

From: Danette Soelberg

Sent: Thursday, October 1, 2020 1:34 AM

To: Ethnic Studies

Subject: [EXTERNAL] Comment on Revised draft of Ethnic Studies Model Curriculum

I am very concerned about this new curriculum. I don't believe the public knows about it in order to understand it and be able to comment on it. I only learned about it because a concerned teacher had brought it to my attention because our school district is pushing it. Yes, it's important for students to understand each other and to address wrongful inequalities. We need to do it in such a way that doesn't cause further division and anger toward each other and we can't destroy our freedoms by pushing socialism.

In looking over this curriculum, I have noticed some things that are very alarming to me:

- 1) Curricular materials: Many of the materials are published by activists.
- 2) Seems to promote socialism and attack Capitalism.
- 3) Unbalanced and biased against whites. Where are the stories of the myriad's of white people sacrificing to help minorities? It seems this is bent on stirring up to anger when there are a lot of people that deserve gratitude as well. There should be balance and not just focus on the bad.
- 4) This seems to focus on the bad of America and not on the immense good of America. Again, where is the balance? It is wrong to focus on the bad (which much has been corrected through much sacrifice) and not on the good. It is wrong to take for granted the sacrifices that were made for our freedoms. This curriculum seems bent on not only leaving the good out but emphasizing the bad.

Some of the statements I saw that were troubling:

pg. 29 of Chapter 3: Instructional Guidance for K-12 Education: key values and principles of ethnic studies

6. *connect ourselves to past and contemporary resistance movements that struggle for social justice on the **global and local levels to ensure a truer democracy; (What does it mean, "truer democracy?" We are a republic.)***
7. *conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing. -(I would like to know what they mean by this. The feeling I get because of the other materials is a push for socialism.)*

This curriculum seems to be promoting student activism and providing them with models of:

- Black Lives Matter - Marxist leaders
- Black Panther - socialist/marxist. "Abolition of capitalism is a precondition of social justice." "In fact, in 1969 FBI director [J. Edgar Hoover](#) considered the Black Panther Party the greatest threat to national security." ([Britannica.com](#)). Violent, police killer
- Malcom X - preaching violence

Pg. 92 Unit: 3 The Ways of White Folks written by Hughes who was a passionate socialist.

TOPIC 2 - 4 I's of Oppression (Ideological, Internalized, Interpersonal, and Institutionalized Oppression)

- [illegible]

sample: **Interpersonal racism is what white people do to people of color up close**—the racist jokes, the stereotypes, the beatings and harassment, the threats, the whole range of personal acts of discrimination. Wow, really? All white people do that and no other race does? This is their definition of interpersonal racism?

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- *A Gulf that Unites Us: A case study about rebuilding after Hurricane Katrina and the solidarity movements between Black and Vietnamese communities*
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It's very telling what they choose to omit. I know that the church I belong to supplied over 42,000 man days helping there:

Some of the materials:

An Indigenous People's History of the United States by Roxanne Dunbar-Ortiz - father was a socialist and labor activist and she was a feminist activist ... inspired her to lifelong social justice activism - wikipedia

A People's History of the United States by Howard Zinn Zinn described himself as "something of an [anarchist](#), something of a [socialist](#). Maybe a [democratic socialist](#). . . FBI first opened a domestic security investigation on Zinn (FBI File # 100-360217), based on Zinn's activities in what the agency considered to be communist [front groups](#), such as the [American Labor Party](#),^[7] - wikipedia

Pedagogy of the Oppressed based on Paulo Freire - member of Worker's Party. Paulo Freire contributed a philosophy of education which blended classical approaches stemming from Plato, modern Marxist, post-Marxist, and anticolonialist thinkers. Freire considered the contemporaneous Chinese Cultural Revolution an exemplar of his notion of cultural action and praised Mao Tse-Tung's innovations to Marxist theory and praxis - wikipedia

A voice of warning that we should heed:

Conversation between US Secretary of Agriculture (under President Eisenhower) Ezra Taft Benson and Nikita Khrushchev from Russia:

"As we talked face-to-face, he [Khrushchev] indicated that my grandchildren would live under communism. After assuring him that I expected to do all in my power to assure that his and all other grandchildren will live under freedom, he arrogantly declared in substance: "You Americans are so gullible. No, you won't accept communism outright, but we'll keep feeding you small doses of socialism until you'll finally wake up and find you already have communism. We'll so weaken your economy until you'll fall like overripe fruit into our hands."

In fact, a month before Benson's meeting with Khrushchev, U.S. Vice-President Richard M. Nixon had reported publicly on his own recent encounter: "Mr. Khrushchev predicted that our grandchildren in the U.S. would live under Communism, and he reiterated this to me in our talks."

The next year at the Republican National Convention, Nixon added: "When Mr. Khrushchev says that our grandchildren will live under communism, let us say his grandchildren will live in freedom." (3) -From: <http://lds-church-history.blogspot.com/2015/02/ezra-taft-benson-tue-jan-6-1959.html>