

English and Social Studies Curriculum Guide

for the Sisters of Mercy Critical Concerns



SECTION 1: ANTI-RACISM



Mercy Education
System of the Americas

Educación de la Misericordia
de las Américas

Anti-Racism



English and Social Studies Curriculum Guide for the Sisters of Mercy Critical Concerns

Definition

Racism is individual prejudice plus the misuse of power by systems or institutions. An individual can be guilty of racist actions due to their prejudice, but the real evil of racism rests in its power to infect systems and institutions for generations, for example, in housing patterns in the U.S. and access to education.

Characteristics

- Racism is a form of violence against another and involves attitudes, words, and actions that exclude and condemn based on race.
- Racism is not only found among individuals; it is a systemic evil that requires system-wide solutions.
- Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. (OSU Kirwan Institute for the Study of Race and Ethnicity)
- The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations. (OSU Kirwan Institute for the Study of Race and Ethnicity)
- The Sisters of Mercy believe racism is an evil affecting everyone. They work to mobilize people in recognizing and dismantling institutional racism in order to become an anti-racist multicultural community. They advocate for upholding the

voting rights of marginalized Americans and for a fair criminal justice system, and point out racism wherever it exists.

Essential Questions

- What are the origins of racism and how can it be seen throughout history?
- How can racism be seen in the world today?
- What is “implicit bias” and what are some examples in daily life?
- What actions or policies would best combat racism today?
- What racial conflicts besides black/white are prevalent today?
- How is racism related to the other critical concerns?
- How was redlining used to create inequality?
- What is the problem of mass incarceration?
- What is “white privilege” and how does it affect people of different races?

Recommended Topics

- Mass Incarceration
- Redlining, Sundown Towns, Restrictive Covenants
- Police Violence
- Systemic/Institutionalized Racism vs. Interpersonal Racism
- NFL Protests
- The Lost Cause and Confederate Statues
- Segregation in the U.S.
- Civil Rights Movement
- Black Lives Matter
- White Supremacy
- White Privilege
- White Fragility
- Racial Profiling
- Death Penalty
- Social Darwinism
- History of Slavery in the U.S.
- Abolition Movement
- Racism and Native Americans
- School Segregation
- U.S. Criminal Justice System
- Restorative Justice
- Hate Crimes
- Anti-Muslim Sentiment Since 9/11
- South Africa and Apartheid
- Holocaust/Genocide Studies

June 2020 updates to the following resource sections are highlighted in yellow.

Recommended Resources

- [Sisters of Mercy Justice Site on Anti-Racism](#)
- [Sisters of Mercy Links on Combating Racism](#)
- [Anti-Defamation League](#)
- [Tolerance](#)
- [Crossroads Antiracism Organizing & Training](#)
- [Project Implicit \(Harvard\)](#)
- [USCCB on Racism](#)
- [Equal Justice Initiative](#)
- [The Marshall Project](#)
- [Ferris State Jim Crow Museum](#)
- [Innocence Project](#)
- [Conceptual Unit Outlines](#)
- [Intergroup Resources on Institutional Racism](#)
- [Racial Equity Resource Guide](#)
- [Courageous Conversations](#)
- [The 1619 Project](#)
- [Pulitzer Center: The 1619 Project](#)
- [Slavery in America: The Montgomery Slave Trade](#)
- [Lynching in America: Confronting the Legacy of Racial Terror](#)
- [Segregation in America](#)
- [Teaching About Race, Racism, and Police Violence](#)
- [Teaching People's History](#)

Recommended Readings

Articles

- ["Letter from Birmingham Jail"](#)
 - a. <http://www.usccb.org/news/2013/13-068.cfm>
- [McIntosh, Peggy. "White Privilege: Unpacking the Invisible Backpack"](#)
- ["Why Colin Kaepernick and I Decided To Take A Knee"](#)
- ["The long, painful and repetitive history of How Baltimore became Baltimore"](#)
- ["Debunking the scientific and social definitions of race"](#)
- ["Lesson of a Lifetime"](#)
- [Uncomfortable Truths of Whiteness](#)
- [The Assumptions of White Privilege and What We Can Do About It](#)
- [White Privilege: Unpacking the Invisible Knapsack](#)
- [The Killing of Ahmaud Arbery](#)
- [What It Means To Be Anti-Racist](#)

- [George Floyd's Death Shows the State Fails Black People](#)
- [Institutionalized Racism: A Syllabus](#)

Fiction

- Ellison, Ralph. *The Invisible Man*
- Larsen, Nella. *Passing*
- Morrison, Toni. *The Bluest Eye, Song of Solomon, Beloved*, etc.
- Guterson, David. *Snow Falling on Cedars*
- Hansberry, Lorraine. *A Raisin in the Sun*
- Hurston, Zora Neal. *Their Eyes Were Watching God*
- Lee, Harper. *To Kill a Mockingbird*
- Thomas, Angie. *The Hate U Give*
- Achebe, Chinua. *Things Fall Apart*
- Stockett, Kathryn. *The Help*
- Ta-Nehisi Coates. *The Water Dancer*

Nonfiction

- Alexander, Michelle. *The New Jim Crow*
- Wright, Richard. *Black Boy*
- Stevenson, Bryan. *Just Mercy*
- Wiesel, Elie. *Night*
- Coates, Ta-Nehisi. *Between the World and Me*
- Cozzens, Peter. *The Earth is Weeping: The Epic Story of the Indian Wars for the American West*
- Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*
- Wilkerson, Isabel. *The Warmth Of Other Suns*
- Houston, Jeanne Wakatsuki and James D. Houston. *Farewell to Manzanar*
- King Jr., Martin Luther. *Letter from Birmingham Jail*
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*
- Ibram X. Kendi. *Stamped from the Beginning*
- Ibram X. Kendi. *How to Be an Antiracist*
- Robin DiAngela. *White Fragility: Why It's So Hard for White People to Talk About Racism*
- [Racial Justice and the Catholic Church](#) by Bryan Massingale
- [Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do](#) by Jennifer Eberhardt
- [The Fire Next Time](#) by James Baldwin

Recommended Videos

- [Mitch Landrieu Addresses Removal of Confederate Statues](#)
- [The Danger of a Single Story \[TED Talk\]](#)

- [How Southern Socialites Rewrote Civil War History](#)
- [Redlining](#)
- [Mass Incarceration, Visualized](#)
- [Understanding white fragility](#)
- “Eyes on the Prize” Documentary Series (PBS)
- “13th” Documentary (Netflix)
- “When They See Us” (Netflix)
- [How to Deconstruct Racism](#)
- [We Need to Talk About An Injustice](#)
- [Lynching in America: Uprooted](#)
- [George Floyd, Minneapolis Protests, Ahmaud Arbery, and Amy Cooper](#)
- [How the Church Can Combat Racism and White Privilege](#)

White Privilege

- [“White Privilege: Unpacking the Invisible Knapsack”](#) by Peggy McIntosh – article addresses “earned strength” vs. “unearned power” and provides questions for identifying privilege
- [“What is White Privilege, Really?”](#) by Cory Collins – article references above work and distinguishes between racism and white privilege
- [“Understanding White Privilege”](#) by Francis E. Kendell, Ph.D.- article provides historical context

Policing

- [Invisible No More](#) - Website connected to the book by the same name written by Andrea J. Ritchie; about police violence against black women and women of color
- [Recorded Zoom Call on History of Policing](#)
- [List of Political Education Resources on Policing & Alternatives](#) – curated by SURJ (Showing Up for Racial Justice)
- [“Police militarization fails to protect officers and targets black communities, study finds”](#) – Article by PBS News Hour

Mass Incarceration

- [The New Jim Crow](#) by Michelle Alexander
- [“The History of Mass Incarceration”](#) by James Cullen
- [“Mass Incarceration: The Whole Pie 2020”](#) by Wendy Sawyer and Peter Wagner

Structural Racism

- [Racial Equality Tools](#) – Website with numerous resources
- [The Cure for Racism](#) – TED Talk by Napoleon Wells
- [Talking About Race](#) – Smithsonian website from the National Museum of African American History and Culture
- [Teaching Tolerance Magazine](#) – Website with numerous resources for education

Lesson with Link and Source	Lesson Topics	Connection to English Curriculum	Connection to Social Studies Curriculum
Implicit Bias by Facing History and Ourselves	<ul style="list-style-type: none"> - Implicit vs. Explicit Bias - Confirmation Bias - Prevalence of Misinformation 	<ul style="list-style-type: none"> - Use when students are studying a work of fiction involving issues of race - What examples of explicit and implicit bias are present in the work? How is it revealed through direct and indirect characterization? - How is the time period of the work similar and/or different from today regarding racism? 	<ul style="list-style-type: none"> -Use when exploring the Age of Jackson and the Indian Removal Act (USHIS 1830) Chinese Exclusion Act (USHIS 1882) Ida B. Wells and the anti-lynching movement (USHIS 1890s) Woodrow Wilson’s segregating the civil service, federal government, and military (1913-1948) - Use when exploring Social Psychology
U.S. Census Controversy by the Anti-Defamation League	<ul style="list-style-type: none"> - Purpose of U.S. Census - Voting Rights Act - Building an Argument - Writing a Persuasive Letter 	<ul style="list-style-type: none"> - Use when teaching students how to write a persuasive letter 	<ul style="list-style-type: none"> -Use when exploring the Freedom Rides in the South (USHIS 1950-60) and Immigration restriction quotas following WWI (USHIS 1917-1920s)
Racial Stereotypes by Discovery Education	<ul style="list-style-type: none"> - Stereotypes - Bias 	<ul style="list-style-type: none"> - Use when students are studying a work of fiction involving issues of race - What racial stereotypes are present in the work? 	<ul style="list-style-type: none"> -Use when exploring the beating of Rodney King and the subsequent L.A. Riots (USHIS 1991) and the rise of phrenology & other

		- How would characters from the work interact with public figures today?	pseudosciences to justify racism (USHIS 1830)
Racism and the Criminal Justice System by the Anti-Defamation League	- Unearned Privilege - Incarceration Rates by Race - Racial Profiling	- Use when students are studying a work of fiction involving the justice system (<i>Native Son, To Kill a Mockingbird</i>): - How do incidents involving the justice system in the work relate to real incidents today?	-Use when exploring vagrancy laws targeting newly freed African Americans (USHIS 1860s); Executive Order 9066 and the internment of Japanese Americans (USHIS 1942); Convict lease system in the South and its detrimental impact on labor both black & white (USHIS 1840s-1928)
Voting Rights Act by Teaching Tolerance	- Voting Rights Act of 1965 - Disenfranchisement	- Use when studying novels like <i>The Secret Life of Bees</i> with settings in the Civil Rights Era - Use when studying works that involve person v society conflicts around the Voting Rights Act.	-Use when exploring gerrymandering throughout the history of politics (USHIS 1812-present)
Baseball, Race, and Ethnicity by Library of Congress	- Baseball as Window into History and Culture - Analyzing Primary Sources - Persuasive Writing	- Use when studying fictional works involving sports, especially baseball - Use when studying persuasive writing	-Use when exploring the integration of baseball with Jackie Robinson (USHIS 1896-1947)

<p>Hate Crimes by Teaching Tolerance</p>	<ul style="list-style-type: none"> - Hate Crimes Legislation - Protected Populations - Monologue 	<ul style="list-style-type: none"> - Use when studying fictional or nonfictional works involving hate crimes - Use when teaching how to write and deliver a monologue 	<p>-Use when exploring the Colfax Massacre (USHIS 1873) the reemergence of the Ku Klux Klan (USHIS 1920s)the lynching of Emmett Till (USHIS 1955)</p>
<p>Mass Incarceration by Teaching Tolerance</p>	<ul style="list-style-type: none"> - Mass Incarceration - Jim Crow - Social Control - Caste System - War on Drugs 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction dealing with incarceration 	<p>-Use when exploring the crack cocaine epidemic and resulting mass incarceration (USHIS 1980-1995)</p>

English and Social Studies Curriculum Guide

for the Sisters of Mercy Critical Concerns



SECTION 2: EARTH



Mercy Education
System of the Americas

Educación de la Misericordia
de las Américas

Earth



English and Social Studies Curriculum Guide for the Sisters of Mercy Critical Concerns

Definition

In discussing the environment, Pope Francis has stated that “the earth, our home, is beginning to look more and more like an immense pile of filth.” Care for the earth is one of the primary critical concerns for society today and requires practices and policies designed to protect all creation from unnecessary destruction including respecting the earth’s ecosystems, combating climate change, advocating against unnecessary fracking, drilling, or mining, improving access to potable water, and encouraging sustainable lifestyles.

Characteristics

- Failure to care for the earth is a form of violence against God’s creation and shirks our obligation to be good stewards of the earth.
- Care for the earth is rooted in a belief in the sanctity and connectedness of all life.
- The Sisters of Mercy believe in the need to work toward the sustainability of life and support movements and legislation that secure the fundamental right to water for everyone and that address climate change. They seek to examine behaviors and policies and to adopt more environmentally sustainable practices. They advocate against hydrofracking; against mining that impacts indigenous and impoverished communities; for regulations that protect land, air and water; and for national and international agreements that mitigate climate change and ensure support for those most vulnerable to its effects.

Essential Questions

- What is the science of climate change?
- How is climate change related to global inequality?
- Can capitalism be reconciled with the effects of climate change?

- How is climate change connected to food production and consumption?
- Beyond “reduce, reuse, and recycle,” what can individuals do to support and care for the earth?
- Can technology change essential human nature?
- What can individuals do in support of actions and policies that reflect Mercy priorities regarding care for the earth?
- What is the Carbon Footprint of our school?

Recommended Topics

- The science of climate change
- The inequality of the distribution of natural resources
- Extreme Weather: hurricanes, wildfires, droughts
- Commercial farming, mono crops, urban sprawl
- Effects of extractive industries, like fracking, drilling, mining, dredging, and quarrying, on the earth, public health, and the economic vitality of local communities
- Meat production and climate change
- Relationship between climate change and poverty, migration
- Green revolution
- Effects of climate change on health

Recommended Resources

- [USCCB on the Environment](#)
- [Catholic Climate Covenant](#)
- [Sisters of Mercy Links on Environment](#)
- [Sisters of Mercy Links on Climate Change](#)
- [Conservatives for Responsible Stewardship](#)
- [The Climate Reality Project](#)
- [Sierra Club](#)
- [GreenPeace](#)
- [Global Sisters Reports on the Environment](#)
- [Conceptual Unit Outlines](#)
- [ISLE Interdisciplinary Studies in Literature and Environment](#)
- [Poetry and the Environment](#)
- [Poets.org. Environment](#)

Recommended Readings

Articles

- [Laudato si](#)
- ["Drowning Kiribati"](#)

- "This Changes Everything"
- "How Our Diets Impact the Planet"
- Obstacles to Arab-Israeli peace: water
- They Will Inherit the Earth

Fiction

- Shelley, Mary. *Frankenstein*.
- Bradbury, Ray. "The Veldt," "August"
- Wordsworth, William. "The World Is Too Much with Us" (poem)
- Hopkins, Gerard Manley. "God's Grandeur" (poem)
- Steinbeck, John. *The Grapes of Wrath*
- Atwood, Margaret. *Oryx and Crake*, *The Year of the Flood*
- Cooper, James Fenimore. *The Pioneers*
- Cather, Willa. *O! Pioneers*

Nonfiction

- Kingsolver, Barbara. *Animal, Vegetable, Miracle*; *Prodigal Summer*; *Flight Behavior*
- Thoreau, Henry David. *Walden*
- Carson, Rachel. *Silent Spring*
- Singer, Peter. *The Ethics of What We Eat*
- Swimme, Brian. *The Universe Story*
- The works of Thomas Berry
- Lappe, Frances Moore and Anna Lappe. *Hope's Edge: The Next Diet for a Small Planet*

Recommended Videos

- "An Inconvenient Truth" Documentary
- "Food Inc." Documentary
- Climate 101 With Bill Nye
- Doubting the Science
- Top 10 Things To Know About Laudato Si
- Disney-Pixar, *Wall-E*
- Ecological Impact of the Industrial Revolution

Lesson with Link and Source	Lesson Topics	Connection to English Curriculum	Connection to Social Studies Curriculum
<u>Climate Change</u> by New York Times	<ul style="list-style-type: none"> - Climate Change - Effects of Climate Change - Global Warming and Flooding 	<ul style="list-style-type: none"> - Use when studying fictional or nonfictional works involving climate change. - Barbara Kingsolver's <i>Flight Behavior</i> carries thematic resonance to climate change. 	
<u>Solar Energy</u> by NASA Jet Propulsion Laboratory	<ul style="list-style-type: none"> - Renewable Energy - Solar Radiation - Data Collection 		
<u>Global Warming</u> by PBS	<ul style="list-style-type: none"> - Greenhouse Effect - Persuasive Writing 	<ul style="list-style-type: none"> - Use when studying fictional or nonfictional works involving climate change - Use when studying persuasive writing 	
<u>Health Effects of Climate Change</u> by Scholastic	<ul style="list-style-type: none"> - Health Effects of Climate Change 	<ul style="list-style-type: none"> - Use when studying fictional or nonfictional works involving climate change 	
<u>Potential Solutions to Climate Change</u> by Scholastic	<ul style="list-style-type: none"> - Potential Solutions 	<ul style="list-style-type: none"> - Use when studying fictional or nonfictional works involving climate change 	
<u>Ocean Pollution</u> by Teacher.org	<ul style="list-style-type: none"> - Ocean Pollution 	<ul style="list-style-type: none"> - Use when studying fictional works in which an ocean is a key element of the setting 	<ul style="list-style-type: none"> -Use when exploring the concept of mercantilism, Great Britain and the relationship between New England cod fisheries colonies (USHIS 1700s)

<p><u>Farming and the Environment</u> by Young People's Trust for the Environment (UK)</p>	<ul style="list-style-type: none"> - Arable Farming - Organic Farming - Genetically Modified Food - Livestock Farming - Commercial Fishing 	<p>- Use when studying fictional works in which a farm is a key element of the setting</p>	<p>-Use when exploring the role of poor farming techniques and prolonged drought in OK, KS, northern TX and the subsequent Dust Bowl (USHIS 1930s)</p>
<p><u>Toxic Waste</u> by PBS SoCal</p>	<p>- Toxic Waste</p>	<p>- Use when studying fictional works in which digital electronic devices play a key role</p>	<p>-Use when exploring man-made disasters and their environmental impacts on such topics as Three Mile Island (USHIS 1979), DDT usage (USHIS 1940-1970), The Exxon Valdez (USHIS 1989), or Deep Water Horizon (USHIS 2011)</p>

English and Social Studies Curriculum Guide

for the Sisters of Mercy Critical Concerns



SECTION 3: IMMIGRATION



Mercy Education
System of the Americas

Educación de la Misericordia
de las Américas

Immigration



English and Social Studies Curriculum Guide for the Sisters of Mercy Critical Concerns

Definition

On the current immigration crisis, Pope Francis has stated that “those who build walls, and not bridges, are not Christian.” The heart of Christianity calls for “welcoming the stranger.” Amidst the growing movement of migrants and refugees fleeing violence, climate change, and war, Christians are called to protect migrant families, lobby for just immigration policies, respect the inherent dignity and rights of migrants, and address the root causes of migration in the world today.

Characteristics

- The Sisters of Mercy believe that government policies or individual actions that do not welcome immigrants are a form of violence.
- Other critical concerns, like care for the earth, racism, and nonviolence, have a direct connections to the issue of immigration.
- The Sisters of Mercy reverence the dignity of each person and believe everyone has the right to a decent home, livelihood, education, and healthcare. In the United States we work for just and humane immigration laws, a reduction in deportations that tear families apart, and an end to the detention bed quota. We look at the root causes of immigration, including U.S. policies that contribute to the economic and social conditions that push people to flee their countries, and the global impact of migration through our reality as an international community of women religious.

Essential Questions

- What are the similarities and differences between these terms: migrants, immigrants, emigrants, refugees, and asylum-seekers?
- What are some of the root causes of immigration?
- How should the United States balance the need to defend its borders and the need to “welcome the stranger?”

- What can individuals do in support of immigrants and immigration policies that reflects Mercy priorities?
- How is climate change related to migration?
- What strategies are used to inflame anti-immigrant sentiment?

Recommended Topics

- European Refugee Crisis
- Syrian Civil War
- U.S./Mexico Border
- Climate Change and Migration
- U.S. Quota System
- Americanization/Assimilation
- Cultural Values
- Nativism

Recommended Resources

- [Catholic Charities: Immigration and Refugee Services](#)
- [Sisters of Mercy Justice Site on Immigration](#)
- [Sisters of Mercy Links on Immigration](#)
- [Sisters of Mercy Links on Mass Migration of Hondurans](#)
- [Podcasts & Videos - Institution for the Study of International Migration](#)
- [USCCB on Immigration](#)
- [Kennedy, Jennifer. Yale-New Haven Teachers Institute. "Crossing the Border, A Study of Immigration Through Literature." \(lesson plan\).](#)
- [Conceptual Unit Outlines](#)
- [NETWORK](#)
- [Tenement House Museum Website](#)

Recommended Readings

Articles

- [Immigration and the Gospel](#)
- [10 Myths About Immigration](#)
- [The Roots of Our Immigration Crisis](#)
- [Obama's Statement on DACA](#)
- [Strangers No Longer Together On The Journey of Hope](#)

Fiction

- Sinclair, Upton. *The Jungle*
- Malamud, Bernard. *The Assistant*
- Cisneros, Sandra. *The House on Mango Street*

- Tan, Amy. *The Joy Luck Club*
- Lahiri, Jhumpa. *Interpreter of Maladies*
- Desai, Anita. *Fasting, Feasting*
- Jewett, Sarah Orne. *The Irish Stories*
- Hosseini, Khaled. *The Kite Runner*
- Henriquez, Cristina. *The Book of Unknown Americans*

Nonfiction

- Fleming, Melissa. *A Hope More Powerful Than The Sea*
- Gillan, Maria Mazziotti and Jennifer Gillan eds. *Growing Up Ethnic in America: Contemporary Fiction About Learning to Be American*
- Kingston, Maxine Hong. *The Woman Warrior*
- Bausum, Ann. *Denied, Detained, Deported: Stories from the Dark Side of American Immigration*

Recommended Videos

- [The Journey from Syria](#)
- [Syria's War: Who is fighting and why](#)
- [DACA, explained](#)
- [What does the bible say? Refugees, migrants and foreigners](#)
- [Let's help refugees thrive, not just survive](#)

Lesson with Link and Source	Lesson Topics	Connection to English Curriculum	Connection to Social Studies Curriculum
<u>The Refugee Crisis and Human Responsibility</u> by Facing History and Ourselves	<ul style="list-style-type: none"> - Global Refugee Crisis - United Nations High Commissioner for Refugees - The 1951 Refugee Convention and Protocol 	<ul style="list-style-type: none"> - Use when studying fictional works involving refugees - How do the events in the plot of the work relate to the refugee crisis today? 	<ul style="list-style-type: none"> -Use when exploring the US response to WWII European refugees and the Marshall Plan (USHIS 1948-1951) and the Cuban Refugee Crisis (USHIS 1959-1980)
<u>The Immigration Debate</u> by PBS SoCal	<ul style="list-style-type: none"> - Opposing Views on Immigration - Immigration Myths and Realities - Debate 	<ul style="list-style-type: none"> - Use when studying fictional works involving immigrants - Use when studying debate skills 	<ul style="list-style-type: none"> -Use when exploring mass deportations of Mexican Americans (USHIS 1930s)
<u>Immigration Policy - Past and Present</u> by PBS SoCal	<ul style="list-style-type: none"> - Timeline of U.S. Immigration Policies 	<ul style="list-style-type: none"> - Use when studying fictional works involving immigrants 	<ul style="list-style-type: none"> -Use when exploring nativism during the Adams administration (USHIS 1798) and The Know Nothings party (USHIS 1840-50s)
<u>Myths About Immigration</u> by Teaching Tolerance	<ul style="list-style-type: none"> - Immigration Myths 	<ul style="list-style-type: none"> - Use when studying fictional works involving immigrants, especially those with conflicts that resolve with character's humanity overriding but respecting culture. 	<ul style="list-style-type: none"> -Use when exploring the decline of American manufacturing jobs (USHIS 1979-2009)
<u>What Is An American?</u> by Library of Congress	<ul style="list-style-type: none"> - Crèvecoeur - Culture and Folk Life 	<ul style="list-style-type: none"> - Use when studying fictional works in which characters' 	<ul style="list-style-type: none"> - Use when covering any immigration issues in history, the

	<ul style="list-style-type: none"> - Primary Sources - Oral History 	identity as Americans is key.	Chinese Exclusion, Act, the Know Nothings
<u>Immigration Patterns and Stereotypes</u> by The Opper Project at Ohio State University	<ul style="list-style-type: none"> - Immigration Patterns - Immigrant Stereotypes - Effects of Immigration - Political Cartoons 	<ul style="list-style-type: none"> - Use when studying fictional works involving immigrants like <i>Interpreter of Maladies</i> and <i>The Woman Warrior</i>, that have conflicts involving clashes in cultural values. 	<ul style="list-style-type: none"> - Use when covering any immigration issues in history

English and Social Studies Curriculum Guide

for the Sisters of Mercy Critical Concerns



SECTION 4: NONVIOLENCE



Mercy Education
System of the Americas

Educación de la Misericordia
de las Américas

Nonviolence



English and Social Studies Curriculum Guide for the Sisters of Mercy Critical Concerns

Definition

Nonviolence is the use of peaceful means, whether individual or national, to resolve conflict and bring about political or social justice. In a world of increased gun violence, war, genocide, suicide, and environmental destruction, violence is at the root of all the other critical concerns. Nonviolent solutions are desperately needed during these uncertain times.

Characteristics

- To be nonviolent is not to be inactive. Nonviolence requires positive action to resist oppression and make the world more just.
- Nonviolence is a climate of equality and respect; the quality of being able to see one's own vulnerability and to recognize it in others. Nonviolence is empathy not apathy, questioning not accusing, receptivity not rigidity, reason not inflammatory speech, and community not tribalism.
- Nonviolence is a commitment to the human rights of all people.
- Violence can be perpetrated physically, emotionally, and mentally and is intended by the perpetrator to exert control over individuals, families, communities, and commercial and government entities. Advocates of nonviolence seek to understand and engage rather than dominate.
- At the national level, the Sisters of Mercy are committed to nuclear disarmament, arms reduction, using dialogue over armed conflict, reducing domestic violence and abuse of women and children, stopping human trafficking and reducing violence in our communities; common sense gun violence prevention legislation, an end to the death penalty, an end to the U.S. military presence in Afghanistan, and dialogue with Syria and Iran.

Essential Questions

- What is your definition of nonviolence?
- What are the origins of violence?

- What are examples of nonviolent movements throughout history and were they effective or ineffective?
- Is there a connection between race and police violence? Why or why not?
- What are the techniques of nonviolent protest?
- How is violence connected to the other critical concerns?
- What can individuals do in support of nonviolence that reflects Mercy priorities?

Recommended Topics

- Gun Violence
- Gun Control and the Second Amendment
- War
- Nuclear Weapons
- Civil Disobedience (Gandhi / MLK)
- Just War Theory
- Genocide
- Suicide
- Corporate Violence
- Domestic Violence
- Suicide and Self Harm
- Gang Violence
- Gun Violence and the Students from Parkland, FL
- Cyberbullying
- Interpersonal Violence, Dating/Domestic Violence
- Bullying and Bystander Behaviors
- Use of Language
- Terrorism
- Connection Between Poverty and Violence

Recommended Resources

- [Sisters of Mercy Justice Site on Nonviolence](#)
- [Sisters of Mercy Links on Nonviolence](#)
- [Homeboy Industries](#)
- [Catholic Nonviolence Initiative](#)
- [Pax Christi USA](#)
- [Pax Christi International](#)
- [Society for the Prevention of Teen Suicide](#)
- [U.S. Catholic Sisters Against Human Trafficking](#)
- [Conceptual Unit Outlines](#)
- [Just War Theory](#)
- [Justlistening.net](#)

Recommended Readings

Articles

- ["Civil Disobedience" by Henry David Thoreau](#)
- [The History of the NRA](#)
- ["Just War - or a Just War?" by Jimmy Carter](#)
- [The King Philosophy](#)
- ["Christian Peacemaking" by Katie Murphy](#)

Fiction

- Remarque, Erich. *All Quiet on the Western Front*
- O'Brien, Tim. *Going After Cacciato, The Things they Carried*
- Shaara, Michael. *The Killer Angels*
- Robert Cormier, *The Chocolate War*

Nonfiction

- Pinker, Steven. *The Better Angels of Our Nature*
- King, Jr., Martin Luther. *Strength to Love and I Have a Dream*
- Gandhi, Mahatma. *The Story of My Experiments with Truth*
- Powers, Samantha. *A Problem From Hell*
- Wiseman, Rosaline. *Queen Bees and Wannabes*
- Marshall Rosenberg. *Nonviolent Communication: A language of life*
- Merton, Thomas. *New Seeds of Contemplation*
- Ilibagiza, Immaculee. *Left to Tell: Discovering God Amidst the Rwandan Holocaust*

Recommended Videos

- "Gandhi" film
- "Selma" film
- [Michael Walzer on Just War Theory](#)
- [America's Gun Problem](#)
- [Aaron Huey: America's native prisoners of war](#)

Lesson with Link and Source	Lesson Topics	Connection to English Curriculum	Connection to Social Studies Curriculum
<p><u>Nonviolence in Young Adult Texts</u> by ReadWriteThink</p>	<ul style="list-style-type: none"> - 6 Principles of Nonviolence - Conflict Resolution - King’s “I Have a Dream” speech - Essay Writing 	<ul style="list-style-type: none"> - Use when studying fictional works involving violence - Use when teaching how to write an essay - Use when investigating how King uses literary devices to enhance persuasive effect 	<ul style="list-style-type: none"> - Use when exploring the Civil Rights Era (USHIS 1950s-1970s) - Use when exploring nonviolent movements in World History: Salt March, Suffrage Parade, Delano-Grape Boycott, Singing Revolution, etc.
<p><u>Tactics of Nonviolence</u> by Facing History and Ourselves</p>	<ul style="list-style-type: none"> - Strategy vs. Tactic - Civil Rights Movement 	<ul style="list-style-type: none"> - Use when studying fictional works involving violence - What tactics of nonviolence could characters in the work use? Would they be successful today? For instance, would <i>Les Miserables</i> be as powerful if Jean Valjean had been violent? 	<ul style="list-style-type: none"> -Use when exploring the American Civil Rights Movement and Occupy Wall Street movement (USHIS 2010-11) - Use when exploring civil rights movements in World History such as the Campaign for Social Justice in Northern Ireland, the Quiet Revolution in Canada, the Chicano Movement, the American Indian Movement, LGBT movements, the Prague Spring, and the movement for civil rights for indigenous Australians.
<p><u>Civil Disobedience</u> by PBS SoCal</p>	<ul style="list-style-type: none"> - Civil Disobedience - Thoreau, Gandhi, King Jr. 	<ul style="list-style-type: none"> - Use when studying fictional works involving violent or nonviolent protests: 	<ul style="list-style-type: none"> -Use when exploring the abolition movement and transcendentalism

		<ul style="list-style-type: none"> - What would Thoreau, Gandhi, King Jr. say about key plot events? - If the characters were civilly disobedient rather than violent (or vice-versa), what do you think would have happened? 	<p>(USHIS 1840-1860)</p> <ul style="list-style-type: none"> - Use when exploring nonviolent movements in World History: Salt March, Suffrage Parade, Delano-Grape Boycott, Singing Revolution, etc.
<p><u>Rohingyan Genocide</u> by Facing History and Ourselves</p>	<ul style="list-style-type: none"> - Genocide - Ethnic Cleansing - Myanmar 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction about the Holocaust like <i>Night</i>, <i>The Diary of a Young Girl</i>, or <i>The Book Thief</i>. 	<ul style="list-style-type: none"> -Use when exploring U.S. policies towards American Indian tribes in the West; Dawes Severalty Act 1887. (USHIS 1870-1890) - Use when exploring genocides throughout World History such as the Holocaust or the crises in Cambodia, Armenia, Rwanda, Bosnia, Darfur, and with the Kurds, etc.
<p><u>Gun Violence</u> by KQED/NPR</p>	<ul style="list-style-type: none"> - Gun Control, pro and con 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction involving gun violence 	
<p><u>Suicide</u> by PBS</p>	<ul style="list-style-type: none"> - Suicide Facts and Myths - Warning Signs - Depression 	<ul style="list-style-type: none"> - Use when studying works of fiction in which a character threatens or commits suicides - Use when studying works of nonfiction about depression or suicide 	

<p><u>Cyberbullying</u> by the Anti-Defamation League</p>	<ul style="list-style-type: none"> - Online Social Cruelty - Internet Safety - Social Norms Theory - Civic Responsibility 	<ul style="list-style-type: none"> - Use in works of fiction or nonfiction that involve bullying or online cruelty 	
<p><u>Women and Nonviolent Resistance</u> by the Pulitzer Center</p>	<ul style="list-style-type: none"> - Women’s rights in developing or war-torn countries - Voting - Gender Equity Peacebuilding 	<ul style="list-style-type: none"> - Use when teaching <i>A Summer of Kings</i>, <i>The Kite Runner</i>, or <i>A Parchment of Leaves</i> 	<ul style="list-style-type: none"> - Use when teaching Ghandi in World Geography or MLK in U.S. History - Use when covering the anti-war movement in during the 60’s and 70’s in U.S. History - Use when covering the women’s suffrage and the women’s liberation movement in U.S. History

English and Social Studies Curriculum Guide

for the Sisters of Mercy Critical Concerns



SECTION 5: WOMEN



Mercy Education
System of the Americas

Educación de la Misericordia
de las Américas

Women



English and Social Studies Curriculum Guide for the Sisters of Mercy Critical Concerns

Definition

While representing nearly 50% of the world's population, women today still lack equal representation within political and economic circles. In the world today, the rights of women throughout the developing world is a critical concern. Support for women's issues involves action and advocacy for policies that support equality for women, especially in the areas of education, healthcare, employment, and childcare. These causes should be paired with a renewed feminist movement that understands and reforms gender stereotypes.

Characteristics

- Failure to treat women as equal to men in word or deed is a form of violence.
- This violence can be physical, emotional, psychological, or sexual and has numerous consequences.
- The Sisters of Mercy believe that women's education, health and spirituality need special attention. They continue this mission in their schools, colleges, health-care institutions and spirituality centers. They advocate for equal pay, for services for domestic violence victims, economic justice, and for the rights of girls and women in especially repressive societies.

Essential Questions

- What is "feminism?"
- What are the values of "mainstream" feminism today? Are they different from the values of "radical" feminism?
- How are women treated in politics and the workplace?
- What are the causes and effects of the #MeToo movement?
- What issues are women facing in the developing world?

- What are the cultural narratives involving gender roles and how do they contribute to discrimination against women? How do cultural narratives about gender limit men in their choices?
- What are the implications of gender stereotypes combined with racial stereotypes to men and women of color?
- What can individuals do in support of women's issues that reflects Mercy priorities listed in "characteristics" above?

Recommended Topics

- Equal Rights Amendment
- Domestic and Dating Violence
- The Pay Gap and "Glass Ceiling"
- Human Trafficking
- Abortion and the Right-to-Life Movement
- Childcare and paid maternity leave
- Women's prisons
- Under representation of women in politics, corporations, STEM, and judiciary
- #MeToo Movement
- Gender Stereotypes
- The History of Patriarchy
- Women's Education
- Women and Religion
- Women and the Media
- Percentage of U.S. Poor that are Women
- Feminism in Developing and Developed Countries

Recommended Resources

- [History of Catherine McAuley](#) - working on behalf of women
- [USCCB on Sexual Abuse of Women](#)
- [USCCB on Women's Issues](#)
- [Pope Francis: Woman is the world's harmony](#)
- [Sisters of Mercy Justice Site on Women](#)
- [Sisters of Mercy Resource Sheet on Women](#)
- [Sisters of Mercy Links on Human Trafficking](#)
- [U.S. Catholic Sisters Against Human Trafficking](#)
- [A Mighty Girl Blog](#)
- [National Right to Life](#)
- [He For She](#)
- [Days for Girls International](#)
- [Conceptual Unit Outlines](#)

- Trafficking Victim Protection Act 2000
- Poetry Foundation: Women
- NETWORK

Recommended Readings

Articles

- "Picture A Leader: Is She A Woman?"
- "Beyond the Girl and Boy Aisles"
- "Why Is Silicon Valley So Awful To Women?"
- "What 4 Men Learned From Being Photoshopped Like Famous Women: Huffington Post"

Fiction

- Atwood, Margaret. *The Penelopiad, The Handmaid's Tale*
- Bronte, Charlotte. *Jane Eyre*
- Austin, Jane. *Pride and Prejudice*
- Chopin, Kate. *The Awakening*
- Hurston, Zora Neal. *Their Eyes Are Watching God*
- Walker, Alice. *The Color Purple*
- Wolff, Virginia. *Orlando, A Room of One's Own*
- Kidd, Sue Monk. *The Secret Life of Bees*
- Sophocles. *Antigone*
- Shakespeare, William. *Macbeth, Hamlet*
- Morrison, Toni. *The Bluest Eye, Sula*
- Ibsen, Henrik. *The Dolls House*
- Hawthorne, Nathaniel. *The Scarlet Letter*

Nonfiction

- Kristof, Nicholas. *Half the Sky*.
- Adichie, Chimamanda Ngozi. *Dear Ijeawele, or A Feminist Manifesto in 15 Suggestions*
- Clinton, Hillary. *What Happened*
- Japinga, Lynn. *Feminism and Christianity: An Essential Guide*
- Flores, Theresa and Peggy Sue Wells. *The Slave Across the Street*
- Angelou, Maya. *I Know Why the Caged Bird Sings*
- Truth, Sojourner. *Ain't I a Woman?*
- Taylor, Susie King. *Reminiscences of My Life In Camp*
- Walls, Jeannette. *The Glass Castle*
- Simmons, Rachel. *Enough As She Is*
- Friedan, Betty. *The Feminine Mystique*

- Lindbergh, Anne Morrow. *The Gift from the Sea*
- Yousafzai, Malala. *I Am Malala*
- Carter, Jimmy. *A Call To Action*
- Gay, Roxane. *Bad Feminist*

Recommended Videos

- “Miss Representation” Documentary
- “Killing Us Softly: Advertising’s Image of Women” Documentary
- “He Named Me Malala” Documentary
- “Half the Sky” Documentary
- “The Hunting Ground” Documentary
- “The Invisible War” Documentary
- "Emma Watson He For She"
- "Malala UN Speech"
- "We Should All Be Feminists"
- “Suffragette” Film
- “RGB”

Lesson with Link and Source	Lesson Topics	Connection to English Curriculum	Connection to Social Studies Curriculum
<p><u>Women Issues of 19th Century U.S.</u> by Library of Congress</p>	<ul style="list-style-type: none"> - Women's Suffrage - Civil War - Slavery - Analyzing Primary Sources - Persuasive Writing 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction in which the role of women is key, for example, works like <i>The Awakening</i> by Kate Chopin that emphasize the constraining role of social gender roles. - Use when teaching students how to write a persuasive letter 	<ul style="list-style-type: none"> -Use when exploring the Seneca Falls Convention and the Declaration of Sentiments (USHIS 1848) Jane Addams and Hull House (USHIS 1889) Abolitionists such as Lucretia Mott, William Lloyd Garrison, Sojourner Truth
<p><u>Human Trafficking</u> by Advocates for Human Rights</p>	<ul style="list-style-type: none"> - Modern Day Slavery - Misconceptions about Trafficking - Trafficking in the U.S. 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction about slavery 	<ul style="list-style-type: none"> -Use when exploring the Trafficking Victims Protection Act (USHIS 2000)
<p><u>Dating Violence</u> by PBS</p>	<ul style="list-style-type: none"> - Dating Violence Facts and Myths - Laws About Dating Violence - Websites Providing Assistance 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction involving dating, domestic, or interpersonal violence 	<ul style="list-style-type: none"> -Use when exploring Violence Against Women Act (USHIS 1994)
<p><u>Gender Stereotypes</u> by PBS</p>	<ul style="list-style-type: none"> - Gender Stereotypes - Title IX - Analyzing Media 	<ul style="list-style-type: none"> - Use when studying works of fiction or nonfiction involving gender stereotypes. For example, many works like <i>The Bluest Eye</i>, show the ill effects of valuing women's appearances 	<ul style="list-style-type: none"> -Use when exploring the impact of Title IX (USHIS 1972) Mass media, conformity, and the myths & realities of women in the 1950s (USHIS 1948-60) Cult of Domesticity

		over their actions and character.	(USHIS 1820-1890) - Use when exploring Gender and Social Psychology
<u>Women in the Criminal Justice System</u> by Independent Television Service	Individual Lessons Covering: - Portraits and Trends - Intervention Program for Mothers -Resilience, Empathy, Role Models, and Mentoring	- Use when studying works of fiction or nonfiction involving female characters in prison	-Use when exploring Reformers such as Dorothea Dix and the Second Great Awakening (USHIS 1840s)
<u>#MeToo Movement</u> by New York Times	- #MeToo - Sexual Harassment - Surviving Sexual Assault	- Use when studying works of fiction or nonfiction involving sexual harassment	- Use when exploring previous feminist movements in U.S. and World History
<u>Feminism From the 1960s to Today</u> by ReadWriteThink	- Feminism - Betty Friedan - Women's Issues	- Use when studying works of fiction or nonfiction involving strong female characters and issues they face	-Use when exploring the changing roles of women in society and their push for equality through legislation like Title IX (USHIS 1972) - Use as a comparison to feminist movements in different cultures in World History
<u>Women and Nonviolent Resistance</u> by the Pulitzer Center	- Women's rights in developing or war-torn countries - Voting - Gender Equity Peacebuilding	- Use when teaching <i>A Summer of Kings</i> , <i>The Kite Runner</i> , or <i>A Parchment of Leaves</i>	- Use when teaching Ghandi in World Geography or MLK in U.S. History - Use when covering the anti-war movement in during

			the 60's and 70's in U.S. History - Use when covering the women's suffrage and the women's liberation movement in U.S. History
--	--	--	---