SEATTLE PUBLIC SCHOOLS
ANCIENT WORLD HISTORY ETHNIC STUDIES FRAMEWORK (25.03.19)

<table>
<thead>
<tr>
<th>THEMES</th>
<th>Identity</th>
<th>Power and Oppression</th>
<th>History of Resistance and Liberation</th>
<th>Reflection and Action</th>
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<tbody>
<tr>
<td>Definition of theme:</td>
<td>Identity, as defined by ethnic studies, is the ways in which we view ourselves as a member of a community with distinct cultures and mores. Identity and culture are the result of human dependence on and interaction with the environment and natural resources. Origin stories and veneration of ancestors shape the identities of ancient people.</td>
<td>Power and oppression, as defined by ethnic studies, is the ways in which individuals and groups manipulate natural resources in order to amass wealth, and thus influence, which accords them the perceived right to define social stratification and act to uphold the implications therein.</td>
<td>The history of resistance and liberation, as defined by ethnic studies, is the process of defining what it means to be “human” and what inalienable rights are part of being human. It is the struggle of oppressed groups, including women, unlanded individuals, and slaves. This theme challenges the narrative that progress towards greater equity is “natural” or inevitable.</td>
<td>Student action, as defined by ethnic studies, is fostering a sense of advocacy, empowerment, and action in the students that creates internal motivation to be a changemaker. Students will believe they can change their current experiences and the experiences of people in their community.</td>
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<td>Learning Targets:</td>
<td>- Students will be able to define culture</td>
<td>- Students can critique power dynamics in history as well as their own lives and society</td>
<td>- Students will recognize factors and conditions that motivated people to resist power and oppression.</td>
<td>- Students understand that the engaging in social justice requires humbleness, willingness to constantly listen and learn, and taking into account their own positionality.</td>
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<td>- Students will understand the concept and evolutionary origin of metacognition</td>
<td>- Students can identify social systems that structure and perpetuate power, privilege, and oppression.</td>
<td>- Students will analyze how individuals and groups have organized to resist oppression.</td>
<td>- Students are able to self-reflect with regard to their own biases, relationship to power, and responsibility</td>
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<td>- Students are able to identify the ways people value the environment and the ways the environment and cultural geography shape what people value</td>
<td>- Students can compare and contrast individual and group power dynamics.</td>
<td>- Students will understand the role race and gender play in resistance and liberation movements.</td>
<td>- Students are able to self-reflect with regard to their own biases, relationship to power, and responsibility</td>
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<td>- Students can identify how identities intersect to create power, privilege, and oppression.</td>
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<td>- Students are able to self-reflect with regard to their own biases, relationship to power, and responsibility</td>
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Essential Questions:
- Who are you?
- Who constructs race?
- What role do the natural environment and cultural geography play in the development of humans?

Sub Questions:
- How do we know we’re human?
- How does community and collective learning play a role in culture and identity?
- How did ancient climate change lead to the Cognitive Revolution?
- How did the end of the last ice age impact human development?

Key academic language:
- Culture
- Collective Learning
- Community
- Cognitive Revolution
- Neocortex
- Technology
- Adaptability
- Race

Existing Applicable Units:
- Evolution/Early Hominins
- Ancient climate change impacting brain development/neocortex
- Contrast ancient social hierarchies
- Origins of humankind in Africa
- Ancient Mesopotamia
- Law and Order compare and

Essential Questions:
- How have power dynamics changed throughout history?

Sub Questions:
- Who has power? What are different forms of power in this situation?
- How are systems of knowledge – science and technology – influencing power and oppression?

Key academic language:
- Resources
- Consumption
- Population
- Sustainable
- Power
- Oppression
- Hierarchy
- Systems
- Spiritual Technology
- Racism

Existing Applicable Units:
- Agricultural Revolution
- Creation of a class system
- How agriculture, population increases and consumption has led to modern climate change and environmental racism
- Anticolonial movements

Essential Questions:
- How have past and present movements challenged systems of oppression?

Sub Questions:
- What means have individuals and groups used to challenge systems of oppression?

Key academic language:
- Human Rights
- Empowerment
- Activism
- Protest
- Leadership
- Movements

Existing Applicable Units:
- Human Rights
- Empowerment
- Activism
- Protest
- Leadership
- Agency
- Advocacy
- Action
- Movements

Existing Applicable Units:
- How we in “The West” contribute to overconsumption in ways that creates environmental injustice/racism
- What individuals can do to decrease consumption
- Civic/collective responsibilities
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<td>Modern Racial Hierarchies</td>
<td>Contrast oppression in Hammurabi’s Code to modern policy and laws that oppress people from different racial and ethnic backgrounds fighting Injustices (tied to lessons on modern forms of oppressive laws and policies).</td>
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| Bacon’s Rebellion          | Ancient Egypt: Dependence on the Nile River, Created religion based on Geography, Indigeneity, System of “castas” racial hierarchies based on skin color/colorism, Indigenous and African roots. What does it mean to be “American”?
| Egyptians Aren’t White    | Ancient Africa: Egyptians aren’t white, Origin of monarchies, Development of culture and impact on culture of the U.S., Role of women in ancient Africa/Women in power (Kandakes in the Kingdom of Kush, queens, women pharoahs, etc), Birth of modern religion in Africa. |
| Hammurabi’s Code          | Ancient Egypt: Hammurabi’s Code, Hatshetsup the forgotten Queen, Kingdom of Kush resisting European invasion (Kandakes as warrior queens). Revolutionary of knowledge (Pan-Africanism, Afrocentricism, Nation of Islam).
| Ancient China             | Ancient China: Government philosophies, Who has power in these systems, and why?, Compare to modern government systems/policies, Legalism and N. Korea, Confucianism and Norway, Daoism and communes.
| Ancient Africa            | Ancient Africa: Kingdom vs empire, Degradation of natural resources due to Imperialism and climate. |
| Food Justice Action       | Ancient Africa: “Heroes of Color” lessons about people from different racial and ethnic backgrounds fighting Injustices (tied to lessons on modern forms of oppressive laws and policies).
| Agricultural Revolution   | Ancient Africa: Using social media to disperse knowledge of true African history and to challenge Eurocentrism.
| Legalism and N. Korea     | Ancient Mesopotamia: Identity empowerment, Analyzing intersecting identities of race, ethnicity, nationality, gender, sexuality, etc, and how individuals are impacted by laws and policies because of that.
| Confucianism and Norway   | Ancient Mesopotamia: Understanding one’s own sphere of influence, ways in which they are privileged, and learning how to leverage that.
| Daoism and communes       | Ancient Mesopotamia: Reflecting on interpersonal communication and how individuals either reinforce or dismantle internalized biases in these interactions.
| Ancient Egypt             | Ancient Egypt: Hammurabi’s Code, Hatshetsup the forgotten Queen, Kingdom of Kush resisting European invasion (Kandakes as warrior queens). Revolutionary of knowledge (Pan-Africanism, Afrocentricism, Nation of Islam).
| Ancient Latin America     | Ancient Latin America: Spanish and British Inquisition, Degradation of natural resources due to Imperialism and climate.
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| **Evolution/Early Hominins:**  
- Smithsonian Institute Human Origins Website  
- *Sapiens: A Brief History of Humankind* by Yuval Noah Harari  
- Big History Project  
**Ancient Mesopotamia:**  
- United Nations Website  
- The New Jim Crow by Michelle Alexander  
- PBS documentary: RACE - *The Power of an Illusion*  
- "Segregated Seattle" University of Washington website  
**Ancient Africa**  
- PBS “Africa’s Great Civilizations” history of Africa from the dawn of time to 20th century.  
- “Stolen Legacy” by George G. M. James  
- Living History - "Guided Tour of..." | **Agricultural Revolution:**  
- Eyes Wide Open: Going Behind the Environmental Headlines by Paul Fleishman  
- Worldpopulation.org  
- 350.org  
**Ancient Mesopotamia:**  
- The New Jim Crow by Michelle Alexander  
- PBS documentary: RACE - *The Power of an Illusion*  
- "Segregated Seattle" University of Washington website  | **Agricultural Revolution:**  
- See resources under “Power and Oppression”  
- HeyDuwamish.org  
**Ancient Mesopotamia:**  
- United Nations Website  | **Agricultural Revolution:**  
- Populationeducation.org  
- TEDx “A guerilla gardener in South Central LA | Ron Finley”  
- Youtube “Grow Food: Food for Appetite”  
**Latin America**  
- Zapitista Army of Liberation  
| the British Museum" with Prof. Manu Ampim. Available at: [https://www.youtube.com/watch?v=-Vuh-O1pCMo](https://www.youtube.com/watch?v=-Vuh-O1pCMo) | -Akala | Full Address and Q&A | Oxford Union (Lecture on whitewashing of African history and the impact of Africa on world). Available at: [https://www.youtube.com/watch?v=WUtAxUQjwB4&t=1761s](https://www.youtube.com/watch?v=WUtAxUQjwB4&t=1761s) |