

LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Resisting Incarceration in the United States: Comparing Graphic Novels *They Called Us Enemy* & *The Race to Incarcerate*

Time: About 2 weeks
Grade Level: 7th-12th



Purpose (What will students learn from this lesson?): Through study and analysis of *They Called Us Enemy* (Takei) and *Race to Incarcerate* (Mauer & Jones) along with primary source document analysis, students will identify and analyze how people who are incarcerated resist oppression and reclaim hope.



Unit **Enduring Understandings** Alignment:

- We understand and embrace the historical contributions, intellectual knowledge and cultural wealth of our people.



- We understand and place a high value on the stories of resilience, survival and resistance of our people.
- 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:

- What is the purpose of criminalization? Mass criminalization?
- What are the characteristics of criminalization? Mass criminalization?
- What is the purpose of incarceration? Mass incarceration?
- What are the characteristics of mass incarceration? Mass incarceration?
- What is the relationship between dehumanization, race, profit, and incarceration?
- What is the relationship between education and incarceration? How do they support and resist one another?
- What are the results of incarceration?
- How do people resist incarceration? What knowledge and skills were utilized by those resisting incarceration? How can we use this knowledge to resist incarceration?
- How might the messages in In Lak 'Ech support healing in communities of color and in Indigenous communities to abolish incarceration?
- How does this group show resilience?
- How is white supremacy shown in their situation?
- Who benefits from displacement and mass incarceration?
- How is this unit on displacement and incarceration relevant today?
- How did the U.S. government vilify this group?

Cultural Wealth (Yosso, 2005, p. 78) This unit centers and develops the following types of capital:

- *Resistant capital* refers to “those knowledges and skills fostered through oppositional behavior that challenges inequality.”
- *Aspirational capital* refers to “the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.”
- *Linguistic capital* also refers to “the ability to communicate via visual art, music or poetry.”
- *Familial capital* is “nurtured by our ‘extended family’, which may include immediate family (living or long passed on) as well as aunts, uncles, grandparents and friends who we might consider part of our familia. From these kinship ties, we learn the importance of maintaining a healthy connection to our community and its resources. Our kin also model lessons of caring, coping and providing (educación), which inform our emotional, moral, educational and occupational consciousness.”

Ethnic Studies Principles Alignment:



- Celebrate and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.
- Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

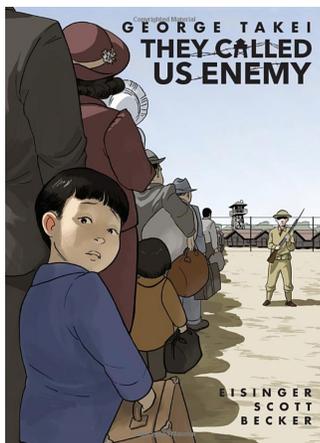
Standards Alignment:

- CCSS.ELA-LITERACY.RI.11-12.1
- CCSS.ELA-LITERACY.RI.11-12.4
- CCSS.ELA-LITERACY.RI.11-12.7
- CCSS.ELA-LITERACY.W.11-12.2.A
- CCSS.ELA-LITERACY.W.11-12.2.B
- CCSS.ELA-LITERACY.W.11-12.2.F
- CCSS.ELA-LITERACY.W.11-12.4
- CCSS.ELA-LITERACY.W.11-12.6
- CCSS.ELA-LITERACY.W.11-12.7
- CCSS.ELA-LITERACY.W.11-12.10
- CCSS.MATH.CONTENT.HSS.IC.B.6

Materials:

Slide deck

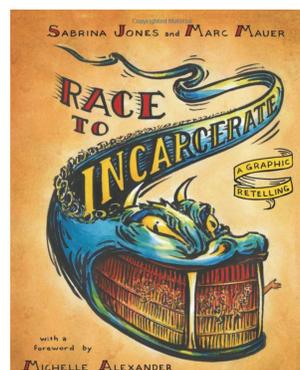
Computer, projector, screen, internet access



They Called Us Enemy by George Takei

[13TH \(2016\) Documentary](#) (1 hour 40 minutes)

[Injustice at Home: Looking Like the Enemy \(2019\) Documentary](#) (58 minutes)



The Race to Incarcerate: A Graphic Retelling by Marc Mauer and Sabrina Jones



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Modifications, Accommodations, Resources for Multilingual Students :

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| <p>Multiple Learning Modalities (Auditory, Visual, Kinesthetic, & Tactile)</p> <p>Universal Design for Learning: Student Choice</p> <p>Sentence Frames</p> | <p>Student Engagement Strategies</p> <ul style="list-style-type: none"> ● Think Pair Share ● Community Circle ● Whole Group Discussion ● Team Work <p>Peer Mentoring</p> |
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Critical Vocabulary:

| CRITICAL VOCABULARY | Definition and Rationale for choosing this word, phrase, or concept | Idea for pre-teaching or front-loading the concept. |
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| <i>resistance</i> | an act of dissent or defiance aimed at an oppressive force. | Does anyone know the definition of <u>[[vocabulary]]</u> ?. The teacher will display a picture file (vocabulary words) with definitions, visual aids, synonyms, examples, and cognates in L1 (student's native language). |
| <i>forced displacement</i> | The involuntary movement of a person or people away from their home | See above |
| <i>incarceration</i> | Locking a person or people away in a cage and taking their freedom away | See above |
| <i>resilience</i> | The process of adapting well in the face of adversity, trauma, threats, or significant sources of stress | See above |
| <i>White supremacy</i> | A historically based institutionally-perpetuated system of exploitation and oppression of continents, nations and peoples of color by | See above |



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| | White peoples and nations of the European continent for the purpose of maintaining and defending a system of wealth, privilege, and power. See Okun (2020) for characteristics of white supremacy culture. | |
| <i>Japanese American Internment</i> | Japanese internment camps were established during World War II by President Franklin D. Roosevelt through his Executive Order 9066. From 1942 to 1945, it was the policy of the U.S. government that people of Japanese descent, including U.S. citizens, would be incarcerated in isolated camps. | See above |
| <i>Imperialism</i> | The process whereby the dominant politico-economic interests of one nation expropriate for their enrichment the land, labor, raw materials, and markets of other people. | See above |

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Mindfulness about My Community

| STEP | DESCRIPTION | TIME |
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| Step 1 | <p>Land Acknowledgement</p> <p>The teacher will say, “Please sit quietly and take a moment to reflect and honor these ancestral lands we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide. We are currently in _____ which is on the traditional unceded territory of the _____.” Check nativeland.ca to identify the native peoples whose land you are occupying in your school/classroom.</p> | 5 min |
| Step 2 | <p>Ancestor Acknowledgement</p> <p>It is important to honor those that came before us, our ancestors. We carry our ancestors in our heart and our mind. They are the people that made a way for us to exist in this space</p> | 5 min |



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| | <p>and time. They are the reason we can gather here today.” The teacher will share with students the ancestor they are honoring today and why? The teacher will ask students if they would like to honor an ancestor?</p> | |
| <p>Step 3</p> | <p>Cultural Energizer: Mindfulness about My Community The teacher will ask students to participate in a brief mindfulness exercise. Mindfulness enhances creativity, increases resilience, and promotes cognitive flexibility. The teacher will say, “We are going to dedicate time and space to mindfulness practice. Please place your feet flat on the floor, let your shoulders drop, and begin to pay attention to your breathing. Make a conscious effort to focus on the present moment without judgment. Allow yourself to do nothing and just be. Don’t be too hard on yourself when your mind wanders off during practice. Notice your judgments and let them pass. It is okay to have judgments. This is a normal thing that everyone experiences. Gently bring your attention back to the present when you notice your attention leave your breath. Think about your family, where you come from, or someone in your community that makes you feel happiness and/or pride. Allow your body and mind to feel this joy for 3 or 4 slow breaths.”</p> | <p>7 min</p> |

C2: Critical Concepts

What is internment? What is incarceration?

Description:

Students will review the key conceptual vocabulary and gain an introduction to Japanese American Internment.

| STEP | DESCRIPTION | TIME |
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| <p>Slide 7</p> | <p>Introduce the guiding questions for the unit that we will be answering together throughout the unit. Invite volunteers to share any responses they have now to these questions. Teacher and/or student volunteers will take notes on student responses in a continuous shared goggle document for learning and assessment purposes.</p> | <p>5-7 min</p> |
| <p>Slide 8-13</p> | <p>Review the key vocabulary on each slide. Assess for prerequisite knowledge through discussion (Does anyone know the definition of [[vocabulary]]?). The teacher will</p> | <p>12 min</p> |



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| | display a picture file (vocabulary words) with definitions, visual aids, synonyms, examples, and cognates in L1 (student's native language). | |
| Slide 14 | KWL Chart: The teacher will display the KWL Chart and explain how to use it when researching a new topic. Think-Pair-Share: The students will be given one minute to think. The students will be given two minutes to share. The teacher will ask students to share with the class. (The class will complete the "K" section of the KWL Chart together. The students will complete the "W" section independently of the KWL Chart.) | 5-7 min |
| Slides 15-18 | Students will watch 2 films and take notes based on the unit Guiding Questions to familiarize themselves with the two topics: Japanese internment and mass incarceration. (Two days) Watch 13th (1 hour 40 minutes). Students take notes on the Guiding Questions Handout . Students will engage in a Grand Conversation: Grand conversation (Students and teacher will determine which guiding questions they would like to respond to. A volunteer and or the teacher can take notes on the questions and student answers in an ongoing document to use for reference throughout the mini-unit.) (10 minutes) | 4 days/period total |
| Slide 20-22 | Students will engage in an introduction to Japanese incarceration. Assess for prerequisite knowledge through discussion (Will three students please provide the class with a summary of what we have learned about the incarceration of Japanese Americans and people of color?) The teacher will discuss another time in history when a group experienced displacement. (Japanese Incarceration) Japanese internment camps were established during World War II by President Franklin D. Roosevelt through his Executive Order 9066. From 1942 to 1945, it was the policy of the U.S. government that people of Japanese descent, including U.S. citizens, would be incarcerated in isolated camps. Enacted in reaction to the Pearl Harbor attacks and the ensuing war, the incarceration of Japanese Americans is considered one of the most atrocious violations of American civil rights in the 20th century https://www.history.com/topics/world-war-ii/japanese-ameri | 15 min |



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| | <p>can-relocation).</p> <p>At the time of the Japanese attack on Pearl Harbor in 1941, about 120,000 persons of Japanese ancestry lived on the US mainland, mostly along the Pacific Coast. About two thirds were full citizens, born and raised in the United States. Following the Pearl Harbor attack, however, a wave of anti-Japanese suspicion and fear led the Roosevelt administration to adopt a drastic policy toward these residents, alien and citizen alike.</p> <p>The teacher will display the KWL Chart. Think-Pair-Share: The students will be given one minute to think. The students will be given two minutes to share. The teacher will ask students to share with the class. (The class will complete the “K” section of the KWL Chart together. The students will complete the “W” section independently of the KWL Chart.)</p> | |
| Slide 23-25 | <p>Watch Ugly History: Japanese American incarceration camps – Densho (YouTube video) 6 minutes</p> | 10 min |
| Step 6 | <p>Watch Japanese-American Internment During WWII History (YouTube video)- 4 minutes</p> <p>The teacher will display the pictures from the Japanese Incarceration Camps and add information using a comment or drawing tool. Use the National Archives database to choose photos: https://www.archives.gov/research/alic/reference/military/japanese-internment.html(5 minutes).</p> | |
| Slide 26 | <p>Grand conversation (Guiding questions) A volunteer and or the teacher can take notes on the questions and student answers in an ongoing document to use for reference throughout the mini-unit. (10 minutes)</p> | 15 min |

C3: Community Collaboration and/or Critical Cultural Production



What are the experiences of people who are incarcerated? Who benefits from incarceration? Who does not? How do we resist incarceration?

Description:

Students will read two texts through the jigsaw method, write a reader's theater script and perform it. The students will be introduced to resistant capital and identify people, examples, and instances of resistance in the texts.

| STEP | DESCRIPTION | TIME |
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| <p>Slide 28-31</p> | <p>Explain how a Jigsaw works. With this method, groups of students each read a different section / chapter. They group together in class first with those who read the same thing as them and unpack the reading, and then they're divided up to teach their peers in groups. The teacher will place students into groups of 3. Each group member will read 10 -15 pages or one chapter of the designated book. (5 minutes)</p> <p>(2 days of reading) Explain how a Jigsaw works. The teacher will place students into 12 groups and assign each a chapter of <i>Race to Incarcerate</i> (5 minutes)</p> <p>(2 days of reading) Explain how a Jigsaw works. The teacher will place students into 12 groups and assign each about 18 pages of the book, <i>They Called Us Enemy</i>.</p> <p>Silent Reading. Read your sections with your group.</p> | <p>2 days/periods</p> |
| <p>Slide 32</p> | <p>The students will break into their groups and review the story. Each group will assign parts to each member.</p> | <p>5-7 min</p> |
| <p>Slide 33</p> | <p>Reader's Theater The students will break into their groups from the previous day and review the story. Each group will assign parts to each member and write a 4-5 minute script to summarize what happened in the book. Students will read assigned parts to the audience. One member will provide a summary of the group's section in order until the whole book has been performed and summarized.</p> | <p>2 days, 1 for each book</p> |
| <p>Slide 34</p> | <p>The students will choose a concept/vocabulary term and</p> | <p>5-7 min</p> |



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| | complete or add to the “KW” section of the KWL Chart with their partner. Offer extra KWL sheets as necessary. (The teacher will collect the KWL Charts for assessment.) | |
| Slide 35 | The students will complete the “L” section of the KWL Chart independently. (The teacher will collect the KWL Chart.) | 5 min |
| Slide 37 | Invite students to offer examples of resilience that people in each book showed. Offer the sentence frame to support analysis and thinking. Chart their responses either on a chart paper or a shared google document. | 5-10 min |
| Slide 38 | Define Yosso’s resistant capital and ask students to give examples of resistant capital in their own lives. Prompt them to make connections between the concept of resistant capital and liberation or freedom. Remind the students of the example of George Takei’s father answering “no” to questions number 27 and 28 on the War Relocation’s loyalty questionnaire. Review pages 115-116 with students and discuss their acts of resistance. | 10 min |
| Slide 39 | <p>Prompt students to make connections between the concept of resistant capital and liberation or freedom. Remind the students of the example of George Jackson who was given a sentence of 1 year to life and once he began writing (“Soledad Brother”) about a conspiracy where 3 Black men were charged with the murder of a prison guard but a white male prison guard admitted to the murder, the court increased his sentence. Review pages 21-22 with students and discuss his acts of resistance.</p> <p>Explain to students that they will need to include how resistant capital helped those people who were incarcerated to survive and make change in their final project for the mini unit.</p> | 10 min |

C4: Conclusive Dialogue/Critical Circular Exchange

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| Connection: How is this relevant to students? How is it | Slide 41: Math (Addition and Subtraction) word problems reviewing the number of people that were incarcerated during the last 10 years by race and the thousands of people |
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| <p>relevant to the unit? How do you bring back to the PURPOSE of the unit?</p> | <p>that were incarcerated in the ten camps (Whole class activity). (10 minutes)</p> <p>Slide 42: Think-Pair-Share (Discuss the displacement and incarceration of both groups) The students will be given one minute to think. The students will be given 4 minutes to share. The teacher will ask volunteer students to share with the class. (10 minutes)</p> |
| <p>Assessment: How will the students be assessed?</p> | <p>Slide 43: Compare and Contrast both groups Graphic Organizer (The students will use both KWL Charts, Grand Conversation, books, and YouTube videos to fill out the Compare and Contrast graphic organizer). (10 minutes)</p> <p>Slide 44: Create a Culminating Project in a small group or individually that expresses what they learned from this Ethnic Studies learning segment. Options: write a 5-7 sentence paragraph (individual), write a poem, write a song, storytelling (displacement in students family), create a piece of art and explain how it relates to the topic of displacement, design a PowerPoint presentation (UDL: Universal Design Learning).</p> |
| <p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p> | <p>Slide 45: Review the culminating project rubric with students and ask them to share their ideas about how they can exceed standard.</p> <p>Slide 46: Grand conversation (Students and teacher will determine which guiding questions they would like to respond to. A volunteer and or the teacher can take notes on the questions and student answers in an ongoing document to use for reference throughout the mini-unit.) (10 minutes)</p> |

RESOURCES AND NOTES

- Resources
See above
- Notes
- Worksheets and Handouts: Links included above



Lesson Plan Contributors: Tricia Gallagher-Geurtsen, Yahana Thomas