCEA\\_enUS906US906&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiKy\\_f4t6nvAhXw1FkKHQdTDRQQ\\_AUoA3oECBwOBQ&biw=1536&bih=754&dpr=2.5#imgrc=99Sz8\\_8KQTf7GM](https://www.google.com/search?q=restorative+justice&rlz=1C1GCEA_enUS906US906&source=lnms&tbm=isch&sa=X&ved=2ahUKEwiKy_f4t6nvAhXw1FkKHQdTDRQQ_AUoA3oECBwOBQ&biw=1536&bih=754&dpr=2.5#imgrc=99Sz8_8KQTf7GM)

Links for Thursday Material:

Visual Aid: <https://michiganvirtual.org/wp-content/uploads/2018/12/3-types-of-justice-rj.png>

Links for Friday Material:

Visual Aid: <https://incite-national.org/history/>

**Queer/ Trans Abolition Unit:( Week 7)**

<b>Monday: Feb. 22</b>	<b>Tuesday: Feb. 23</b>	<b>Wednesday: Feb. 24</b>	<b>Thursday: Feb. 25</b>	<b>Friday: Feb. 26</b>
Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)

<p><b>Objectives:</b> 1. Queer and Transgender history: understand the roots of both queer and transgender people.</p> <p>2. Better understanding of years of struggle/oppression</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Print out of Article-to be read/discussed in class (Activity 1)</li> </ul> <p><b>Visual Aid:</b> "I hate straights" essay-1990 New York Gay Pride March</p> <p><b>Activity 1:</b> Read "Queer History" by Christina B. Hanhardt. Write in notebook any important ideas/theme/take away messages from article</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> watch YouTube video- write 100-250-word summary.</p>	<p><b>Objectives:</b> 1. Deep Dive into LGBTQ+ history</p> <p>2. Use "road map" to highlight important dates</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Article - to be discussed in class (Activity 1)</li> <li>Use Laptops to research dates for Activity 1</li> </ul> <p><b>Visual Aid:</b> "Road Map" LGBT History</p> <p><b>Activity 1:</b> Look through road map of LGBT History and pick one date that stands out to you. Use laptop to dig deeper into event and write down (in notebook) what stands out to you</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Read Leisa Meyer and Helis Sikk Chapter 3 "INTRO TO LESBIAN, GAY, BISEXUAL, TRANSGENDER, AND QUEER HISTORY (LGBTQ HISTORY) IN THE U.S pg. 67-104 Write 100-250-word summary</p>	<p><b>Objectives:</b> 1. More background info on Stonewall Riot</p> <p>2. Pros/Cons of Stonewall</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><b>Visual Aid:</b> Watch "Stonewall Forever - A Documentary about the Past, Present and Future of Pride"</p> <p><b>Activity 1:</b> Take notes on YouTube video (Stonewall Riots). Jot down pros and cons of event in notebook.</p> <p><b>Activity 2:</b> In groups discuss what events lead to the Stonewall Riot. Could it have been prevented? Why/Why not?</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> "What were the significances/ achievements of Stonewall?" - write 250-500-word answer with citing at least one source (can not use YouTube video watched in class); can use news article, chapter in book, another YouTube video that's relevant to the topic.</p>	<p><b>Objectives:</b> 1. Examine laws that target LGBTQ+ people</p> <p>2. Understand why these laws do more harm than good. Have a better understanding of hate crimes.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Links to articles</li> </ul> <p><b>Visual Aid:</b> Sexual Orientation Laws Map</p> <p><b>Activity 1:</b> Go through various laws that target LGBTQ+ community; pick one law that stands out to you.</p> <p><b>Activity 2:</b> Form groups with other classmates who chose the same anti-LGBTQ+ law; discuss the law and why the law was more hurtful vs. helpful. What do you think the law makers were trying to accomplish by creating such laws?</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Short Essay- 200-400 words; prompt: Why do you think anti-LGBTQ+ laws are still being created? Do you believe these laws are meant to protect communities or are they masked as being helpful when in reality they are only hurting communities?</p>	<p><b>Objectives:</b> 1. The importance of Gender identity.</p> <p>2. Better understand how others identify; know difference between gender and sex.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Articles/videos listed for Activities</li> </ul> <p><b>Visual Aid:</b> Gender Identity Terms- List TikTok: @karentangmd gender video</p> <p><b>Activity 1:</b> Read through articles provided to prep for activity 2</p> <p><b>Activity 2:</b> Watch clips from YouTube video "Two Spirit People". Discuss whether or not gender is a social construct</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Watch YouTube Video "The Gender Code (Gender &amp; Sexuality Documentary)"- divided into seven parts so you can watch it all at once or split it up over the weekend- write 250-500-word summary and important message from the film.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Links for Monday Material:**

Visual Aid: <http://www.qrd.org/qrd/misc/text/i.hate.straights>

Activity 1 article: <https://www.oah.org/tah/issues/2019/may/queer-history/>

Homework: <https://youtu.be/Wnxi9-d7v0>

**Links for Tuesday Material:**

Visual Aid: <https://www.slcc.edu/lgbtq/docs/lgbt-history.pdf>  
 Activity 1 article: <https://www.oah.org/tah/issues/2019/may/queer-history/>  
 Homework: <https://www.nps.gov/subjects/lgbtqheritage/upload/lgbtqtheme-voll.pdf>

Links for Wednesday Material:

Visual Aid: <https://www.youtube.com/watch?v=GjRv7dJTync>  
 Homework: <https://youtu.be/Wnxki9-d7v0>

Links for Thursday Material:

Visual Aid: <https://ilga.org/maps-sexual-orientation-laws>  
 Activity 1 and 2 articles: <https://journalofethics.ama-assn.org/article/decriminalization-sodomy-united-states/2014-11>  
<https://www.history.com/news/dont-ask-dont-tell-repeal-compromise>  
<https://www.cnn.com/2017/03/07/health/transgender-bathroom-law-facts-myths/index.html>  
<https://www.hrc.org/resources/the-equality-act>  
 Homework: None

Links for Friday Material:

Visual Aid: <https://young.scot/get-informed/national/gender-identity-terms>  
 Activity 1 article: <https://genderspectrum.org/articles/understanding-gender>  
<https://genderspectrum.org/articles/myths>  
 Activity 2 video: <https://youtu.be/8JcmAoderl4>  
 Homework: <https://youtu.be/Zph7H-O0d5w>

**Queer/ Trans Abolition Unit: (Week 8)**

Monday: March 1	Tuesday: March 2	Wednesday: March 3	Thursday: March 4	Friday: March 5
Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)

<p><b>Objectives:</b> 1. Better understanding of transgender history</p> <p>2. Important events for transgender community.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Read Article for activity 1</li> </ul> <p><b>Visual Aid:</b> Intersectionality YouTube Video</p> <p><b>Activity 1:</b> Go through the events from the article on “A History of Transgender Rights in the United States” and pick one event to do further research on. Write 100-word summary of event and share with group.</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Watch YouTube video “Gender diversity &amp; identity in Queertopia - VPRO documentary” and write 100-250-word summary.</p>	<p><b>Objectives:</b> 1. Difference between drag queens, drag kings, and transgender people.</p> <p>2. Understand history of both drag queens and kings.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Articles for Activity</li> </ul> <p><b>Visual Aid:</b> Watch YouTube Video “Bob the Drag Queen Talks Difference Btwn Gender Identity &amp; Gender Expression   Black Coffee”</p> <p><b>Activity 1:</b> Read “Drag Performance and Femininity: Redefining Drag Culture through Identity Performance of Transgender Women Drag Queens” (pg. 20-25); write down important facts in notebook. Compare notes in small groups in discussion setting.</p> <p><b>Activity 2:</b> Read “Drag Shows: Drag Kings and Male Impersonators” (pg. 1-4); write down important facts in notebook. Compare notes in small groups in discussion setting.</p> <p><b>Review/Assessment:</b> What are key themes/messages? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Watch YouTube video “Paris is Burning”- write 100-250 summary of film.</p>	<p><b>Objectives:</b> 1. Programs created to help members of LGBTQ+ community</p> <p>2. Why these programs are important.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Articles for Activity</li> </ul> <p><b>Visual Aid:</b> Document “Resources for Transgender People in Crisis”</p> <p><b>Activity 1:</b> Go through websites from the visual aid document. Choose one website and write down important facts about organization (history, community ties, how they support trans community, etc.). Present findings in front of class (1-2 mins).</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Write what it means to be a transgender ally. How or what can you do to help the transgender community? Use resources provided in homework link as a starting point to form your ideas (100-250 words).</p>	<p><b>Objectives:</b> 1. Understanding the hardship that black trans women encounter.</p> <p>2. Understand how the PIC effects queer and transgender people.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Articles for Activities</li> </ul> <p><b>Visual Aid:</b> Watch YouTube Video “MALCOLM X THE MOST DISRESPECTED PERSON IN AMERICA IS THE BLACK WOMAN”</p> <p><b>Activity 1:</b> Read through first article alone, reflect thoughts in journal-short answer no more than 100 words</p> <p><b>Activity 2:</b> Choose a section from article two. In a group discuss main points from sections chosen. How can these statistics be improved? How can we protect Black trans women? Write down ideas and present to class.</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Read “Trans Exploits: Trans of Color Cultures and Technologies in Movement” (Introduction only- pg. 1-29) and write 100-250-word summary</p>	<p><b>Objectives:</b> 1. Treatment for transgender people who are incarcerated.</p> <p>2. Understand how the system mistreats transgender people. Think of alternative ways to fix issues.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><b>Visual Aid:</b> Watch “Transgender Women Share Stories from a Men’s Prison   KQED Truly CA”</p> <p><b>Activity 1:</b> Form groups, discuss what type of prison reforms should be made for transgender people.</p> <p><b>Activity 2:</b> In groups, discuss if reforms are appropriate approach or if alt. approaches should be made (i.e. Abolishment of prison system, programs to take its place- rehab vs. locked away for life).</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Read article “Racial/Ethnic Disparities in History of Incarceration, Experiences...”. Write 100-250 words on the findings from the study and importance of the study.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Links for Monday Material:**

Visual Aid: <https://youtu.be/w6dnj2IyYjE>

Activity 1 article: <https://www.thoughtco.com/transgender-rights-in-the-united-states-721319>

Homework: <https://youtu.be/c1LB8kDW67M>

**Links for Tuesday Material:**



Visual Aid: <https://youtu.be/h3woVEwnSfg>

Activity 1 and 2 article: <https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1728&context=etds>  
[http://www.glbqtarchive.com/arts/drag\\_kings\\_A.pdf](http://www.glbqtarchive.com/arts/drag_kings_A.pdf)

Homework: <https://youtu.be/9LUH8sRwzBs>

Links for Wednesday Material:

Visual Aid: <https://indypride.org/u/2018/04/Trans-Resources.pdf>

Homework: <https://www.thetrevorproject.org/resources/trevor-support-center/a-guide-to-being-an-ally-to-transgender-and-nonbinary-youth/>  
<https://bolt.straightforequality.org/files/Straight%20for%20Equality%20Publications/december-2020-trans-ally-guide.pdf>

Links for Thursday Material:

Visual Aid: [https://youtu.be/z\\_q\\_Z9A0RuQ](https://youtu.be/z_q_Z9A0RuQ)

Activity 1 and 2 articles: <https://harvardcrcl.org/americas-war-on-black-trans-women/>  
<https://www.transequality.org/sites/default/files/docs/usts/USTSBlackRespondentsReport-Nov17.pdf>

Homework:

[https://www.jstor.org/stable/j.ctv1198wb0.4?refreqid=excelsior%3Ad1a73a03257670d9b24494dfe27fc3d2&seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/j.ctv1198wb0.4?refreqid=excelsior%3Ad1a73a03257670d9b24494dfe27fc3d2&seq=1#metadata_info_tab_contents)

Links for Friday Material:

Visual Aid: <https://youtu.be/y7D-JhtAQpM>

Homework: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5441521/>

**Queer/ Trans Abolition Unit: (Week 9)**

<b>Monday: March 8</b>	<b>Tuesday: March 9</b>	<b>Wednesday: March 10</b>	<b>Thursday: March 11</b>	<b>Friday: March 12</b>
Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)

<p><u>Objectives:</u> 1. Understanding of various queer and trans activist, day one.</p> <p>2. Understand why the person and movement is important.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><u>Visual Aid:</u> Read “A Litany for Survival: Poem by Audre Lorde”</p> <p><u>Activity 1:</u> Who is Audre Lorde? In groups discuss the important thing Audre Lorde accomplished.</p> <p><u>Review/Assessment:</u> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><u>Homework:</u> Watch video “Audre Lorde Interview (1982)”, write 100-250-word summary of interview.</p>	<p><u>Objectives:</u> 1. Understanding of various queer and trans activist, day two.</p> <p>2. Understand why the person and movement is important.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><u>Visual Aid:</u> Watch “Queer History #1    MARSHA P. JOHNSON”</p> <p><u>Activity 1:</u> Who is Marsha P. Johnson? In groups discuss the important things Marsha P. Johnson accomplished.</p> <p><u>Review/Assessment:</u> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><u>Homework:</u> Watch video “Frameline Voices - Pay it No Mind: The Life and Times of Marsha P. Johnson”, write 100-250-word summary of film.</p>	<p><u>Objectives:</u> 1. Understanding of various queer and trans activist, day three.</p> <p>2. Understand why the person and movement is important.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><u>Visual Aid:</u> Watch “L020A Sylvia Rivera, “Y’all Better Quiet Down” Original Authorized Video, 1973 Gay Pride Rally NYC”</p> <p><u>Activity 1:</u> Who is Sylvia Ray Rivera? In groups discuss the important things Sylvia Ray Rivera accomplished.</p> <p><u>Review/Assessment:</u> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><u>Homework:</u> Watch video “Sylvia Rivera She Was More Than Stonewall Documentary, Life Documentary of Mother Sylvia Rivera”, write 100-250-word summary of film.</p>	<p><u>Objectives:</u> 1. Understanding of various queer and trans activist, day four.</p> <p>2. Understand why the person and movement is important.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><u>Visual Aid:</u> Watch “Shit’s Totally FUCKED! What Can We Do?: A Mutual Aid Explainer”</p> <p><u>Activity 1:</u> Who is Dean Spade? In groups discuss the important things Dean Spade has accomplished and is currently trying to accomplish.</p> <p><u>Review/Assessment:</u> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><u>Homework:</u> Pick a section from the article “Intersectional Resistance and Law Reform” by Dean Spade other than the abstract, write 100-250-word summary of article.</p>	<p><u>Objectives:</u> 1. Understanding the overall goals from these activist</p> <p>2. Understand why these goals will make a positive impact on communities.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><u>Visual Aid:</u> Watch “The “gay agenda”   LZ Granderson   TEDxGrandRapids”</p> <p><u>Activity 1:</u> Read through section of article assigned, in groups, and write down important themes/topics</p> <p><u>Activity 2:</u> Discuss group findings with class</p> <p><u>Review/Assessment:</u> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><u>Homework:</u> Pick a queer or trans activist, not discussed in class, and write 250-500-word essay on who this person is and what they have contributed to the LGBTQ+ activist movement.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://clinicalaffairs.umn.edu/covid-19-updates/litany-survival-poem-audre-lorde>

Activity 1 article: <https://www.poetryfoundation.org/poets/audre-lorde>

Homework: <https://youtu.be/R4rDL-xZ8N0>

Links for Tuesday Material:

Visual Aid: <https://youtu.be/-ymU-cgvQ2M>

Homework: <https://youtu.be/Bo0nYv9QIj4>

Links for Wednesday Material:

Visual Aid: <https://youtu.be/Jb-JIOWUw1o>

Homework: <https://youtu.be/BEXmJL9nadc>

Links for Thursday Material:

Visual Aid: <https://youtu.be/PopmGAvsggg>

Activity 1 articles: [https://www.guernicamag.com/spade\\_3\\_1\\_11/](https://www.guernicamag.com/spade_3_1_11/)

Homework: [https://www.journals.uchicago.edu/doi/10.1086/669574#\\_i1](https://www.journals.uchicago.edu/doi/10.1086/669574#_i1)

Links for Friday Material:

Visual Aid: <https://youtu.be/iOByGJskqks>

Activity 1 and 2 article: <https://www.nbcnews.com/feature/nbc-out/different-fight-same-goal-how-black-freedom-movement-inspired-early-n1259072>

Homework: use any website/video/literature

**Queer/ Trans Abolition Unit: (Week 10)**

<b>Monday: March 15</b>	<b>Tuesday: March 16</b>	<b>Wednesday: March 17</b>	<b>Thursday: March 18</b>	<b>Friday: March 19</b>
Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)	Standards: state standards (A-G)

<p><b>Objectives:</b> 1. Importance of Queer Politics</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Article for Activity 1</li> </ul> <p><b>Visual Aid:</b> Watch “Billy Porter Gives A Brief History of Queer Political Action   them”</p> <p><b>Activity 1:</b> Read article provided- introduction and “EMERGENCE OF QUEER POLITICS AND ANEW POLITICS OF TRANSFORMATION”</p> <p><b>Activity 2:</b> In groups, discuss notes taken from article.</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Read the remaining parts of PUNKS, BULLDAGGERS, AND WELFARE QUEENS THE RADICAL POTENTIAL OF QUEER POLITICS? Write a 100-250-word summary</p>	<p><b>Objectives:</b> 1. Understanding what reform policies are/look like.</p> <p>2. Know what the current administration plans to do for the LGBTQ+ community</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Articles for activities</li> </ul> <p><b>Visual Aid:</b> Map of LGBTQ Equality 2010 vs. 2020</p> <p><b>Activity 1:</b> Read through articles and take notes and laws/bills that stand out to you.</p> <p><b>Activity 2:</b> In groups, discuss notes taken from article and choose one bill/law that you would like to share with the class.</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Go through “LGBTQ CRIMINAL JUSTICE REFORM” pdf and pick one section that stands out to you, write 100-250-word summary on section.</p>	<p><b>Objectives:</b> 1. Understanding what abolitionist polices are/look like.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Article for activity</li> </ul> <p><b>Visual Aid:</b> Art work “What is the difference: Reforming, Defunding, Abolishing”</p> <p>8 TO ABOLITION Policy PDF</p> <p><b>Activity 1:</b> Read assigned section from “Captive Genders”. Write down important facts, discuss with group.</p> <p><b>Activity 2:</b> Share with the class what your groups found to be important from the article from activity 1.</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Read “Queering Prison Abolition, Now?”, write 100-250-word summary on the article.</p>	<p><b>Objectives:</b> 1. Are we doing enough? What communities are doing right and wrong.</p> <p>2. Know your options, how to help, how to get help.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> <li>Article for activity</li> </ul> <p><b>Visual Aid:</b> Watch video “What is Transformative Justice?”</p> <p><b>Activity 1:</b> Read “NCAVP PLATFORM TO END VIOLENCE AGAINST LGBT COMMUNITIES”, take notes and section(s) that stood out to you.</p> <p><b>Review/Assessment:</b> What are key themes/messages learned? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Watch all three videos: “The Modern Roots of Transformative Justice”, “What is Accountability?”, and “Everyday Practices of Transformative Justice”, write 100-word summary on each video. Also include your thoughts on TJ.</p>	<p><b>Objectives:</b> 1. Reform vs. Abolition- which has bigger impact?</p> <p>2. Understand difference btwn the two; pick which route you think communities should choose</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Notebook w/ pen/pencil</li> </ul> <p><b>Visual Aid:</b> Reformist reforms vs. Abolitionist steps in policing worksheet. Watch “Defunding Vs. Abolishing the Police Explained In 6 Minutes” and Watch Angela Davis Documentary Clip</p> <p><b>Activity 1:</b> In groups, read assigned section from Angela Davis “Are Prisons Absolute?” (Ch.1- “Intro-Prison Reform or Prison Abolition?”)</p> <p><b>Activity 2:</b> Discuss important topics from reading, discuss as a class findings from groups.</p> <p><b>Review/Assessment:</b> What are key themes/messages? Discuss notebook writings-volunteers in class.</p> <p><b>Homework:</b> Writing activity 250-500-words- What types of programs would you like to see in your community that would positively affect the LGBTQ+ individuals w/in community? How could these programs be introduced to your community?</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://youtu.be/XoXH-Yqwyb0>

Activity 1 article: <https://985queer.queergeektheory.org/wp-content/uploads/2013/04/Cohen-Punks-Bulldaggers-and-Welfare-Queens.pdf>

Homework: <https://985queer.queergeektheory.org/wp-content/uploads/2013/04/Cohen-Punks-Bulldaggers-and-Welfare-Queens.pdf>

Links for Tuesday Material:

Visual Aid: <https://www.usatoday.com/story/news/nation/2020/02/11/lgbtq-equality-map-report-shows-advances-challenges-2010-2020/4667911002/>

Activity 1 and 2 articles: <https://www.americanprogress.org/issues/lgbtq-rights/reports/2021/01/12/494500/improving-lives-rights-lgbtq-people-america/>

<https://www.aclu.org/legislation-affecting-lgbt-rights-across-country>

Homework: <https://transequality.org/sites/default/files/docs/resources/LGBTQCriminalJusticeReform.pdf>

Links for Wednesday Material:

Visual Aid: <https://www.newburghlgbtqcenter.org/queers-for-justice>

[https://static1.squarespace.com/static/5edbf321b6026b073fef97d4/t/5ee0817c955eaa484011b8fe/1591771519433/8toAbolition\\_V2.pdf](https://static1.squarespace.com/static/5edbf321b6026b073fef97d4/t/5ee0817c955eaa484011b8fe/1591771519433/8toAbolition_V2.pdf)

Activity 1 article: <http://www.deanspade.net/wp-content/uploads/2010/07/Building-an-Abolitionist-Trans-Queer-Movement-With-Everything-Weve-Got.pdf>

Homework: [https://www.jstor.org/stable/41412834?seq=2#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/41412834?seq=2#metadata_info_tab_contents)

Links for Thursday Material:

Visual Aid: <https://youtu.be/U-BOFz5TXo>

Activity 1 and 2 articles: [https://avp.org/wp-content/uploads/2017/06/NCAVP\\_2016HateViolence\\_PLATFORM.pdf](https://avp.org/wp-content/uploads/2017/06/NCAVP_2016HateViolence_PLATFORM.pdf)

Homework: Video 1- <https://youtu.be/ZqMxNiKQLHc>

Video 2- <https://youtu.be/QZuJ55iG114>

Video 3- <https://youtu.be/F-UE8wwXETc>

Links for Friday Material:

Visual Aid:

[https://static1.squarespace.com/static/59ead8f9692ebee25b72f17f/t/5b65cd58758d46d34254f22c/1533398363539/CR\\_NoCops\\_reform\\_vs\\_abolition\\_CRside.pdf](https://static1.squarespace.com/static/59ead8f9692ebee25b72f17f/t/5b65cd58758d46d34254f22c/1533398363539/CR_NoCops_reform_vs_abolition_CRside.pdf)

<https://youtu.be/jExSA20Of4w>

<https://youtu.be/R2BIZy0HScM>

Activity 1 article: [https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are\\_Prisons\\_Obsolete.pdf](https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are_Prisons_Obsolete.pdf)

**Immigration and the Latine Community (Week #11)**

<b>Monday: March 22</b>	<b>Tuesday: March 23</b>	<b>Wednesday: March 24</b>	<b>Thursday: March 25</b>	<b>Friday: March 26</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A- G)	Standards: State Standards (A- G)	Standards: State Standards (A- G)

<p><u>Objectives:</u> 1. <b>Overview on undocumented Latine</b> 2. N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● pencil</li> <li>● notebook</li> </ul> <p><u>Visual Aid:</u> youtube/article</p> <p><u>Activity 1:</u> Youtube Video on undommented Guatemalan Latine's experience.</p> <p><u>Activity 2:</u> Students will learn about the Southern American cavanas.</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Students will be asked to research immigration policies that affect the Latine community.</p>	<p><u>Objectives:</u> 1. <b>Students will learn what DACA is.</b> 2. <b>Students will learn what TPS is.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● pencil</li> <li>● notebook</li> </ul> <p><u>Visual Aid:</u> Youtube Video/ article</p> <p><u>Activity 1:</u> Share their researched facts.</p> <p><u>Activity 2:</u> Teacher will present DACA/TPS. Students will then analyze statistics regarding DACA.</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Students will be asked to research zero tolerance policy and will be ready to share one fact tomorrow in class.</p>	<p><u>Objectives:</u> 1. <b>What is zero tolerance?</b> 2. <b>How does this affect child/education/ foster care?</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● pencil</li> <li>● notebook</li> </ul> <p><u>Visual Aid:</u> Youtube Video/article</p> <p><u>Activity 1:</u> Share their researched facts.</p> <p><u>Activity 2:</u> Teacher will discuss ZT. Students will analyze how it affects children and parents.</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Students will be asked to reflect on today's lesson: How do you feel? How did the material make you feel?</p>	<p><u>Objectives:</u> 1. <b>What are Ice Raids?</b> 2. <b>Knowing your rights when encountering ICE.</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● notes</li> <li>● laptop</li> </ul> <p><u>Visual Aid:</u></p> <p><u>Activity 1:</u> Students will learn about ICE Raids and how this affected the Latine community.</p> <p><u>Activity 2:</u> Students will learn their rights when encountering ICE.</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Reflection: How does this affect you and your community?</p>	<p><u>Objectives:</u> 1. <b>reflection of week's information</b> 2. <b>students will create strategies to spread awareness or to create art to express feelings</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>● week's notes</li> <li>● reflection journal</li> </ul> <p><u>Visual Aid:</u> N/A</p> <p><u>Activity 1:</u> Students will be given the opportunity to create a pamphlet to spread awareness to their community members.</p> <p><u>Activity 2:</u> Students will be given the opportunity to digest all the heavy material by creating art that expresses their feelings. (painting/poem/song , free creative freedom)</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Only if class assignment is not completed in class.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid:

<https://www.youtube.com/watch?v=SPEme47p33o>

Activity 1 article: <https://www.bbc.com/news/world-latin-america-45951782>

Homework: **Students will be asked to research immigration policies that affect the Latino community.**

Links for Tuesday Material:

Visual Aid: <https://www.uscis.gov/humanitarian/temporary-protected-status>

Activity 1 article: <https://journals.sagepub.com/doi/full/10.1177/2331502419893674>

Homework: **Students will be asked to research zero tolerance policy and will be ready to share one fact tomorrow in class.**

Links for Wednesday Material:

Visual Aid: <https://www.youtube.com/watch?v=VFJzKmdldos>

Activity 1 article: <https://www.hrw.org/news/2018/08/16/qa-trump-administrations-zero-tolerance-immigration-policy>

Homework: **Students will be asked to reflect on today's lesson: How do you feel? How did the material make you feel?**

Links for Thursday Material:

Visual Aid: <https://www.immigrantdefenseproject.org/wp-content/uploads/2016/12/IDP-ICE-Raids-Flyer-ENG-Jan-13-2018.pdf>

Activity 1 and 2 articles:

<https://heinonline.org/HOL/LandingPage?handle=hein.journals/usflr44&div=18&id=&page=>

Homework: **Reflection: How does this affect you and your community?**

Links for Friday Material:

Visual Aid: N/A

Article 1: N/A

Homework: **Only if class assignment is not complete.**

**Immigration and the Middle Eastern/Muslim community (Week #12)**

<b>Monday: March 29</b>	<b>Tuesday: March 30</b>	<b>Wednesday: March 31</b>	<b>Thursday: April 1</b>	<b>Friday: April 2</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A- G)	Standards: State Standards (A- G)	Standards: State Standards (A- G)

<p><b>Objectives:</b> 1. Who is the muslim community in the United States? 2. N/A</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● pencil</li> <li>● notebook</li> </ul> <p><b>Visual Aid:</b> Youtube video</p> <p><b>Activity 1:</b> Students will learn who is part of the Musilm community in the United States.</p> <p><b>Activity 2:</b> Students will watch youtube videos on muslim experience. They will then anays the video's comments.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> Students will be asked today's lesson. What parallels do we see from last week's lesson?</p>	<p><b>Objectives:</b> 1. Trump's Travel Ban 2. Why did Trump implicate the Travel Band?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● pencil</li> <li>● notebook</li> </ul> <p><b>Visual Aid:</b> 2 articles</p> <p><b>Activity 1:</b> Students will learn what triggered the "Musilm ban".</p> <p><b>Activity 2:</b> Students will learn who the travel ban targeted and why.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> N/A</p>	<p><b>Objectives:</b> 1. Backlash: Violence on the Musilm Community due to Travel Ban. 2. Islamophobia.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Article</li> <li>● highlighters</li> </ul> <p><b>Visual Aid:</b> 2 articles</p> <p><b>Activity 1:</b> Students will learn what effects this ban had on Muslim communities.</p> <p><b>Activity 2:</b> Students will learn how this led to community violence.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> Students will be asked to do one act of kindness.</p>	<p><b>Objectives:</b> 1. Stereotypes about middle eastern women. 2. Stereotypes on the middle eastern/muslim community.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Article</li> <li>● Pencil</li> </ul> <p><b>Visual Aid:</b> 2 youtube videos</p> <p><b>Activity 1:</b> Understanding the stereotype and violence Musilm women experience in the United States.</p> <p><b>Activity 2:</b> TED Talk.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> Reflection: Does this look familiar? How does this make you feel?</p>	<p><b>Objectives:</b> 1. Students will interact with the week's content. 2. N/A</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● Tape recorder</li> <li>● Laptop</li> </ul> <p><b>Visual Aid:</b> N/A</p> <p><b>Activity 1:</b> Students will be given the opportunity to record their own experiences. How to create counter narratives.</p> <p><b>Activity 2:</b> Students will be given the time to research music, food, games, etc that reflect positive aspects.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> Finish if not finished in classes.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://www.youtube.com/watch?v=RS5NHS9MoEs>

Activity 1 article: N/A

Homework: **Students will be asked today's lesson. What parallels do we see from last week's lesson?**

Visual Aid: <https://www.nilc.org/issues/immigration-enforcement/understanding-the-muslim-bans/>

Activity 1 article: <https://www.aclu-wa.org/pages/timeline-muslim-ban>

Homework: N/A

Links for Wednesday Material:

Visual Aid: <https://crosscut.com/opinion/2020/11/what-was-muslim-communities-endured-under-trump>

Article: <https://www.aljazeera.com/opinions/2017/3/7/how-muslim-ban-incites-vigilante-islamophobic-violence>



Homework: **Students will be asked to do one act of kindness.**

Links for Thursday Material:

Visual Aid: <https://www.youtube.com/watch?v=HMmSphO4W2M>

Article: <https://www.youtube.com/watch?v=YRZQiwxB8IE>

Homework: **Reflection: Does this look familiar? How does this make you feel?**

Links for Friday Material:

Visual Aid: N/A

Activity 1: **Students will be given the opportunity to record their own experiences.**

Activity 2: **Students will be given the time to research music, food, games, etc that reflect positive aspects.**

Homework: **Finish if not finished in classes.**

### **Immigration and the Asian Community (Week #13)**

<b>Monday: April 5</b>	<b>Tuesday: April 6</b>	<b>Wednesday: April 7</b>	<b>Thursday: April 8</b>	<b>Friday: April 9</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><b>Objectives:</b> 1. Students will be exposed to the immigrant Asian community. 2. When did immigration begin?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Notebook</li> </ul> <p><b>Visual Aid:</b> youtube/ article</p> <p><b>Activity 1:</b> Students will learn Asian American history.</p> <p><b>Activity 2:</b></p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> Students will be asked to research court cases, acts, policies that have affected the Asian American community.</p>	<p><b>Objectives:</b> 1. Communities impacted. 2. Students will be asked to analyze the Chinese exclusion Act.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• pencil</li> <li>• notebook</li> </ul> <p><b>Visual Aid:</b> Article/ Youtube Video</p> <p><b>Activity 1:</b> Share their researched facts.</p> <p><b>Activity 2:</b> Students annotate and discuss articles/take notes on video.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> N/A</p>	<p><b>Objectives:</b> 1. What triggered the Japanese's internment camps? 2. How does this connect to the US prison complex?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Notebook</li> <li>• Pencil</li> </ul> <p><b>Visual Aid:</b> Website/article</p> <p><b>Activity 1:</b> Teacher will present the Japanese internment camps.</p> <p><b>Activity 2:</b> Students will analyze the connection between the internment camps and the US prison complex.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> Predict: How did covid affect the Asian American community?</p>	<p><b>Objectives:</b> 1. Covid in the United States. 2. Covid and the Asian American history.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Notebook</li> <li>• Pencil</li> </ul> <p><b>Visual Aid:</b> Website/Youtube</p> <p><b>Activity 1:</b> What does Covid look like right now.</p> <p><b>Activity 2:</b> Hate crimes on the Asian American Community.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> How are you doing with covid? How can school support you?</p>	<p><b>Objectives:</b> 1. Reflection of week's content. 2. N/A</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Week 1/2/3 notes</li> <li>• Laptop</li> </ul> <p><b>Visual Aid:</b> Notes</p> <p><b>Activity 1:</b> Students will be given the chance to reflect on their own experience with covid.</p> <p><b>Activity 2:</b> Students will be asked to analyze the parallels between week 1/2/3.</p> <p><b>Review/Assessment:</b> Reflection Journal</p> <p><b>Homework:</b> N/A</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://www.migrationpolicy.org/article/immigrants-asia-united-states-2020>

Activity 1 article: <https://www.youtube.com/watch?v=zZxFLvNlyOY>

Homework: Students will be asked to research court cases, acts, policies that have affected the Asian American community.

Links for Tuesday Material:

Visual Aid: <https://blog.songtrust.com/how-the-lgbtq-community-has-influenced-the-music-industry>

Activity 1 article: <https://www.history.com/topics/immigration/chinese-exclusion-act-1882>

Homework: N/A

Links for Wednesday Material:

Visual Aid: <https://www.youtube.com/watch?v=cZTioTkHcBo>

Article 1: <https://scholars.org/contribution/lessons-incarceration-and-forced-labor-japanese-americans-during-world-war-ii>

Homework: Predict: How did covid affect the Asian American community?

Links for Thursday Material:

Visual Aid: <https://www.youtube.com/watch?v=ptMZfekZNT0>

Activity 1 and 2 articles: <https://www.cbsnews.com/news/asian-american-hate-crimes-up-150-percent-us/>

Homework: **How are you doing with covid? How can school support you?**

Links for Friday Material:

Visual Aid: N/A

Activity 1: **Students will be given the chance to reflect on their own experience with covid.**

Activity 2: **Students will be asked to analyse the parallels between week 1/2/3.**

Homework: N/A

### **Immigration and the African American experience (Week #14 )**

<b>Monday: April 26</b>	<b>Tuesday: April 27</b>	<b>Wednesday: April 28</b>	<b>Thursday: April 29</b>	<b>Friday: April 30</b>
Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)	Standards: State Standards (A-G)

<p><u>Objectives:</u> 1. Haitians in immigration centers. 2. Black Lives in Detention Centers.</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• laptop</li> <li>• article</li> </ul> <p><u>Visual Aid:</u> Website/ youtube</p> <p><u>Activity 1:</u> <u>Activity 2:</u> <u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Research BLM and detention centers.</p>	<p><u>Objectives:</u> 1. Understanding what it means to be Transgender 2. Black Transgender lives in the Detention Center</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• notes</li> <li>• laptop</li> </ul> <p><u>Visual Aid:</u> 2 articles</p> <p><u>Activity 1:</u> Share found research.</p> <p><u>Activity 2:</u> Write a letter to prisoners.</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Pick one individual and work on the letter.</p>	<p><u>Objectives:</u> 1. What is happening to pregnant women at the border? 2. N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Articles</li> <li>• notebook</li> </ul> <p><u>Visual Aid:</u> 2 articles</p> <p><u>Activity 1:</u> Reading/analyze article</p> <p><u>Activity 2:</u> What is sterilization?</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Reflection on today's lesson: How do you feel??</p>	<p><u>Objectives:</u> 1. Who has invested in the US prison? 2. What kind of work do immigrants do while in the detention centers?</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• notebook</li> <li>• pencil</li> </ul> <p><u>Visual Aid:</u> 2 articles</p> <p><u>Activity 1:</u> What are your pronouns?</p> <p><u>Activity 2:</u> Why respect each other's pronouns?</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Reflection: How does this connect to the US prison complex?</p>	<p><u>Objectives:</u> 1. Reflection on week's content. 2. N/A</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• notes</li> <li>• laptop</li> </ul> <p><u>Visual Aid:</u></p> <p><u>Activity 1:</u> Continue working on letters.</p> <p><u>Activity 2:</u> Reflection: How does this affect you and your community?</p> <p><u>Review/Assessment:</u> Reflection Journal</p> <p><u>Homework:</u> Only if not finished in class.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Visual Aid: <https://www.freedomforimmigrants.org/news/2020/10/22/we-breathe-the-same-air-black-immigrants-speak-out-against-abuses-in-jail-and-get-deported>

Activity 1 article: <https://www.aclu.org/news/criminal-law-reform/for-black-immigrants-police-and-ice-are-two-sides-of-the-same-coin/>

Homework: **Research BLM and detention centers.**

Links for Tuesday Material:

Visual Aid: <https://survivedandpunished.org/>

Activity 1 article: <https://transgenderlawcenter.org/archives/15885>

Homework: **Pick one individual and work on the letter.**

Links for Wednesday Material:

Visual Aid: <https://www.raicetexas.org/2021/03/04/pregnant-and-detained/>

Visual Aid part 2: <https://ccrjustice.org/home/blog/2020/09/18/allegations-forced-sterilization-ice-detention-evoke-long-legacy-eugenics>

Homework: **Reflection on today's lesson: How do you feel??**

Links for Thursday Material:

Visual Aid: <https://www.gq.com/story/private-profit-detention-centers>

Activity 1 and 2 articles: <https://theglobepost.com/2019/08/19/profit-migrant-detention/>  
 Homework: Reflection: How does this connect to the US prison complex?

Links for Friday Material:

Visual Aid: Week's notes

Activity 1: **Continue working on letters**

Activity 2: **Reflection: How does this affect you and your community?**

Homework: **Only if not finished in class.**

**Current Social Justice Movements (Week #15)**

<b>Monday: May 3</b>	<b>Tuesday: May 4</b>	<b>Wednesday: May 5</b>	<b>Thursday: May 6</b>	<b>Friday: May 7</b>
Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.

<p><b>Objectives:</b> 1. Current Social Justice Movements - Anti-Violence Project</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pen, highlighter, pencil, eraser</li> </ul> <p><b>Visual Aid:</b> Watch the “Courageous Conversations: Disclosure” by the AVP</p> <p><b>Activity 1:</b> Get a partner, read through the AVP website.</p> <p><b>Review/Assessment:</b> Exit ticket: Students will list different ways that they could get involved with this movement.</p> <p><b>Homework:</b> Finish watching the “Courageous Conversations: Disclosure” by the AVP</p>	<p><b>Objectives:</b> 1. Current Social Justice Movements - #BlackTransLivesMatter</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pen, highlighter, pencil, eraser</li> </ul> <p><b>Visual Aid:</b> Watch the “Black Trans Lives Matter” Ted talk by D-L Stewart.</p> <p><b>Activity 1:</b> Students will analyze intersectionality. How does this help explain the #BlackTransLifeMatter movement?</p> <p><b>Activity 2:</b> Students will create a diagram to help visualize all the different components of #BlackTransLivesMatter</p> <p><b>Review/Assessment:</b> Students will write a reflection on how this impacts them personally. (if not personally, someone in their community)</p> <p><b>Homework:</b> Write a reflection on intersectionality pertaining to the LGBTQ community and how it affects them in society? (250-300 words)</p>	<p><b>Objectives:</b> 1. Current Social Justice Movements - #AbolishICE</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pen, highlighter, pencil, eraser</li> </ul> <p><b>Visual Aid:</b> Read and watch “What’s driving the Movement to abolish ICE” by PBS.</p> <p><b>Activity 1:</b> Students will analyze why there has been a push to defend ICE.</p> <p><b>Activity 2:</b> Reimagine a world without ICE, what does that look like?</p> <p><b>Review/Assessment:</b> Students will share with class the one thing that shocked them the most regarding the #AbolishIce movement.</p> <p><b>Homework:</b> Critical Question: If we abolish ice, what else should be abolished with it?</p>	<p><b>Objectives:</b> 2. Group Project Check-In</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pen, highlighter, pencil, eraser</li> <li>Computer or wifi compatible device</li> </ul> <p><b>Visual Aid:</b> NONE</p> <p><b>Activity 1:</b> Group’s to review all that they have completed on their project. Check in with one of the teachers to ensure they are on track.</p> <p><b>Activity 2:</b> Wrap up class with a Kahoot on Review of the Semester.</p> <p><b>Review/Assessment:</b></p> <p><b>Homework:</b> NONE</p>	<p><b>Objectives:</b> 1. Introductions Abolitionist/Reformist - How do they differ?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>pen, highlighter, pencil, eraser</li> </ul> <p><b>Visual Aid:</b></p> <ul style="list-style-type: none"> <li>Powerpoint provided by Teacher</li> <li>Watch “From Reform to Abolition: The Future of the U.S. Prison System”</li> </ul> <p><b>Activity 1:</b> Read “PRISON REFORM/PRISON ABOLITION” by Chelsea Miller.</p> <p><b>Review/Assessment:</b> Exit Ticket: Answer the question: “Are you an abolitionist or a reformist?”</p> <p><b>Homework:</b> Read “Reform or abolition? Using popular mobilisations to dismantle the ‘prison-industrial complex’ by Julia Sudbury. Write a reflection on how this reading resonates with you. (400-500 words).</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

Activity 1: <https://avp.org/>

Visual Aid/Homework: <https://avp.org/courageous-conversations-disclosure/>

Links for Tuesday Material:

Visual Aid: [https://www.ted.com/talks/d\\_l\\_stewart\\_black\\_trans\\_lives\\_matter](https://www.ted.com/talks/d_l_stewart_black_trans_lives_matter)

Activity 1: <https://www.youtube.com/watch?v=bs67v5klQI4>

Links for Wednesday Material:

Visual Aid/Activity 1: <https://www.pbs.org/newshour/politics/whats-driving-the-movement-to-abolish-ice>

Activity 2: [https://www.youtube.com/watch?v=c-gT\\_ruE8Bg](https://www.youtube.com/watch?v=c-gT_ruE8Bg)

Links for Thursday Material:

Activity 2: <https://kahoot.com/>  
<https://create.kahoot.it/details/cbfe92cc-ada5-43a7-b703-cc24790e849a>

Links for Friday Material:

Visual Aid:

[https://www.ted.com/talks/emma\\_harrison\\_from\\_reform\\_to\\_abolition\\_the\\_future\\_of\\_the\\_u\\_s\\_prison\\_system/up-next](https://www.ted.com/talks/emma_harrison_from_reform_to_abolition_the_future_of_the_u_s_prison_system/up-next)

Activity 1:

[https://www.ted.com/talks/emma\\_harrison\\_from\\_reform\\_to\\_abolition\\_the\\_future\\_of\\_the\\_u\\_s\\_prison\\_system/up-next](https://www.ted.com/talks/emma_harrison_from_reform_to_abolition_the_future_of_the_u_s_prison_system/up-next)

Activity 2: <https://statesofincarceration.org/story/prison-reformprison-abolition#:~:text=%E2%80%9CReforming%20the%20prison%20entails%20changing,how%20the%20prison%20is%20administered.>

Homework: <https://www.crimeandjustice.org.uk/publications/cjm/article/reform-or-abolition-using-popular-mobilisations-dismantle-prison-industrial>

### Introduction to “Where Do We Go From Here?”: (Week #16)

<b>Monday: May 10</b>	<b>Tuesday: May 11</b>	<b>Wednesday: May 12</b>	<b>Thursday: May 13</b>	<b>Friday: May 14</b>
Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.

<p><b>Objectives:</b> 1. Field trip to the Harada House / Riverside Museum</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● pack a lunch</li> <li>● camera</li> <li>● notepad and pencil</li> </ul> <p><b>Visual Aid:</b> guided tours of a family home during the Japanese Internment period</p> <p><b>Activity 1:</b> take as many pictures as you can</p> <p><b>Activity 2:</b>take notes when you feel it necessary</p> <p><b>Activity 3:</b> Have fun!</p> <p><b>Homework:</b> Write a paragraph or two about how what you saw relates to topics discussed over this semester.</p>	<p><b>Objectives:</b> 1. Listen to guest speakers take on topics we have discussed this semester 2. Guest speaker -Mark Takano - <a href="https://takano.house.gov/united-stated-representative">https://takano.house.gov/united stated Representative</a></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● paper, pencil, ect.</li> </ul> <p><b>Visual Aid:</b> Anything Guest Speaker may bring</p> <p><b>Activity 1:</b> actively take notes</p> <p><b>Activity 2:</b> participate and ask questions</p> <p><b>Homework:</b> Write a two paragraph summary of what you have taken away from this experience.</p>	<p><b>Objectives:</b> 1. Listen to guest speakers take on topics we have discussed this semester 2. Guest Speaker -Jose Medina- <a href="https://a61.asmdc.org/Assembly-member">https://a61.asmdc.org/ Assembly member</a></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● computer</li> <li>● pen, paper, pen, highlighter</li> </ul> <p><b>Visual Aid:</b> Anything Guest Speaker may bring</p> <p><b>Activity 1:</b> take notes diligently</p> <p><b>Activity 2:</b> Actively participate and ask questions when appropriate</p> <p><b>Homework:</b> Write a two paragraph summary of what you have taken away from this experience.</p>	<p><b>Objectives:</b> 1. Introducing the unit: “where do we go from here?”</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● notes outline provided by teacher</li> <li>● pencil, pen, highlighter</li> </ul> <p><b>Visual Aid:</b> powerpoint slides with embedded videos and questions</p> <p><b>Activity 1:</b> Follow along in your notes as we discuss what this unit will include</p> <p><b>Activity 2:</b> after watching the videos provided, discuss them in your groups</p> <p><b>Review/Assessment:</b> exit ticket: address your favorite or least favorite aspects from the videos shown in class</p> <p><b>Homework:</b> Come to class with 3 questions, comments, thoughts, or concerns about your projects</p>	<p><b>Objectives:</b> 1. Introducing the unit: “where do we go from here?”</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>● notes outline provided by teacher</li> <li>● pencil, pen, highlighter</li> </ul> <p><b>Visual Aid:</b> powerpoint slides with embedded videos and questions</p> <p><b>Activity 1:</b> Continue to fill out your note outlines</p> <p><b>Activity 2:</b> after watching the videos provided, discuss them in your groups</p> <p><b>Review/Assessment:</b> exit ticket: address interesting aspects from the videos shown in class</p> <p><b>Homework:</b> Continue to communicate with your group and refine your project outline</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Links for Monday Material:**

Visual Aid: powerpoint explaining final project

<https://minds-in-bloom.com/72-creative-ways-for-students-to-show/>

Homework: <https://groupme.com/en-US/>

**Links for Thursday Material:**

Visual Aids : <https://www.youtube.com/watch?v=LJgy1jV9D6w>

<https://www.youtube.com/watch?v=YIw2MXjIi8A>

**Links for Friday Material:**

Visual Aid:

[https://www.youtube.com/results?search\\_query=what+can+kids+do+to+abolish+prisons](https://www.youtube.com/results?search_query=what+can+kids+do+to+abolish+prisons)



**“What is / has gone on in your community?”: (Week 17)**

<b>Monday: May 17</b>	<b>Tuesday: May 18</b>	<b>Wednesday: May 19</b>	<b>Thursday: May 20</b>	<b>Friday: May 21</b>
Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.

<p><b>Objectives:</b> 1. What has/ is happening in Riverside?  2. Internment camps</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper, writing utensils</li> <li>computer</li> </ul> <p><b>Visual Aid:</b> videos and articles about the Harada family in Riverside California</p> <p><b>Activity 1:</b> watch the provided video and explore the provided websites articles</p> <p><b>Review/Assessment:</b> show proof of notes taken during this class (any format)</p> <p><b>Homework:</b> NONE</p>	<p><b>Objectives:</b> 1. What has/ is happening in Riverside?  2. Policing in schools</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper, writing utensils</li> <li>computer</li> </ul> <p><b>Visual Aid:</b> article provided by teacher</p> <p><b>Activity 1:</b> Read along with the class and annotate the article</p> <p><b>Activity 2:</b> socratic seminar discussing our feelings and stance on police in our schools</p> <p><b>Review/Assessment:</b> show your annotations to the teacher before leaving class</p> <p><b>Homework:</b> NONE</p>	<p><b>Objectives:</b> 1. What has/ is happening in Riverside?  2. Discrimination</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper, writing utensils</li> <li>computer</li> </ul> <p><b>Activity 1:</b> Read the provided links and take notes</p> <p><b>Activity 2:</b> conduct your own research</p> <p><b>Review/Assessment:</b> show proof of notes taken during this class (any format)</p> <p><b>Homework:</b> NONE</p>	<p><b>Objectives:</b> 1. What has/ is happening in Riverside?  2. ICE and modern day internment camps</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper, writing utensils</li> <li>computer</li> </ul> <p><b>Visual Aid:</b> map of sanctuary cities</p> <p><b>Activity 1:</b> read two of the articles from the list provided and take notes in your group</p> <p><b>Activity 2:</b> select a representative from your group to discuss what you have learned/ discussed</p> <p><b>Review/Assessment:</b> show proof of notes taken during this class (any format)</p> <p><b>Homework:</b> NONE</p>	<p><b>Objectives:</b> 1. What has/ is happening in Riverside?  2. Police Brutality</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper, writing utensils</li> <li>computer</li> </ul> <p><b>Visual Aid:</b> articles and videos provided (videos do not have to be watched do to sensitive nature but are provided)</p> <p><b>Activity 1:</b> take 30 minutes to explore the links provided. Read, watch, reflect</p> <p><b>Activity 2:</b> participate in a class discussion</p> <p><b>Homework:</b> NONE</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Links for Monday Material:**

<https://www.riversideca.gov/museum/haradahouse/internment.asp>  
<https://www.youtube.com/watch?v=CSDoDoZxUaw>

**Links for Tuesday Material:**

<https://advancementproject.org/wecametolearn/>

**Links for Wednesday Material:**

<https://theievoice.com/a-look-at-the-history-and-status-of-segregation-in-inland-schools/>  
[https://docs.google.com/forms/d/e/1FAIpQLSe\\_j5D3MOLsYd-Qu6Sj4E5PMRRcJSWuPvVLDnQGrNIMeR8JeQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSe_j5D3MOLsYd-Qu6Sj4E5PMRRcJSWuPvVLDnQGrNIMeR8JeQ/viewform)

**Links for Thursday Material:**

[https://www.google.com/search?q=ice+raids+riverside+ca&rlz=1C5CHFA\\_enUS864US864&ei=ehBUYMWGMOexoPEPvamHsA8&oq=ice+raids+riverside+ca&gs\\_lcp=Cgdnd3Mtd2l6EAM6FAgAELADEIoDELcDENQDEOUCEIsDOhEIABCwAxCKAxC3AxDIAhCLAzoiCC4QxwEQrweQ](https://www.google.com/search?q=ice+raids+riverside+ca&rlz=1C5CHFA_enUS864US864&ei=ehBUYMWGMOexoPEPvamHsA8&oq=ice+raids+riverside+ca&gs_lcp=Cgdnd3Mtd2l6EAM6FAgAELADEIoDELcDENQDEOUCEIsDOhEIABCwAxCKAxC3AxDIAhCLAzoiCC4QxwEQrweQ)

[sAMQyAMQigMQtwMQ5QIQiwMQpgMQqAMQkwI6IwguEMcBEK8BELADEMgDEIoDELcDENQDEOUCEIsDEKYDEKgDOgYIABAHEB46CagAEAgQBxAeOgYIABANEb46CagAEAOQBRAeOggIABAIEAOQHjoECCEQCkoFCDgSATFQ3T9YnVNg21poAnACeACAAZQCiAGzB5IBBTUuMi4xmAEAOAEBqgEHZ3dzLXdpesgBCrgBAsABAQ&scient=gws-wiz&ved=0ahUKEwjFq9bDq7vvAhXnGDOIHb3UafYQ4dUDCAo&uact=5](https://www.cis.org/Map-Sanctuary-Cities-Counties-and-States)

<https://cis.org/Map-Sanctuary-Cities-Counties-and-States>

<https://spectrumnews1.com/ca/la-west/inside-the-issues/2020/04/27/immigration-lawyer--ice-detention-facilities-could-become-covid-19--death-camps->

**Links for Friday Material:**

<https://www.washingtonpost.com/outlook/2020/06/15/matthew-tucker-riverside-county/>

[https://www.google.com/search?q=jehlani+riverside&rlz=1C5CHFA\\_enUS864US864&oq=jehani+riverside&aqs=chrome..69i57j33i160.12189joj7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=jehlani+riverside&rlz=1C5CHFA_enUS864US864&oq=jehani+riverside&aqs=chrome..69i57j33i160.12189joj7&sourceid=chrome&ie=UTF-8)

**“What can YOU do?”, Projects Presentations: (Week 18)**

<b>Monday: May 24</b>	<b>Tuesday: May 25</b>	<b>Wednesday: May 26</b>	<b>Thursday: May 27</b>	<b>Friday: May 28</b>
Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.	Standards: State Standards (A-G) in combination with Common Core, and NGSS where applicable.

<p><b>Objectives:</b> 1. What can YOU do?</p> <p>2. How can we create awareness?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• computer</li> <li>• paper and writing utensils</li> </ul> <p><b>Visual Aid:</b> specific go fund me shown and explained /social medias</p> <p><b>Activity 1:</b> follow specific causes of your choice on twitter, facebook, ect.</p> <p><b>Activity 2:</b> work in your groups on the final project if time allows</p> <p><b>Review/Assessment:</b> exit ticket: show who you followed before you leave class</p> <p><b>Homework:</b> continue to work on your projects</p>	<p><b>Objectives:</b> 1. What do you want to do?</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• computer</li> <li>• paper and writing utensils</li> </ul> <p><b>Visual Aid:</b> projected list of various websites to find examples on</p> <p><b>Activity 1:</b> find a cause on go fund me, a petition, or any other website that you would like to share with class. Discuss how you feel we could help out as high school students</p> <p><b>Review/Assessment:</b> actively participate in the class discussion</p> <p><b>Homework:</b> Create a flip grid about what you have taken away from this course to be shown to next year's class</p>	<p><b>Objectives:</b> 1. Project Presentation</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• computer</li> <li>• paper and writing utensils</li> <li>• final project</li> </ul> <p><b>Visual Aid:</b> Group's presenting their work</p> <p><b>Activity 1:</b> present your projects to your classmates</p> <p><b>Activity 2:</b> grade your group members</p> <p><b>Review/Assessment:</b> students will receive their final grade for their projects</p> <p><b>Homework</b> NONE</p>	<p><b>Objectives:</b> 1. Project Presentation</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• computer</li> <li>• paper and writing utensils</li> <li>• final project</li> </ul> <p><b>Visual Aid:</b> Group's presenting their work</p> <p><b>Activity 1:</b> present your projects to your classmates</p> <p><b>Activity 2:</b> grade your group members</p> <p><b>Review/Assessment:</b> students will receive their final grade for their projects</p> <p><b>Homework</b> NONE</p>	<p><b>Objectives:</b> 1. Project Presentations</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• computer</li> <li>• paper and writing utensils</li> <li>• final project</li> </ul> <p><b>Visual Aid:</b> Group's presenting their work</p> <p><b>Activity 1:</b> present your projects to your classmates</p> <p><b>Activity 2:</b> grade your group members</p> <p><b>Review/Assessment:</b> students will receive their final grade for their projects</p> <p><b>Homework</b> NONE</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Links for Monday Material:

<https://www.gofundme.com/f/2boce9zwdc>

[https://www.youtube.com/results?search\\_query=what+can+kids+do+to+abolish+prisons](https://www.youtube.com/results?search_query=what+can+kids+do+to+abolish+prisons)

<https://level.medium.com/funneling-our-children-from-classrooms-to-cages-ends-now-1b22669c9dd7>

Links for Tuesday Material:

Activity #1:

[https://www.google.com/search?q=how+can+high+school+students+get+involved+in+their+communities&source=lmns&bih=721&biw=1280&rlz=1C5CHFA\\_enUS864US864&hl=en&sa=X&ved=2ahUKEwjRrvn2sbvvAhXB954KHayEDdkQ\\_AUoAHoECAEQAA](https://www.google.com/search?q=how+can+high+school+students+get+involved+in+their+communities&source=lmns&bih=721&biw=1280&rlz=1C5CHFA_enUS864US864&hl=en&sa=X&ved=2ahUKEwjRrvn2sbvvAhXB954KHayEDdkQ_AUoAHoECAEQAA)

“CAT-911 Riverside is underway in terms of developing a rapid response system in Riverside. Right now, they're doing surveys in local parks and other outside areas to help figure out where and how the system will be set up. They could use help with this.

If you'd be willing to help out or you know any students who might be interested, just email them at [riversidecat911@gmail.com](mailto:riversidecat911@gmail.com)” -via Keith Mikaye  
[https://docs.google.com/forms/d/e/1FAIpQLSe\\_j5D3MOLsYd-Qu6Sj4E5PMRRcJSWuPvVLDnQGrNIMeR8JeQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSe_j5D3MOLsYd-Qu6Sj4E5PMRRcJSWuPvVLDnQGrNIMeR8JeQ/viewform)

Homework: <https://flipgrid.com/63213378>