

From: Roxette Hubbart
Sent: Thursday, September 3, 2020 10:54 PM
To: Ethnic Studies <EthnicStudies@cde.ca.gov>
Subject: [EXTERNAL] ESMC Second Field Review Comment

To Whom It May Concern,

I strongly disagree with the proposed changes to the ESMC included in the screenshots attached to this email. These additions are, to say the least, extremely inappropriate and biased. It is not the Department of Education's job or responsibility to teach my children or anyone else's children about BLM or "police brutality" in our public schools. If anything, children should be taught to respect authority (in general) and about laws themselves, not about retaliating against authority.

I could understand a non biased critique of specific laws and a class project including a healthy debate about said laws. Teaching students the correct history of the political parties would be appropriate, but mandating the curriculum to include BLM and "police brutality" is much too far. And to make it a graduation requirement is just ridiculous.

My 3 children are in elementary school currently, and one who is not yet of school age, but

Lesson Purpose and Overview:

Students will be exposed to contemporary discussions around policing in the U.S., specifically police brutality cases where unarmed African Americans have been killed. They will conduct research on various incidents, deciphering between reputable and scholarly sources versus those with particular political bents. Students will also begin to think about how they would respond if an incident took place in their community. Students will have the opportunity, via the social change projects, to describe what tools and/or tactics of resistance they would use. With regards to skills, students will learn how to develop their own informational videos, conduct research, and work collaboratively.

Key Terms and Concepts: racial profiling, oppression, police brutality, social movements, resistance

Lesson Objectives (Students will be able to...):

1. Develop an understanding and analyze the effectiveness of #BlackLivesMatter and the broader Movement for Black Lives (M4BL), specifically delving into the movement's structure, key organizations, and tactics/actions used to respond to incidents of police brutality.
2. Identify how African Americans have been disproportionately impacted by racial profiling and police brutality in the U.S.

Essential Questions:

1. Why, how, and when did #blacklivesmatter and the Movement for Black Lives emerge?
2. What can be done to help those impacted by police brutality and racial profiling?

Lesson Steps/Activities:

1. Begin the lesson by discussing a recent incident in your community where an African American has been subjected to racial profiling or police brutality. If you are unable to find a specific incident that took place in your community, highlight a national incident.
2. Link this incident to the broader Movement for Black Lives. Be sure to provide some context on the movement, including its history, organizations associated with the movement, key activists and leaders, the Movement for Black Lives policy platform, tactics, and key incidents the movement has responded to.
3. After completing the reading and discussion, provide an overview of the Movement for Black Lives for students, detailing key shootings, defining and framing terms (i.e. riot vs. rebellion, antiblackness, state sanctioned violence, etc.), highlighting the

state sanctioned violence, etc.), highlighting the narratives of Black women and LGBTQIA identifying people that have been impacted by police brutality, and providing various examples of the tactics of resistance used by activists and organizers within the movement.

4. In groups of four, assign students a specific police brutality incident that has been a focal point within the Movement for Black Lives. Each group is responsible for researching the following:
 - a. Describe the incident. What are the details surrounding their death?
 - b. What are the arguments? Present all sides.
 - c. Are any laws, policies, or ordinances cited as a justification of their death (e.g., stand your ground, stop and frisk, noise ordinance, police officers bill of rights, etc.)? If so, which?
 - d. What was the community's response? Were there any protests or direct actions? If so, what types of tactics did activists employ?
 - e. What organizations are working to address community concerns raised by this incident?
 - f. What social changes, political changes, or policy changes occurred in the aftermath of this incident?
 - g. What can you do to help support those impacted by police brutality?
5. Students are encouraged to identify sources online (including looking at social media posts or hashtags that feature the name of the person they are studying), examine scholarly books and articles, and even contact non-profits or grassroots organizations that may be organizing around the case that they were assigned. Stress the importance of students being able to identify credible first-person sources.
6. As a second component of this lesson, each student (individually) is tasked with responding to the last question required for their project, "what can you do to help support those impacted by police brutality?" In response, students must come up with an idea/plan of how they would help advocate for change in their communities if an issue around police brutality were to arise. Please note that this exercise is to explore the possible actions of advocacy for social justice and social change. Students should not be encouraged place themselves or others in a situation that could lead to physical conflict.
7. Students should be provided an additional week to produce their individual "social change" projects, whether it be drawing a protest poster or drafting a plan to organize a direct action.

Assessment, Application, Action, and Reflection:

- Students will research incidents of police brutality and respond to key questions.
- Students will complete an action-oriented “social assignment” where they are expected to consider how they would respond if an incident of police brutality occurred in their community.

Materials and Resources:

- Teaching Tolerance’s “Bringing Black Lives Matter into the Classroom Part II”:
<https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-into-the-classroom-part-ii>

I can assure you that these additions and any future similar additions would be a primary reason for myself and MANY others to leave the public school system for private school or homeschooling.

I do not agree with the additions to include this to our states ESMC!

Respectfully,
Roxette Herrera