

James Denman Middle School
UNIT 3 and Ls of Colonialism

Intro to Colonialism

Think:	<p>BBB:</p> <ul style="list-style-type: none"> • What is colonialism and how colonialism impacted land and people.
Feel:	<p>BBB:</p> <ul style="list-style-type: none"> • Empathy toward indigenous Filipinos and anger toward the Spanish.
Do:	<p>BBB:</p> <ul style="list-style-type: none"> • Challenge settler-colonial mentality, build solidarity with Indigenous peoples
Unit Enduring Understandings:	<ul style="list-style-type: none"> • Understand the generational effects of colonialism. • Make ties between Spanish and American colonialism. • Connect to Indigenous resistance movements related to the governance of their land and bodies.
LESSON Guiding Questions:	<p>BBB:</p> <ul style="list-style-type: none"> • What is colonialism? • Why did colonialism happen? • How did/does colonialism impact people and land?
LESSON Essential Skills:	<p>BBB</p> <ul style="list-style-type: none"> • Critical thinking, reflective thought • Active listening
<u>Cultural Wealth:</u>	<ul style="list-style-type: none"> • Cultural capital • Navigational capital • Resistant capital
<u>PEPagogies:</u>	<ul style="list-style-type: none"> • Social justice pedagogy • Counterstorytelling pedagogy • Dialogical pedagogy • Decolonizing pedagogy
<u>Ethnic Studies Principles</u>	<ul style="list-style-type: none"> • Celebrate and honor Native peoples of the land and communities of color by providing a space to share their

Alignment:	<p>stories of struggle and resistance, along with their cultural wealth.</p> <ul style="list-style-type: none"> • Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
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MATERIALS:

Slides Colonialism Narratives Worksheet 3-2-1	
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Modifications, Accommodations, Resources for Multilingual Students :

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MAIN CONCEPTS:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Colonialism	The practice of domination through the conquest of one people by another. In the U.S. colonialism has involved foreign people (Europeans) moving to and permanently settling in a new territory (the Americas), and removing the territory’s Indigenous peoples in order to form a new settler nation-state: the United States. This is why we use the term settler colonialism to describe the U.S. (Asian American Racial Justice toolkit)	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Description:

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time.

We encourage Ethnic Studies lessons start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	Land & Ancestor Acknowledgement (Ate Saira)	9:45-9:50
Step 2	Colonialism examples (Kuya JR) Ask the students the two questions. Do you have a definition of colonialism? What examples do you have of colonization that you’ve seen? Engaged in a small dialogue to see where they’re at to see what their baseline knowledge is.	9:50-10:05

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:

Description:

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide/ Step 1	Intro to Unit (Kuya JR) Defining Colonialism The practice of domination through the conquest of one people by another. In the U.S. colonialism has involved	10:05-10:10

	<p>foreign people (Europeans) moving to and permanently settling in a new territory (the Americas), and removing the territory's Indigenous peoples in order to form a new settler nation-state: the United States. This is why we use the term settler colonialism to describe the U.S.</p>	
<p>Slide/ Step 2</p>	<p>Ate Saira will present a metaphor for Colonialism: an infection</p> <ul style="list-style-type: none"> ● How can we visualize / conceptualize colonialism! ● EEK! A spider has invaded the space! This spider decides to bite its host, Peter Parker. ● When the spider bites the host, venom enters the body. ● When this first happens, the body may start to defend itself by using its natural defense responses, and the bite begins to make the body change. Peter starts to feel unwell: sweating, tiredness, dizziness, spidey-like reflexes... ● Over time, the body fundamentally changes in response to the bite. Everything about Peter changes. ● Identify in the example: <ul style="list-style-type: none"> ○ Colonizer ○ Native ○ Colonization ○ Colonialism ● Things to consider: <ul style="list-style-type: none"> ○ People often think colonization is a “good thing” because it allowed places to become more industrialized, connect cultures, etc etc. Similar to how SpiderMan gained a lot of powers when he got bitten ○ But these people didn't ask to be colonized, and SpiderMan didn't ask for his powers. 	<p>10:10-10:20</p>
<p>Slide/ Step 3</p>	<p>Narratives (Ate Dana)</p> <p>Now that we know what colonialism is, it's important to talk about</p> <p>What is a narrative?</p> <ul style="list-style-type: none"> ● Narrative is a story. (Latin <i>narrare</i> = “to tell”) <p>Different people/groups can tell different <i>narratives</i> even when they're talking about the same events.</p> <p>Colonialism has different narratives, too, depending on who's</p>	<p>10:20-10:30</p>

	<p>telling the story.</p> <ul style="list-style-type: none"> ● <u>Example:</u> Here are two different narratives you might have heard about Christopher Columbus. ● <u>Ask:</u> Who do you think is telling each kind of narrative? ● <u>Ask:</u> Why do you think it's more common to hear the first narrative about Columbus instead of the second? <p>We also have our own personal narratives -- the stories of our lives, our families, our communities, and how these big systems like colonialism affect us.</p> <p>In PEP, we try to uplift the narratives of the people who are most hurt by things like colonialism, racism, sexism, homophobia, et cetera. Which brings us to... (transition to the 7 L's)</p>	
<p>Slide/ Step 4</p>	<p>The 7 L's of Colonialism (Ate Sophia)</p> <ul style="list-style-type: none"> ● Land ● Language ● Life ● Legacy ● Liberty ● Labor ● Love 	<p>10:30-10:35</p>
<p>Slide/ Step 5</p>	<p>Indigenous Resistance & Decolonization (Ate Sophia)</p> <ul style="list-style-type: none"> ● Definition/broad overview of what decolonization is 	<p>10:35-10:45</p>

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):

Description:

How will the students learn and apply the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

Make sure to include links to handouts and worksheets.

STEP	DESCRIPTION	TIME
Step 1	<p>Students will fill out a 3-2-1 at the end of class via Google forms. (Ate Sophia)</p> <p>3 things you learned 2 questions/wonderings you have 1 whoa / thing that surprised you</p>	
Step 2	<p>Assignment: Students will read narratives from their PEP teachers about how colonialism has impacted them/their families. They will complete a reflective worksheet.</p>	

C4: Conclusive Dialogue/Critical Circular Exchange

<p>Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>The purpose of this unit is to critically analyze the impacts of colonialism in the Philippines and other areas. By providing context on the definition of colonization and colonialism, we can scaffold onto this idea moving forward. We also provided an introduction to the 7 L's for our students.</p>
<p>Assessment: How will the students be assessed?</p>	<p>We will see what they took away from our lesson today based on their responses to our personal narratives. They should be able to read our personal stories and relate it back to the concept of Colonialism and themselves when doing their responses.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>Using the 3-2-1 activity as a way to gauge students' understanding, we can provide more information in our future lesson plans if needed. Teachers will also be able to answer any questions that students have.</p>

Resources and Notes

● Resources

prior to colonization and imperialism, the cultures of the Philippines place high value on:

Life: **KAPWA**-indigeneity was valued and the multitude of indigenous cultures, identities, and spiritualities were accepted as distinct; barangays cared for each other and their land...

Land: **SUBSISTENCE**-sustenance to the land

Labor: **SURVIVAL**-was connected to necessity and cultural practices; the focus was tilling the land and producing what was needed for people to live.

Language: **INDIGENOUS LANGUAGES & HER/HISTORIES**-there were 300 known LANGUAGES, not dialects in the arkipelago in the Philippines

Love: **KAGANDAHANG-LOOB & PAKIKIRAMDAM**-was not defined by skin color or phenotype; love was connected to empathy and Kapwa

Liberty: **KALAYAAN & KATARUNGAN**-freedom was a birthright, egalitarian

Legacy: **UTANG NA LOOB**- ancestors and elders were teachers; family and community actualization was the purpose.

's of *pre-colonial*

a system in which one nation exercises military, economic, and political power to control another country's:

Life: attempting to destroy and erase indigenous and Indigenous culture, identity, and spirituality

Land: by establishing colonies and political rule

Labor: through slavery and exploitation

Language: to control communication, education, and literacy

Love: by changing who we love, how we love, and why we love

Liberty: by taking away freedom and violating human rights

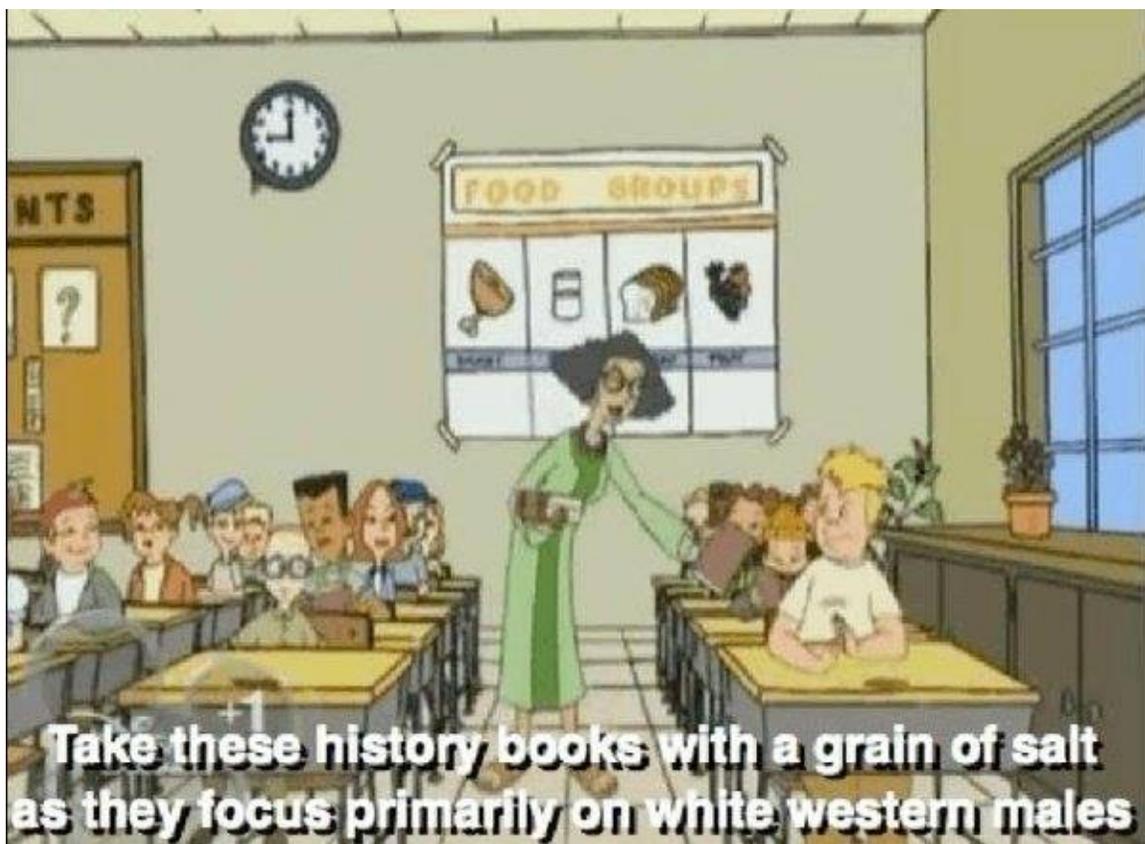
Legacy: through the destruction of herstories, histories, theirstories, and ourstories

's of *colonialism*

Filipinas/xes/os both in the Philippines and in the United States **RESISTED** colonial hegemony.

the
Life: RECLAIMING ANCESTRAL CULTURES; CREATE COMMUNITY
and: HONOR AND RESPECT INDIGENOUS LANDS, WATER, & RIGHTS
abor: ALL LABOR IS VALUED; PURPOSE TO UPLIFT COMMUNITY AND WORK TOWARD SOCIAL JUSTICE
anguage: LANGUAGES OF THE PHILIPPINES IS PRESERVED; LANGUAGE TO DECONSTRUCT WHITE SUPREMACY & OTHER OPPRESSIVE SYSTEMS
ove: SELF-LOVE & HUMANIZATION; FREEDOM TO LOVE
iberty: SOCIAL JUSTICE; HUMAN RIGHTS; LIBERATION/FREEDOM
egacy: FIGHTING FOR FREEDOM & LIBERATION; ETHNIC STUDIES IS A RIGHT!

's of *decolonization*



NETWORK ASSIGNMENT
CRIMS LAND
PLYMOUTH
: 1-15

THE MAY

**And so the noble Native Americans
shared their bountiful food supplies
with the undeserving European salvages**

- Notes
- Worksheets

Include Hard or Digital Copies of Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

Lesson Plan Contributors: