Goal: Develop some background knowledge on the importance of ethnic studies and people’s experiences and reactions to it being banned.

Reflection/debrief strategy **Connect-Extend-Challenge protocol.** Purpose: To promote students reflection by (i) tying film details to their prior knowledge, and by (ii) articulating details that provide new insights or provoke new questions. Prepare students for integrating content of afternoon workshops.

The workshop structure that led to the students’ responses:

We started the workshop with free writing and dialogue about the following questions:
- What part of your culture’s history do you wish you knew more about? Why do you think this is important to you?
- What part of your culture’s history do you wish others knew about? Why do you think it is important for others to know this?

Part way through, before the counter arguments were presented, we asked:
- Why would somebody be against students receiving ethnic studies classes?

After the film, students were asked to reflect on the following questions:
- What connected your experience or to what you already knew about the role of ethnic studies, the arguments for/against it; and/or the events in Tuscon.
- **Extensions:** What were new insights? “I didn’t realize that….”
- What was puzzling or challenging about the situation (ideas, beliefs/perspectives)? Things you want to know more about.

Some students interviewed each other and wrote down the responses to the questions, each response on a different colored sticky note. At the end of the workshop they posted them on large post it paper.

The categories/themes below are ones that Sonja identified after sorting through the responses to help her, and perhaps the reader, digest and communicate what students knew, learned and puzzled over. You may see other themes.
Connections

Empathy
- Know what they’ve been through
- How people also have expressing their ethnicity
- Wanting to learn more about the indigenous culture
- Connecting with the passion and pride in culture
- I connected with the hurt – an example of this was the burning of the flag
- Power of knowing about indigenous culture.

State of affairs
- Already aware that certain stereotypes are seen in our culture
- Obama’s new immigration laws
- Arizona government is wildly conservative. E.g. the immigration law
- People’s ideas haven’t evolved over the years with events that happened in the past
- Authority telling you can’t do something you never knew was wrong
- stereotypes, high % dropout

Belief about Ethnic Studies
- Think it could be good or bad
- Outlawing racial studies is very wrong
- If people want to learn about racial studies they should be allowed to
- I didn’t realize that so many students cared about the program
- The people shouldn’t shut down the program
- Connecting with American Mexican culture in school all cultures should be taught
- We live in a generation where there is different cultures, and we should step up to learn about other things.
- Going off to college soon, I do not want to be limited in what I can study. If this program helps some succeed in life, then it should be good.

Response
- I agree that they did the right thing by protesting
- I was really touched by this more and really inspired by the actions that students took to save this class that they were so passionate about.

Attitude towards learning
- I didn’t realize that the students actually did care about learning about their history and what happened
- Students don’t have a problem with learning, but a problem with school
- I feel like I can connect with the students who really care about what they are learning. I’ve had classes that really involve the students and would hate to have that taken away.

Schooling
- Students have a problem with school
- How the students actually cared about their education and how they actually want to learn
- Having people in powerful and authoritative positions make unfair and bias decisions regarding our education
- I already knew that people that the choice to go to school if they choose to
- I already knew that people can go to school because they want to make a difference.
- Power of really good teachers
Extensions

Personally
- I got inspired to not give up because most of my friends don’t care about their education and think they don’t need it, but they do.
- Inspiration: there’s people like me! I’m so hidden about my culture, and keep it on the down load. Because the world won’t accept it. People won’t accept it.
- I didn’t realize that we only focus on the American history when there’s so many different cultures surrounding us.
- I think that every school should have a program like that so many students can benefit from it.

Graduation rates
- The drop out rate was 50%
- Only 50% of Mexicans graduate HS.
- Drop out rates as high as 50% for Latinos across the U.S.
- 50% of Mexican American students dropped out.
- Only 50% of Mexicans were graduating HS. Members of the class graduated at 93%.
- I didn’t realize that the drop out rate was 50% and that the rate increased 93% with the kids who took the ethnic studies class.

State of affairs
- That the situation in Arizona was that bad.
- I didn’t realize that people are being treated bad in Arizona because of their color.
- I didn’t know really anything about what was going on in Arizona
- I didn’t even know about this issue before watching it.

Nature of decision/Reasons for Decision
- Weird that banned it because it’s different.
- I didn’t’ think about education of races causing racist comments, but I disagree
- I didn’t realize that the people against the classes thought they were trying to rebel
- They started accusing yet hadn’t been in the position themselves
- I didn’t realize that they thought the classes were indoctrinating students with radical ideas.
- realized people are afraid that they change the system.
- the superintendent didn’t like having his views of the founding fathers challenged in the same way the students didn’t want their classes banned.

Response
- I didn’t know that they were trying to rebel to keep the classes
- How many people wanted this program and what they did to keep it.
- There are a lot of people who want to make a big change for the better.
- I didn’t realize that a group of high school students can make such a difference. I didn’t know that the people were actually trying to rebel. I didn’t realize how many people actually tried to make difference, stand up for their ethnic groups.

Nature of ethnic studies
- How the ethnic studies classes were not just about history but also about the students rights to feel empowered and confident.
- I didn’t realize how much motivation learning about their interests gave students.
- They’re learning not only about the culture but about how to expect more from themselves
- How classes can influence people in big ways.
- Learning about your own culture makes you want to do better and succeed. Drop out rates went down.
Whoa! Puzzled by, Challenged by, Want to know more:

Puzzling
- Why do people fear education?
- Why do people fear education?
- The classes should be in all school and about other cultures as well.
- How could the inclusion of Mexican culture be viewed as leading to potential revolution?
- I find their defense that the program is “racist” to be puzzling
- Being called racist
- Unbelievable that by educating somebody about their own culture could be anti-american – ignorance.
- Puzzling – the classes were not too crazy of the classes and are a typical class for students.
- The senators and superintendents make me angry. I don’t understand how they can think this way. Ignorance abounds.
- That learning about your culture constitutes a revolution
- I thought it was a little strange that they don’t teach Benjamin Franklin because he was racist. He still had some good ideas.
- I believe that the ethnic study classes should not be banned especially if it increases the amount of student graduation. How are the students showing signs of rebellion when the state of Arizona is against their culture & not allowing them to learn their past? I want to read the banned books.

Details about decision & law
- Why do they want to shut it down?
- Why no one wanted the ethnic group studies class
- What is the wording of the bill that passed eliminating the Raza/Mexican American Studies program in Arizona?
- What's in “Pedagogy of the Oppressed?”

Decision making logic/process
- Something that isn’t right that I saw was how they passed the law.
- Didn’t think deeply about students and teachers opinion. Doesn’t like how the people arrested people for such petty reasons.
- I don’t feel that the defense against the class had very weak points. How can we help?
- Something that isn’t right is that they shut down the program when it was helpful to so many students.
- People who never went to the classes said that they were bad.
- Why did the students/adults get arrested for protesting about what they believed in?
- The politicians taking everything out of context; making the teachers and students out to be “racists & radicals.”
- Something that is not right: the students getting arrested because they didn’t want their classes to be taken away. Are you serious?
- People needed to be open minded, but some people REALLY needed to be.

Information about students
- I want to know what the people are doing now.
- To know if people will be able to graduate
- Were the classes open for any student? How did the students who weren’t in the class react to the rebellion?
Connection

Ideas are related to what you already know.
Extensions

new insights

"I didn't realize that."
Puzzling or Challenging

- ideas
- beliefs or perspectives
- questions
- things you want to know more about.