

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	Comment (include page and line numbers where applicable)
General Curriculum is obsessed with Middle East conflict	Margaret Kallman	Despite curriculum's preoccupation with the Middle East, it omits to mention centuries of 2nd-class subjection, persecutions and expulsions of Jews who were native for millennia in Egypt, Iraq, Syria, Yemen, the Maghreb (North Africa).
Glossary, page 2, Lines 30 - 40	Margaret Kallman	<p>The description of BDS is, by the Glossary's description, an Ideology, i.e. "a set of beliefs of a particular school of thought," a Political Ideology. It is not Fact, but assumed, believed. It declares a Political Opinion as Absolute Truth, discouraging Critical Thinking.</p> <p>It discourages Cultural Understanding of how Israelis have struggled for 71 years to establish a just and equal society. It disempowers Israeli immigrant students, dehumanizing their country of Origin, depriving them of human qualities.</p> <p>It encourages negative attitudes towards all Jews which attitudes have inspired centuries of hate crimes and persecution of an Ethnic Minority by majority populations.</p> <p>It fails to promote a "humanistic and loving approach to Ethnic Studies" as mandated by General Principles of the Ethnic Studies Model Curriculum Guidelines.</p>

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General	Margaret Kallman	Six Million Jews were killed by genocide by white supremacists from 1938 – 1945. One would think this would merit your intense attention in a humanistic and loving approach to teaching Ethnic Studies. Giant Omissions: Glossary lacks “Antisemitism” and “Holocaust” – that is truly bizarre. Also lacking: rigorous analysis of the History of Jew-Hatred and its extraordinary consequences in your parents’ lifetimes.
Ch 2, Sample Lesson Plan Line 4957	Margaret Kallman	ANTI-Critical Thinking – no thinking at all – just BELIEVE and DO as instructed.
Ch 2 Sample Lesson, Line 4958	Margaret Kallman	Encourages False Analogy – Transparent Political Ideology - dehumanizes Israelis, and, soon all Jews, and anyone else who thinks Israelis should determine what they need to do to protect themselves against missiles and suicide bombers.
ch. 2 Sample Lesson, Lines 5157 - 5161	Margaret Kallman	Omits fact that wealthy Arabs left voluntarily early, anticipating war, and encouraged poorer Arabs to do the same. Ambiguous cause of dispersal.

California Department of Education, June 2019