

## 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)
General	<i>Linda L. Shaw MD Representing myself Aptos, CA</i>	<p><b>Page 2. The entire paragraph of the Glossary/bibliography regarding BDS. BDS is an organization whose major contributors are known to be associated with US-declared terrorist organizations. BDS’s charter call for the elimination of Israel as a sovereign state. It incorrectly states that the Palestinians are under “occupation”—Gaza has been under the control of Hamas (a terrorist organization) for a number of year; the West Bank is under the governance of the Palestinian authority whose schools are know to teach children to “kill Jews” and which has rejected five different peace plans over the past 50 years. BDS is NOT an organization whose mission should be taught to schoolchildren since it advocates the destruction of Israel in its charter. BDS is an organization that promotes hatred and promotes discrimination; it should be eliminated from the curriculum entirely.</b></p> <p><b>Pages 234, 237, 242, 256, 264-269</b>  <b>Page 234 &amp; 237 of the Course Modules discuss the Arab immigration to the US following Israel’s war of Independence. (which is incorrectly called the “Palestinian war”). It does not mention that the Arab population was encouraged to leave by their leaders, despite the fact that the leaders of</b></p>

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		<b>the new State of Israel were trying to achieve a peaceful transition for the population. There is also NO mention that the State of Israel was established on the heels of the Holocaust that took the lives of 6 million Jews, plus many other groups and that most of the world refused to allow Jews to immigrate. There needs to be a discussion also of the Russian programs that drove much of early Zionism. Jews are NATIVE to the land of Israel and have been so for thousands of years prior to the modern State of Israel's establishment. Jews are an ethnic group (not only a religion) who have the same rights as any other group to self-determination.</b>
General	Linda L Shaw MD Representing myself	The JEWISH story also needs to be told: The many instances of anti-Jewish discrimination, Russian Pogroms; the Holocaust, the anti-Jewish activity of the modern Arab state which drove Jewish immigration to Israel. The Jews also came to the US in poverty and experience major discrimination well into the 20th century. This history needs to be included in the curriculum.