



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

Four “I’s” of Oppression

Time: 1 day (High School 1 hour and 20 min blocks)

Grade Level: 7th - 12th

[Slides to be used with this lesson](#)

Purpose (What will students learn from this lesson?):

- Students will be able to describe the 4 I’s of Oppression, the way they build upon one another, and provide everyday examples for each one.
- Students will be able to discuss how those factors affect BIPOC lives.
- Students will be able to draw conclusions on how to fight against these systems of oppression.

[Unit Enduring Understandings Alignment:](#)

- We understand the impact settler colonialism, imperialism, genocide, and hegemony have on the historical and contemporary experiences of our people.
- We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression.
- We understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance.
- We understand that while studying forms of oppression, it is also critical to engage ourselves in developing critical consciousness, reclaiming hope and healing.

Lesson Guiding Questions:

- Explain how the 4 I’s of Oppression build upon one another to create a system of oppression.



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

- Although systems of oppression may be present in your life, what can you do as an individual or a collective to overcome those challenges?

Essential Skills:

- Analyze and differentiate the “Four I’s of Oppression.”
- Evaluate the “Four I’s of Oppression” in primary sources
- Apply the conceptual knowledge on “Four I’s of Oppression” to our personal, familial, and community’s lives to effectively counter them.

Cultural Wealth (Yosso, p. 78):

- **Aspirational**—The ability to maintain hope and dreams for the future even in the face of barriers
- **Navigational**—The ability to make our way through social institutions not created with us in mind.
- **Resistant**—Knowledge and skills developed through behavior that challenges inequalities.

Ethnic Studies Principles Alignment:

- Critique forms of power and oppression at the intersections of our society
- Challenge imperialist/colonial hegemonic beliefs and practices on ideological, institutional, interpersonal, and internalized levels
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.

Standards Alignment:

<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.9-10.1 ● CCSS.ELA-LITERACY.RH.9-10.2 ● CCSS.ELA-LITERACY.CCRA.R.7 ● CCSS.ELA-LITERACY.CCRA.R.8 ● CCSS.ELA-LITERACY.CCRA.R.2 	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.W.9-10.4 ● CCSS.ELA-LITERACY.W.9-10.9 ● CCSS.ELA-LITERACY.SL.9-10.1.D ● CCSS.ELA-LITERACY.SL.9-10.6
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Materials:



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

<ul style="list-style-type: none"> ● Teacher Slides ● Worksheets ● Student Slides: Four I's of Oppression ● Projector 	
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Stopping the video to give students time to write down information. ● Watch video once with no sound ● Modeling ● Group discussion ● Think-Pair-Share ● Time to write down answers before sharing at group level

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Oppression	<p>A concept that describes a relationship of dominance and subordination between categories of people in which one benefits from the systematic abuse, exploitation, and injustice directed toward the other.</p> <p><i>Students will need to understand this term in order to describe forms of racism and other -isms and how they are connected to structures of power.</i></p>	Students will be given a definition of the term and watch a video clip taking notes/examples of it in society.
Dominant group	A social group that controls the value system and rewards in a particular society.	Students will be given a definition of the term and



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

	<p>Students will need to understand this term and how it relates to structures of power in society so that it can be correctly identified and used when describing oppressive systems.</p>	<p>watch a video clip taking notes/examples of it in society.</p>
<p>Ideological Oppression</p>	<p>The idea that one group is somehow better than another, and has the right to control the “other” group on the basis of intelligence, ability, strength, superiority, etc.</p> <p><i>Students will be able to define and identify how this form of oppression exists in society with the other forms of oppression.</i></p>	<p>Students will annotate the definition and then identify examples of it. Through a critical examination of primary sources, students will then work in groups to analyze ideological oppression through dialogue and group exchange.</p>
<p>Internalized Oppression</p>	<p>The idea that one group is better than another group (and that it has the right to control the other) gets embedded in the institutions of the society—the laws, the legal system and police practice, the education system and schools, hiring policies, public policies, housing development, media images, political power, etc.</p> <p><i>Students will be able to define and identify how this form of oppression exists in society with the other forms of oppression.</i></p>	<p>Students will annotate the definition and then identify examples of it. Through a critical examination of primary sources, students will then work in groups to analyze ideological oppression</p>



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

		through dialogue and group exchange
Institutional Oppression	<p>The idea that one group is better than another and has the right to control the other, which gets structured into institutions and gives permission and reinforcement for individual members of the dominant group to personally disrespect or mistreat individuals in the oppressed group.</p> <p><i>Students will be able to define and identify how this form of oppression exists in society with the other forms of oppression.</i></p>	<p>Students will annotate the definition and then identify examples of it. Through a critical examination of primary sources, students will then work in groups to analyze ideological oppression through dialogue and group exchange</p>
Interpersonal Oppression	<p>Process by which a member of an oppressed group comes to accept and live out the inaccurate myths and stereotypes applied to the group by its oppressors.</p> <p><i>Students will be able to define and identify how this form of oppression exists in society with the other forms of oppression.</i></p>	<p>Students will annotate the definition and then identify examples of it. Through a critical examination of primary sources, students will then work in groups to analyze ideological oppression through dialogue</p>



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

		and group exchange
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C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual: In Lak'Ech

Description: A poem of unity that will set the tone for the class. The ritual will give an idea of who is the room and as we begin to explore how our different identities interact with privilege.

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

STEP	DESCRIPTION	TIME
Step 1 Slide 1	Using the teacher slides start on slide 1 and Read the poem In Lak'Ech	2 min
Step 2 Slide 2	Using slide 2—Read the Land Acknowledgement We acknowledge that this gathering is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. As we begin, we acknowledge and honor the original inhabitants of our various regions. A land acknowledgement is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands. Let's take a moment to honor these ancestral grounds that we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide. I am currently teaching online from my home in Fremont which is on the traditional unceded territory of the Tamian people of the Muwekma Ohlone tribe.	2 min
Step 3 Slide 3	Using slide 3—Read the Ancestor Acknowledgement I like to bring into this space my Sofia Mendoza (Dec 22, 1934 - March 14, 2015)	1-2 min



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

- Lifelong activist in San Jose
- Organized first Student Walkout at Roosevelt Jr High
- Created Grassroots organizations to combat police brutality, health care, immigrant rights, farmworkers
- United People Arriba

C2: Critical Concepts

Title: Eyes Open

Description: Students will watch a video that highlights oppression and how communities fight back, and then break down the “Four I’s of Oppression”.

STEP	DESCRIPTION	TIME
Step 4 Slide 4	Using slide 4—Students will watch the video clip and answer the questions on the worksheet . Instructor will then have the class share out some of their responses as an opportunity to build background knowledge as a collaborative for the lesson.	6 min
Step 5 Slide 5	Using slide 5, the instructor will guide students through annotating Part II of the worksheet “The 4 I’s of Oppression”. Students will use this format to annotate: <ul style="list-style-type: none"> ● HIGHLIGHT the definition of each term ● UNDERLINE the examples ● Put an EXCLAMATION POINT! At anything that stands out to you! 	20 min
Step 6 Slide 6	Using slide 6—Once the students have completed the text, let them know that The FOUR “I’s” of Oppression are an	2 min



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

interlocking system and

- It should be clear that none of these four aspects of oppression can exist separately.
- As the diagram suggests, each is completely mixed up or overlapping with the others.

C3: Community Collaboration and/or Critical Cultural Production

Title: Evaluation and Group Dialogue

Description: Through a critical examination of primary sources, students will then work in groups to analyze ideological oppression through dialogue and group exchange.

STEP	DESCRIPTION -	TIME
<p>Step 1 Slide 7</p>	<p>Using Slide 7–Through a critical examination of primary sources students will work in groups to analyze the “Four ‘I’s’ of Oppression”. Students will need access to a computer/laptop and the student Student Slides.</p> <p>Optional: If there are not enough laptops, you can use your computer. Use slides 8–11.</p> <p>Instructor will explain to the students that in groups of 3-4, work collaboratively to complete the “Four ‘I’s’ of Oppression” graphic organizer:</p> <ul style="list-style-type: none"> ● Identify the form(s) of oppression in the Governor of California Inaugural Address, Reuters Video Clip, Certificate of Residence, and “The Model Myth Minority” excerpt. ● Explain, in complete sentences, why you identified what form(s) of oppression were illustrated in the Governors of California Inaugural Address, Reuters Video Clip, Certificate of Residence, and “The Model 	<p>15 min</p>



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

	Myth Minority” excerpt.	
Step 2 Slide 12	<p>Using Slide 12–From what the students have learned the instructor will have a class in a discussion on the following questions:</p> <ul style="list-style-type: none"> ● Why do you think it’s important to understand oppression? ● What do you think we should do to challenge and dismantle it? ● What groups are most likely affected by these forms of oppression? ● Which types of oppression have you experienced the most? ● If so, would you mind sharing your experience? ● What might the world look like if there were no oppression? <p>Optional: Instructor may have the students fill out the discussion worksheet to help them gather their thoughts. Instructor will then prompt students to ask if they would like to share examples from their own life that they observe.</p> <p>Instructor will remind students of the value of needing to be able to identify forms of oppression in order to challenge it.</p>	15 Min
Step 3 Slide 13	<p>Using slide 13–Instructor will then have the students independently jot down a Reflection response to the following questions:</p> <ul style="list-style-type: none"> ● Based on what you have learned today, what are three ways in which you can personally challenge the 4 I’s of Oppression? ● If everyone took on the three ways you selected, how might society look different? ● Create a 2-3 sentence call to action for your peers on why they need to join in the fight to challenge the 4 I’s of Oppression. 	5 minutes
Step 4	In groups of 3-4, students will share their responses to the	5 minutes



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

	<p>Reflection and then select one response to share as a class.</p> <ul style="list-style-type: none"> • What are three things you learned from today's activities on the 4 I's of Oppression? • Based on what you have learned today, what are three ways in which you can personally challenge the 4 I's of Oppression? If everyone took on the three ways you selected, how might society look different? • Create a 2-3 sentence call to action for your peers on why they need to join in the fight to challenge the 4 I's of Oppression. 	
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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>Students need to understand that unfortunately, there are systems which work against their goals and views as a result of larger forms of oppression that have been set in place before they were even born. However, by being able to identify those components, students are able to not only change their mindset but support their peers as they consider how to counteract these oppressive systems.</p>
<p>Assessment: How will the students be assessed?</p>	<p>Students will be assessed in their classroom dialogue and collaboration work with peers to identify and discuss the 4 I's of Oppression. Moreover, students will produce a group poster and a personal reflection on the information they learned and to evaluate how it relates to their own lives.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>The effectiveness is the student's ability to discuss the information and also to utilize in classroom discussions as well as in future discussions and assignments. The lesson should also be applicable to their experiences outside of the</p>



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

classroom.

RESOURCES AND NOTES

- **Resources**

- [Eyes Open: An Anti-Asian Racism PSA](#)
- [Governor of California Inaugural Address: Leland Stanford 1862](#)
- [Reuters Video Clip: Facing blame for virus, Asian-Americans fight back, May 29, 2020.](#)
- [Certificate of Residence: Jow Yee, 1864.](#)
- [“The Model Myth Minority” excerpt: Debunking the Model Myth Minority - A USC PAM & APASS Online Exhibition.](#)

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