

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto:kmcdonal@cde.ca.gov) with any questions regarding this template or the public input process.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Glossery	Ellen Eichenberger	Page 2, lines 30-37. This explanation of BDS offers no perspective on Palestinian leaders goal to end Israel's existence. The description fails to note how BDS interferes with any genuine peace efforts. BDS is inherently anti-Jewish and California education should not endorse this effort.
Chapter 2: Sample Course Models	Ellen Eichenberger	Page 234, lines 4956, 4957, 4958: These lines exemplify how the lesson plans are entirely one-sided. They support only Palestinian claims with presenting Israel's existential issues. There is no mention of Palestinian terrorists who infiltrate Israel and kill innocent citizens. There is no mention of the terrorist group Hamas that controls Palestinian territories. This is wildly biased. There are no lessons explaining concerns of the minority group...Jews who are a tiny fraction of the population in the area.
Chapter 2 Sample Course Models	Ellen Eichenberger	Page 237, line 5030: How is it that the sovereign nation of Israel is named here as a hyphenate: Israel-Palestine? This is at best inaccurate and at worst, an attempt to mislead California students for a pro-Palestine agenda.

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Chapter 2 Sample Course Models	Ellen Eichenberger	Page 242, lines 5158, 5159, 5160, 5161: These lines present a one-sided description of the 1948 Israel War of Independence. There is nothing about the Jews massacred by Arabs, the simultaneous attack by several Arab countries. While some Palestinians were expelled from the new state, others were asked to remain but followed the Arab attackers who urged them to leave. Why is this “history” so skewed in this lesson?
General	Ellen Eichenberger	The proposed curriculum does not include any lessons about the Jewish community in California or the U.S. It doesn’t go into the rise of antisemitism and general lack of knowledge by many Americans about Jewish history in the U.S. or in Israel, the discrimination against Jews particularly in the 20 <sup>th</sup> century or the contributions of Jewish Americans to medicine, the arts or society. Jews are also an ethnicity in this country. Why are American Jews not a part of this curriculum?

California Department of Education, June 2019