

From: Karen Fishel

To:

Subject: Public Input Template-2020 Ethnic Studies Model Curriculum May 2019 Draft

Public Input Template-2020 Ethnic Studies Model Curriculum

May 2019 Draft

(Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to ethnicstudies@cde.ca.gov. You may contact Kenneth McDonald, Education Programs Consultant, at kmcdonal@cde.ca.gov with any questions regarding this template or the public input process.

Chapter of Model Curriculum

Your Name and Affiliation

Karen Fishel, retired preschool teacher and fundraiser, resident of LA

Comment (include page and line numbers where applicable)

[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document. [Include the page and line number(s) here—Write your comment here]

page 2, pages 234, 237, 242, 256, and 264-269

The proposed curriculum needs to be re-evaluated considering the following proposals:

~Include lessons about the Jewish escape from persecution in Europe, the pogroms, Jewish lives as immigrants in the United States, the rise of fascism in Europe, the hatred of Hitler who masterminded the genocide of six million Jews who had no place to go, the legal granting of statehood to Israel in 1948, the oppression of Jews in Arab countries after the establishment of Israel and their ultimate escape to Israel, discrimination in the Soviet Union which led to a mass exodus to Israel, the rescue of Ethiopia Jews who faced discrimination because of their Jewish religion, the many efforts Israel has made for peace with her Arab neighbors.

~The value of the inclusion of all minorities is important when teaching this curriculum.

~There appears to be an advocacy for the BDS Movement which is controversial and promotes hate and division rather than an advocacy of renouncing terrorism and living in peace.

~I note a false equivalence in regard to Israel's efforts to protect herself from terrorism with US policies on the border with Mexico. These are two entirely different issues and should be taught as such in regard to the issue.

~The History of both the Jewish people in what was called Palestine since the days of the Roman Empire and the history of the indigenous people of that region should be taught, incorporating the rule of many empires through history in that area making it clear that "Israel-Palestine" (P 237) is not one Arab country.

~Offer alternative narratives of the 1948 war (P. 242) with a goal towards balance and truthfulness. Indeed, there are alternate narratives but a sound curriculum would search for truth and avoid propaganda.

~Avoid harsh criticism of either side and offer truthful assessments of the leadership of the region and the lives of the people (P. 256, 264–269). For example, in Israel the highest performing group educationally are Christian Arabs.

~Educate the students about the governments and civil liberties in all of the countries in the Middle East.

~Include the history of Antisemitism and the current disturbing rise of Antisemitism in the United States and Europe.

~Include the achievements of Arab minorities in Israel.

~Demonstrate a commitment to your stated goal: "Enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate and racism". Sadly your objectives are not achieved in what appears to be a curriculum of discrimination against Israel and the Jewish people.