


## Creating a CRWP Text Set (with Unit 2 of Grade 10)

<b>Mini-Unit/Focus Argument Skill:</b> Organizing Evidence	<b>Content Topic:</b> Cultural Appropriation
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<b>Possible Search Terms:</b> Privilege, power dynamic, appreciation, stereotypes, minstrelsy, diversity, cultural responsiveness, marginalized and Indigenous individuals	<b>Number of Texts Needed:</b> 2 (video & text), 3(+) (poster(s) & 2+ texts), and 3+ (whole class article and visual(s) & jigsaw texts)
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<b>Possibilities:</b>				
Text	Genre	Text Details (Perspective, Information, Position, Angle, Audience)	Reading/Writing Strategies to use with this text	Notes about text complexity, grade levels, lexiles, etc.
<p><b>Opinion: What Is Cultural Appropriation?</b>  <a href="https://www.theglobeandmail.com/news/news-video/video-opinion-what-is-cultural-appropriation/article35051343/">https://www.theglobeandmail.com/news/news-video/video-opinion-what-is-cultural-appropriation/article35051343/</a></p>	<p><b>Video</b>  <i>The Globe and Mail Inc.</i>                      Ontario, Canada                      18 May 2017</p>	<ul style="list-style-type: none"> <li>• Perspectives of Ryan McMahon, Dakshana Bascaramurty, Hannah Sung, and Robyn Doolittle (Produced by Hannah Sung)</li> <li>• Analogy, definition, complexity, avoiding dichotomy, &amp; marginalized and Indigenous voices</li> <li>• Understanding of and opposition to cultural appropriation</li> <li>• General audience</li> </ul>	<p><b>Lesson 1: History Entering Skills</b></p> <ul style="list-style-type: none"> <li>• Focused Text Annotation</li> <li>• Write a Claim</li> <li>• Draft Based on Evidence</li> </ul> <p>Use the What Is a Claim? PowerPoint if needed.</p>	<ul style="list-style-type: none"> <li>• Conversational introduction to issues involving cultural appropriation</li> </ul>
<p><b>“Definition of Cultural Appropriation:</b></p>	<p><b>Article</b>  <i>ThoughtCo.</i>                      Social Sciences                      Sociology</p>	<ul style="list-style-type: none"> <li>• By Nicki Lisa Cole, Ph.D., American Sociologist in York, England</li> </ul>	<p><b>Lesson 1: History Entering Skills</b></p> <ul style="list-style-type: none"> <li>• Focused Text Annotation</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1300L - 1400L</li> </ul>

<p>What It Is, Why It Matters and How to Avoid It”  <a href="https://www.thoughtco.com/cultural-appropriation-definition-3026068">https://www.thoughtco.com/cultural-appropriation-definition-3026068</a></p>	<p>Key Theoretical Concepts  16 May 2017</p>	<ul style="list-style-type: none"> <li>• Definition, relationship with race, historical context relationship to appreciation, and how to avoid</li> </ul>	<ul style="list-style-type: none"> <li>• Write a Claim</li> <li>• Draft Based on Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtful overview of cultural appropriation; accessible for students aware of societal injustice</li> </ul>
<p>“Dressing in Solidarity”  <a href="http://www.tolerance.org/sites/default/files/general/TT50%20Dressing%20in%20Solidarity.pdf">http://www.tolerance.org/sites/default/files/general/TT50%20Dressing%20in%20Solidarity.pdf</a></p>	<p>Magazine Feature Story  <i>Teaching Tolerance</i>  American Number 50:  Summer 2015</p>	<ul style="list-style-type: none"> <li>• By Jill E. Thomas, former teacher and coach of principals</li> <li>• Allies celebrated “Hijab Solidarity Day” to support Muslims after the deaths of “Our Three Winners”; differentiates between appreciation and appropriation with guide questions to consider</li> </ul>	<p>Optional text for Lesson 1: History</p> <p>Entering Skills</p> <ul style="list-style-type: none"> <li>• Focused Text Annotation</li> <li>• Write a Claim</li> <li>• Draft Based on Evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1000L - 1100L</li> <li>• Accessible alternative; could foster empathy and/or aid homogenous class unfamiliar with cultural appropriation</li> </ul>
<p>“7 Ways of ‘Honoring’ Other Cultures That Are Really Just Cultural Appropriation”  <a href="http://everydayfeminism.com/2016/04/honoring-culture-appropriation/">http://everydayfeminism.com/2016/04/honoring-culture-appropriation/</a></p>	<p>Visual of costumed individual and appropriation ≠ appreciation  <i>Everyday Feminism</i>  4 Apr. 2016</p>	<ul style="list-style-type: none"> <li>• By Maisha Z. Johnson</li> <li>• Effective visual to evoke student writing; can be used anytime to foster ideas</li> </ul>	<p>Optional graphic for Lesson 1: History</p> <p>Entering Skills</p> <ul style="list-style-type: none"> <li>• Focused Text Annotation</li> <li>• Write a Claim</li> <li>• Draft Based on Evidence</li> </ul>	
<p>“CSUSM Poster Campaign Celebrates Diversity, Seeks to</p>	<p>Beyond the Stereotype Posters and</p>	<ul style="list-style-type: none"> <li>• Article written by Margaret Chantung</li> </ul>	<p>Lesson 2: Problem and Solution</p>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1600L - 1700L (Article):</li> </ul>

<p>End Cultural Appropriation”  <a href="http://news.csusm.edu/beyond-the-stereotype-poster-campaign/">http://news.csusm.edu/beyond-the-stereotype-poster-campaign/</a> or download all  <a href="https://www.csusm.edu/cicsc/projects/beyond-the-stereotype.html">https://www.csusm.edu/cicsc/projects/beyond-the-stereotype.html</a></p>	<p>Introductory Video  <i>California State University, San Marcos</i>          Informative Article</p>	<ul style="list-style-type: none"> <li>• Posters created by the CSUSM California Indian Culture and Sovereignty Center and Dr. Joely Proudfit</li> <li>• Challenges stereotypes of African American, Asian American, Native American, and Mexican American scholars</li> </ul>	<p>Graphics to initiate exploration of problems and solutions regarding the issue</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify &amp; organize evidence to represent multiple views— problems and solutions</li> <li>• Write a claim</li> </ul>	<p>comprehensible overview of campaign</p> <ul style="list-style-type: none"> <li>• Engaging, accessible depiction of complexity of issue and problematic stereotypes</li> </ul>
<p>“In Defense of Cultural Appropriation”  <a href="http://link.galegroup.com/apps/doc/A495588657/OVIC?u=bcps&amp;xid=aa1aa819#">http://link.galegroup.com/apps/doc/A495588657/OVIC?u=bcps&amp;xid=aa1aa819#</a>          (Accessible via Gale: Opposing Voices in Context) or  <a href="https://nyti.ms/2sn9LOI">https://nyti.ms/2sn9LOI</a></p>	<p>Opinion-Editorial  <i>The New York Times</i>          London, United Kingdom          14 June 2017</p>	<ul style="list-style-type: none"> <li>• By Kenan Malik, author and neurobiologist</li> <li>• Exploration of the ramifications of cultural appropriation claims: editors who have lost jobs, destruction of artwork, complexity of cultural engagement, and parallels with “race music” arguments of the 50’s</li> </ul>	<p>Lesson 2: Problem and Solution</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify &amp; organize evidence to represent multiple views— problems and solutions</li> <li>• Write a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1100L - 1200L</li> <li>• Exploration of potentially unknown words may foster comprehension, e.g. analogous, marginalized, blasphemy, etc.</li> </ul>
<p>“Commentary: Cultural Appropriation Is, In Fact, Indefensible”</p>	<p>Commentary  <i>NPR Books</i>          CodeSwitch</p>	<ul style="list-style-type: none"> <li>• By K. Tempest Bradford, speculative fiction writer and cultural columnist</li> </ul>	<p>Lesson 2: Problem and Solution</p> <p>Foundational Skills:</p>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1300L - 1400L</li> <li>• Great example of Harris’ moves,</li> </ul>

<a href="http://www.npr.org/sections/codeswitch/2017/06/28/533818685/cultural-appropriation-is-in-fact-indefensible">http://www.npr.org/sections/codeswitch/2017/06/28/533818685/cultural-appropriation-is-in-fact-indefensible</a>	<p>Race and Identity, Remixed American 28 June 2017</p>	<ul style="list-style-type: none"> <li>Thoughtful response to Malik’s op-ed; clarifies the power dynamic of appropriation</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; organize evidence to represent multiple views— problems and solutions</li> <li>Write a claim</li> </ul>	<p>esp. countering in response to Malik</p>
<p>“Cultural Appropriation: Make It Illegal Worldwide, Indigenous Advocates Say” <a href="http://www.cbc.ca/news/canada/north/cultural-appropriation-make-it-illegal-worldwide-indigenous-advocates-say-1.4157943">http://www.cbc.ca/news/canada/north/cultural-appropriation-make-it-illegal-worldwide-indigenous-advocates-say-1.4157943</a></p>	<p>News Report <i>CBC North Yellowknife</i>, Northwest Territories Canada 13 June 2017</p>	<ul style="list-style-type: none"> <li>By Hilary Bird</li> <li>Exploration of the challenges of creating and passing international laws and the lack of Canadian Indigenous representatives</li> </ul>	<p>Alternative Option for Lesson 2: Problem and Solution</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>Identify &amp; organize evidence to represent multiple views— problems and solutions</li> <li>Write a claim</li> </ul>	<ul style="list-style-type: none"> <li>Lexile® Measure: 1400L - 1500L</li> <li>Background information regarding the United Nations may be beneficial.</li> </ul>
<p>“I’ve Learned This the Hard Way: There’s No Such Thing as Cultural Appropriation” <a href="http://observer.com/2017/01/ive-learned-this-the-hard-way-theres-no-such-thing-as-cultural-appropriation/">http://observer.com/2017/01/ive-learned-this-the-hard-way-theres-no-such-thing-as-cultural-appropriation/</a></p>	<p>Article <i>Observer</i>, Digital Newsletters Modesto, CA 18 Jan. 2017</p>	<ul style="list-style-type: none"> <li>By Eric Ruiz, American</li> <li>Straightforward assertions of the need for discourse and the interconnectedness of culture</li> </ul>	<p>Alternative Option for Lesson 2: Problem and Solution</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>Identify &amp; organize evidence to represent multiple views— problems and solutions</li> <li>Write a claim</li> </ul>	<ul style="list-style-type: none"> <li>Lexile® Measure: 1000L - 1100L</li> <li>Short paragraphs; accessible alternative to “In Defense of Cultural Appropriation”</li> </ul>

<p>“Cultural Appropriation Versus Cultural Appreciation”  <a href="https://epochmagonline.com/cultural-appropriation-versus-cultural-appreciation-5ece93520bb5">https://epochmagonline.com/cultural-appropriation-versus-cultural-appreciation-5ece93520bb5</a></p>	<p>Editorial  <i>Epoch Magazine</i>  Digital Magazine of Global Contributors in 2016  29 Sep. 2016</p>	<ul style="list-style-type: none"> <li>• By Gabriela Rodrigues, Brazilian high school junior</li> <li>• Criticism of cultural appropriation, particularly that of Kylie Jenner and Sylvia Plath</li> </ul>	<p>Alternative Option for Lesson 2: Problem and Solution</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify &amp; organize evidence to represent multiple views— problems and solutions</li> <li>• Write a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1400L - 1500L</li> <li>• Vehement criticism of cultural appropriation; challenging vocabulary and syntax</li> </ul>
<p>“The Mad, Bad Crusade against 'Cultural Appropriation'”  <a href="http://link.galegroup.com/apps/doc/A498486130/OVIC?u=bcps&amp;xid=1379456d#">http://link.galegroup.com/apps/doc/A498486130/OVIC?u=bcps&amp;xid=1379456d#</a>  (Accessible via Gale: Opposing Viewpoints in Context) or  <a href="https://www.spectator.co.uk/2017/04/the-mad-bad-crusade-against-cultural-appropriation/">https://www.spectator.co.uk/2017/04/the-mad-bad-crusade-against-cultural-appropriation/</a></p>	<p>Commissioned Editorial  <i>The Spectator</i>  London, United Kingdom  1 Apr. 2017</p>	<ul style="list-style-type: none"> <li>• By Mary Wakefield</li> <li>• Dismissive, derisive criticism of “twentysomethings” who claim to oppose cultural appropriation</li> <li>• Biased, employs namecalling: “these snowflakes” and “these righteous muppets”</li> <li>• Includes Twitter threat, “Burn this shit, bitch”</li> </ul>	<p>Alternative Option for Lesson 2: Problem and Solution</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify &amp; organize evidence to represent multiple views—problems and solutions</li> <li>• Write a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1100L - 1200L</li> <li>• Ad hominem and logical fallacies detract from Wakefield’s argument criticizing opposition to cultural appropriation</li> </ul>
<p>“Arguments over Cultural Appropriation Have Deep Roots”  <a href="http://www.latimes.com/books/jacketco">http://www.latimes.com/books/jacketco</a></p>	<p>Article  <i>Los Angeles Times</i>  Regarding Books, Jacket Copy</p>	<ul style="list-style-type: none"> <li>• By Viet Thanh Nguyen, Pulitzer Prize-winning author</li> <li>• Complexity of cultural appropriation; histories of</li> </ul>	<p>Lesson 3: Multiple Views and Multiple Solutions</p> <p>Reading #1: Whole Class Guided Model</p>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1200L - 1300L</li> <li>• Involves white privilege and systemic injustice</li> </ul>

<a href="http://la-ca-jc-appropriation-culture-20160926-snap-story.html">py/la-ca-jc-appropriation-culture-20160926-snap-story.html</a>	26 Sep. 2016	<p>Colonization, exploitation, and inequality; advice for exploring the issue</p> <ul style="list-style-type: none"> <li>• Acknowledgment of history and economic benefits of white privilege</li> </ul>	<p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Supplementary vocabulary activity and reading aloud could facilitate comprehension</li> </ul>
<p>“History of Minstrelsy: From ‘Jump Jim Crow’ to ‘The Jazz Singer’”</p> <a href="http://exhibits.lib.usf.edu/exhibits/show/minstrelsy/jimcrow-to-jolson/jump-jim-crow/">http://exhibits.lib.usf.edu/exhibits/show/minstrelsy/jimcrow-to-jolson/jump-jim-crow/</a>	<p>Visual artifacts, exploitation, and history of blackface minstrelsy USF Libraries 2012</p>	<ul style="list-style-type: none"> <li>• Curation by Special &amp; Digital Collections librarian Andy Huse and Department of History undergraduate student Simone Sanders</li> <li>• Assortment of images and context of blackface minstrelsy including the origins of Jim Crow</li> </ul>	<p>Lesson 3: Multiple Views and Multiple Solutions</p> <p>Numerous Options for Visuals (can be explored as whole class or via jigsaw)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Be sure to create a culturally responsive atmosphere in which to analyze and evaluate the visual(s) you select</li> </ul>
<p>“Protocols for Producing Indigenous Australian Writing: Writing”</p> <a href="http://www.australiacouncil.gov.au/symphony/extension/richtext_redactor/getfil">http://www.australiacouncil.gov.au/symphony/extension/richtext_redactor/getfil</a>	<p>Protocols for working with Indigenous artists <i>Australia Council for the Arts</i> First published in 2002</p>	<ul style="list-style-type: none"> <li>• By the Australia Council for the Arts</li> <li>• Comprehensive overview for preserving Indigenous culture and preventing cultural appropriation</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Role of Fiction)</p> <p>May be best for GT with year’s focus on fiction</p>	<ul style="list-style-type: none"> <li>• Provides a wide-ranging variety of topics and an easy-to-use table of contents</li> <li>• Would be best accessed as a digital resource;</li> </ul>

<a href="http://link.galegroup.com/apps/doc/A20005283/OVIC?u=bcp&amp;xid=961be2a5#">e/?name=fc8a5cc73467cb405e8943ae14975da7.pdf</a>	Edited in 2007		<b>Foundational Skills:</b> <ul style="list-style-type: none"> <li>Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>Write a nuanced claim</li> </ul>	could have students preview table of contents and create and answer inquiry questions
<p>“Deft Handling of Thorny Issues”  <a href="http://link.galegroup.com/apps/doc/A20005283/OVIC?u=bcp&amp;xid=961be2a5#">http://link.galegroup.com/apps/doc/A20005283/OVIC?u=bcp&amp;xid=961be2a5#</a>          (Accessible via Gale: Opposing Viewpoints in Context)</p>	Brief Article <i>Maclean's</i> 10 Nov. 1997	<ul style="list-style-type: none"> <li>By John Bemrose</li> <li>Winnipeg author Martha Brooks’ process for writing her fifth novel <i>Bone Dance</i> while respecting Indigenous culture</li> </ul>	Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions  (Role of Fiction)  <b>Foundational Skills:</b> <ul style="list-style-type: none"> <li>Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>Lexile® Measure: 1200L - 1300L</li> <li>Short, accessible, thoughtful exploration of Brooks’ writing process</li> </ul>
<p>“Fiction and Identity Politics”;          ‘I hope the concept of cultural appropriation is a passing fad’  <a href="https://www.theguardian.com/commentisfree/2016/sep/13/lonel-shrivers-full-">https://www.theguardian.com/commentisfree/2016/sep/13/lonel-shrivers-full-</a></p>	Opinion <i>The Guardian</i> Brisbane, Australia Full Transcript of the Keynote Speech 8 Sep. 2016	<ul style="list-style-type: none"> <li>By Lionel Shriver</li> <li>In opposition to cultural appropriation and in support of artistic freedom for writers of fiction</li> <li>Opening address for fellow writers at the</li> </ul>	Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions  (Role of Fiction)  <b>Foundational Skills:</b> <ul style="list-style-type: none"> <li>Identify and organize evidence to represent multiple</li> </ul>	<ul style="list-style-type: none"> <li>Lexile® Measure: 1200L - 1300L</li> <li>Somewhat defensive position involving the challenges of depicting marginalized characters</li> </ul>

<p><a href="#"><u>speech-i-hope-the-concept-of-cultural-appropriation-is-a-passing-fad</u></a></p>		<p>Brisbane Writers Festival</p>	<p>views—issues and interest groups</p> <ul style="list-style-type: none"> <li>• Write a nuanced claim</li> </ul>	
<p>“We Need to Talk about Cultural Appropriation: Why Lionel Shriver's Speech Touched a Nerve”  <a href="https://www.theguardian.com/books/2016/sep/15/we-need-to-talk-about-cultural-appropriation-why-lionel-shrivers-speech-touched-a-nerve"><u>https://www.theguardian.com/books/2016/sep/15/we-need-to-talk-about-cultural-appropriation-why-lionel-shrivers-speech-touched-a-nerve</u></a></p>	<p>Article  <i>The Guardian</i>  Melbourne, Australia  Regarding Fiction  14 Sep. 2016</p>	<ul style="list-style-type: none"> <li>• By Stephanie Convery</li> <li>• Introduction to and backlash toward Lionel Shriver’s keynote speech, history of minstrelsy and stereotypes, complexity of fiction and culture, &amp; need for discussion</li> <li>• Open-ended exploration of the complexities and nuances of the relationship between fiction and cultural appropriation</li> <li>• Neutral</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Role of Fiction)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1100L - 1200L</li> <li>• Thought-provoking exploration of a variety of perspectives regarding the issue</li> </ul>
<p>“Why the Debate over Cultural Appropriation Misses the Mark”  <a href="https://www.thestar.com/news/queenspark/2017/05/22/why-the-debate-over-cultural-appropriation-"><u>https://www.thestar.com/news/queenspark/2017/05/22/why-the-debate-over-cultural-appropriation-</u></a></p>	<p>Column  <i>The Star</i>  News,  Ontario Politics  Queen’s Park  Canada  22 May 2017</p>	<ul style="list-style-type: none"> <li>• By Martin Regg Cohn</li> <li>• History of stereotypes, particularly anti-Semitic; need to explore root of issue; desire to foster understanding and communication among writers</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Role of Fiction)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1100L - 1200L</li> <li>• Short paragraphs; most accessible Role of Fiction jigsaw text</li> </ul>



<p><a href="#">misses-the-mark-cohn.html</a></p>		<ul style="list-style-type: none"> <li>• Audience of fellow writers and thinkers</li> <li>• Includes political wordplay: “Twitter is for Trumps!”</li> </ul>	<p>views—issues and interest groups</p> <ul style="list-style-type: none"> <li>• Write a nuanced claim</li> </ul>	
<p>“Cultural Appropriation: Why Can't We Debate It?”  <a href="https://www.theglobeandmail.com/opinion/unpopular-ideas-shouldnt-be-silenced-they-should-be-debated/article34956197/">https://www.theglobeandmail.com/opinion/unpopular-ideas-shouldnt-be-silenced-they-should-be-debated/article34956197/</a></p>	<p>Editorial Column  <i>The Globe and Mail</i>          Toronto, Ontario Canada          11 May 2017</p>	<ul style="list-style-type: none"> <li>• By Elizabeth Renzetti, columnist and novelist</li> <li>• In support of diverse perspectives and open-mindedness to prevent censorship, including Niedzviecki who resigned from <i>Write</i> magazine after vehement censure of an essay advocating an Appropriation Prize</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Role of Fiction)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1100L - 1200L</li> <li>• Reasonable, accessible exploration of the need for discourse and disagreement</li> </ul>
<p>“What’s Ours Is Ours: ReMatriate Takes Back Indigenous Cultural Symbols”  <a href="http://link.galegroup.com/apps/doc/A428624093/OVIC?u=bcps&amp;xid=472a53a3#">http://link.galegroup.com/apps/doc/A428624093/OVIC?u=bcps&amp;xid=472a53a3#</a>          (Accessible via Gale: <b>Opposing Viewpoints in Context</b>) or  <a href="http://www.cbc.ca/news/canada/north/r">http://www.cbc.ca/news/canada/north/r</a></p>	<p>Brief Article  <i>This Magazine</i>          p. 6          July-Aug. 2015</p> <p>Or <i>CBC News</i>          Radio-Canada          Canada North          12 Apr. 2015</p>	<ul style="list-style-type: none"> <li>• By Matt Moir</li> <li>• Explores initiatives of ReMatriate, an organization composed of Indigenous women and dedicated to education, re-appropriation, and re-empowerment; criticizes exploitation of Dsquared2</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1400L - 1500L</li> <li>• Accessible exploration of ReMatriate and Dsquared2’s commercial exploitation</li> <li>• Lexile® Measure: 1300L - 1400L</li> <li>• “ReMatriate Wants to Take</li> </ul>

<p><a href="#">ematriate-wants-to-take-back-visual-identity-of-first-nations-1.3029833</a> (Simplified)</p>			<ul style="list-style-type: none"> <li>• Write a nuanced claim</li> </ul>	<p>Back Visual Identity' of First Nations”</p>
<p>“Canadian Olympic Outfitters Send Open Apology Letter to Indigenous People” <a href="http://link.galegroup.com/apps/doc/A444402083/OVIC?u=bcps&amp;xid=d8a4e7bb#">http://link.galegroup.com/apps/doc/A444402083/OVIC?u=bcps&amp;xid=d8a4e7bb#</a> (Accessible via Gale: Opposing Viewpoints in Context) <a href="https://www.theglobeandmail.com/news/national/canadian-olympic-outfitters-send-open-apology-letter-to-aboriginal-people/article28934478/">https://www.theglobeandmail.com/news/national/canadian-olympic-outfitters-send-open-apology-letter-to-aboriginal-people/article28934478/</a></p>	<p>Article <i>The Globe and Mail</i> Nation Aboriginal Culture Canada 26 Feb. 2016</p>	<ul style="list-style-type: none"> <li>• By Kathryn Blaze Baum, National Reporter</li> <li>• Explains Dsquared2’s apology a year after releasing a clothing line hashtagged with “squaw,” an insult to Indigenous women; issued two weeks after Olympics’ announcement and social media backlash</li> </ul>	<p>Lesson 3: Multiple Views and Multiple Solutions  (Diverse Viewpoints)  Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1400L-1500L</li> <li>• Thoughtful articulation of conflicting reactions to Dsquared2</li> </ul>
<p>“3 Indigenous Writers Discuss Cultural Appropriation” <a href="http://www.cbc.ca/news/indigenous/cultural-appropriation-prize-1.4118940">http://www.cbc.ca/news/indigenous/cultural-appropriation-prize-1.4118940</a></p>	<p>Video of Interview and Article <i>CBC News</i> Indigenous Home Canada 17 May 2017</p>	<ul style="list-style-type: none"> <li>• By Rosanna Deerchild, host of CBC’s Unreserved and award-winning Cree author</li> <li>• Responding to the “appropriation prize” controversy and history of cultural</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions  (Diverse Viewpoints)  Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1300L-1400L</li> <li>• Thoughtful, impartial depiction of various viewpoints</li> </ul>

		appropriation in Canada	represent multiple views—issues and interest groups <ul style="list-style-type: none"> <li>Write a nuanced claim</li> </ul>	
<p>“I’m Indian, Don’t White-Wash my Culture by Wearing a Bindi”</p> <p><a href="https://thetab.com/uk/2016/07/21/im-indian-dont-white-wash-culture-wearing-bindi-9630">https://thetab.com/uk/2016/07/21/im-indian-dont-white-wash-culture-wearing-bindi-9630</a></p>	<p>Editorial The Tab Life <i>United Kingdom</i> July 2016</p>	<ul style="list-style-type: none"> <li>By Pratiksha Vekaria, Voxpop Editor of <i>The Tab</i> London</li> <li>Explores the history and cultural traditions of the bindi and the appropriation and exoticization of Westerners wearing the bindi</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>Lexile® Measure: 1300L-1400L</li> <li>Earnest exhortation for individuals to explore and understand Hindu culture before wearing its symbols</li> </ul>
<p>“So Coldplay’s ‘Exotifying’ India, Just as Bollywood has Done to Others for Years”</p> <p><a href="https://thewire.in/20450/the-fevered-anatomy-of-coldplays-new-video-for-hymn-for-the-weekend/">https://thewire.in/20450/the-fevered-anatomy-of-coldplays-new-video-for-hymn-for-the-weekend/</a></p>	<p>Article (including Multimedia Resources) <i>The Wire</i> and <i>The Foundation for Independent Journalism</i> New Delhi, India 31 Jan. 2016</p>	<ul style="list-style-type: none"> <li>By Nishita Jha</li> <li>Criticizes Coldplay’s clichéd, one-sided “(mis)appropriation” of Indian culture and the history of cultural appropriation in India’s film industry</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>Identify and organize evidence to represent multiple views—issues and interest groups</li> </ul>	<ul style="list-style-type: none"> <li>Lexile® Measure: 1400L-1500L</li> <li>Assortment of tweets, video clips, and images engage readers; may be best accessed digitally</li> </ul>

			<ul style="list-style-type: none"> <li>• Write a nuanced claim</li> </ul>	
<p>“EXP Edition: American 'K-pop' group raise eyebrows in Korea”  <a href="http://www.independent.co.uk/arts-entertainment/music/news/exp-edition-feel-like-this-video-kpop-group-american-south-korea-bora-kim-art-project-a7688286.html">http://www.independent.co.uk/arts-entertainment/music/news/exp-edition-feel-like-this-video-kpop-group-american-south-korea-bora-kim-art-project-a7688286.html</a></p>	<p>Article  <i>The Independent</i>          Culture          Music News          United Kingdom          18 Apr. 2017</p>	<ul style="list-style-type: none"> <li>• By Roisin O’Connor, Music Correspondent</li> <li>• Investigates EXP, a self-proclaimed K-Pop band of New Yorkers; criticism includes the inability of performers to speak Korean and lack of choreography, which is atypical in such a competitive genre</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1300L-1400L</li> <li>• Image and video illustrate issue;</li> </ul>
<p>“K Pop and Cultural Appropriation”  <a href="http://www.gal-dem.com/k-pop-and-cultural-appropriation/">http://www.gal-dem.com/k-pop-and-cultural-appropriation/</a></p>	<p>Opinion-Editorial  <i>Gal-Dem</i>          Arts &amp; Culture          Ontario, Canada          1 July 2016</p>	<ul style="list-style-type: none"> <li>• By Judy Kim</li> <li>• Writer criticizes treatment of K-Pop and Korean culture and language as expendable accessories</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1000L-1100L</li> <li>• Frustrated exhortation for readers to appreciate and not appropriate other cultures</li> </ul>

<p>“Maasai People of East Africa Fighting Against Cultural Appropriation by Luxury Fashion Labels”  <a href="http://www.independent.co.uk/life-style/fashion/maasai-people-cultural-appropriation-luxury-fashion-retailers-louis-vuitton-east-africa-intellectual-a7553701.html">http://www.independent.co.uk/life-style/fashion/maasai-people-cultural-appropriation-luxury-fashion-retailers-louis-vuitton-east-africa-intellectual-a7553701.html</a></p>	<p>Brief Article  <i>The Independent</i>          Fashion/Beauty          United Kingdom          7 Feb. 2017</p>	<ul style="list-style-type: none"> <li>• By Sarah Young, Freelance Writer</li> <li>• Elucidates the profits of fashion companies with attire that resembles the Maasai Shuka, African blanket in red and blue; 80% of the Maasai population in Kenya and Tanzania live below the poverty line, and they are owed about \$10 million in licensing fees/year</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1500L-1600L</li> <li>• Short, accessible paragraphs and thought-provoking content</li> </ul>
<p>“Marc Jacobs’ Defense of White Models in Dreadlocks Was Way Worse Than His Original Sin”  <a href="http://www.okayafri.ca.com/op-ed-2/marc-jacobs-responds-to-faux-locks-critique/">http://www.okayafri.ca.com/op-ed-2/marc-jacobs-responds-to-faux-locks-critique/</a></p>	<p>Article  <i>OkayAfrica</i>          International Edition          16 Sep. 2016</p>	<ul style="list-style-type: none"> <li>• By Stephanie Smith-Strickland</li> <li>• Explores Jacob’s use of all white models in dreadlocks and his defensive response claiming color-blindness; author closes with her inability to attain employment with dreadlocks</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1400L-1500L</li> <li>• Assortment of tweets and responses engage readers; may be best accessed digitally</li> </ul>

<p>“Compare: Did YSL Rip-off This African Designer?”  <a href="http://www.okayafri.ca.com/culture-2/yysl-copies-african-brand-cultural-appropriation/">http://www.okayafri.ca.com/culture-2/yysl-copies-african-brand-cultural-appropriation/</a></p>	<p>Article  <i>OkayAfrica</i>  International Edition  3 Mar. 2017</p>	<ul style="list-style-type: none"> <li>• By Damola Durosomo</li> <li>• Explores “stealing” of African-inspired styles by the fashion industry, here the MBURU bag, “10 x 60 cm long baguette bag”; concludes with memorable metaphor of cultural appropriation as grades</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1000L-1100L</li> <li>• Images and Diouf’s story illustrate appropriation</li> </ul>
<p>“Of Kimono and Cultural Appropriation”  <a href="http://www.japantimes.co.jp/opinion/2015/08/04/commentary/japan-cultural-appropriation/#.WXEw8YQrLIU">http://www.japantimes.co.jp/opinion/2015/08/04/commentary/japan-cultural-appropriation/#.WXEw8YQrLIU</a></p>	<p>Commentary  <i>The Japan Times</i>  Opinion  4 Aug. 2015</p>	<ul style="list-style-type: none"> <li>• By Shaun O’Dwyer, Associate Professor in School of Global Japanese Studies at Meiji University</li> <li>• Depicts the struggling kimono industry, criticizes protesters and their exploitation of Said’s “Orientalism,” and recommends overt support of casual kimono wearers</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1300L-1400L</li> <li>• Thoughtful, lengthy articulation of varying viewpoints and concern regarding the ramifications of claims of cultural appropriation</li> </ul>
<p>“Balancing Cultural Appropriation with Good Business”</p>	<p>Editorial column  <i>South China Morning Post</i></p>	<ul style="list-style-type: none"> <li>• By Cathy Holcombe</li> <li>• Touches on Shriver’s speech and support in Hong Kong, the</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1200L-1300L</li> </ul>

<p><a href="http://www.scmp.com/business/article/2039486/balancing-cultural-appropriation-good-business">http://www.scmp.com/business/article/2039486/balancing-cultural-appropriation-good-business</a></p>	<p>The View International Edition 24 Oct. 2016</p>	<p>commercial benefits of cultural appropriation in China, Hudgens' accoutrements, and responses of Indigenous individuals</p> <ul style="list-style-type: none"> <li>• Likeminded critics of social justice and political correctness</li> </ul>	<p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Dismissive of political correctness and indicative of confirmation bias</li> </ul>
<p>“Dear White People/Queridos Gringos: You Want Our Culture But You Don’t Want Us - Stop Colonizing The Day Of The Dead” <a href="http://wp.me/p3h924-4jp">http://wp.me/p3h924-4jp</a></p>	<p>Blog Post America 31 Oct. 2014</p>	<ul style="list-style-type: none"> <li>• By Aya De Leon, Cave Canem Fellow, writer, slam poetry champion, and teacher at UC Berkley</li> <li>• Explores the history of American colonization and criticizes cultural appropriation</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p> <ul style="list-style-type: none"> <li>• Identify and organize evidence to represent multiple views—issues and interest groups</li> <li>• Write a nuanced claim</li> </ul>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1200L-1300L</li> <li>• Thoughtful articulation of the possibilities of appreciation of culture and traditions; critical of careless appropriation</li> </ul>
<p>“Sombrero Fallout” <a href="http://link.galegroup.com/apps/doc/A431710840/OVIC?u=bcps&amp;xid=834469fc#">http://link.galegroup.com/apps/doc/A431710840/OVIC?u=bcps&amp;xid=834469fc#</a> (Accessible via Gale:</p>	<p>Restaurant Review <i>The Spectator</i> p. 78 Life Food 17 Oct. 2015</p>	<ul style="list-style-type: none"> <li>• By Tanya Gold</li> <li>• Visits and supports Tex-Mex restaurant in Norwich,</li> <li>• Biased, employs namecalling:</li> </ul>	<p>Optional jigsaw text for Lesson 3: Multiple Views and Multiple Solutions</p> <p>(Diverse Viewpoints)</p> <p>Foundational Skills:</p>	<ul style="list-style-type: none"> <li>• Lexile® Measure: 1200L-1300L</li> <li>• Ad hominem etc. weakens Gold’s argument</li> </ul>

<b>Opposing Viewpoints in Context)</b>		<b>“morons” and “fucking morons”</b>	<ul style="list-style-type: none"> <li>• <b>Identify and organize evidence to represent multiple views—issues and interest groups</b></li> <li>• <b>Write a nuanced claim</b></li> </ul>	<b>opposing cultural appropriation</b>
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<p><b>Possible claims supported by these texts:</b></p> <ul style="list-style-type: none"> <li>• <b>Open-minded discourse between diverse individuals is integral to promoting understanding and celebrating culture.</b></li> <li>• <b>Recognizing one’s privilege and systemic injustice and amplifying marginalized individuals can prevent cultural appropriation.</b></li> <li>• <b>Recognizing and repairing the injustices at the root of cultural appropriation are key to creating equity and equality in society.</b></li> <li>• <b>While traits are shared amongst cultures, individuals need to be considerate in order to avoid stereotyping and exploiting marginalized cultures.</b></li> <li>• <b>Promoting economic equality and ameliorating systemic racism would aid marginalized individuals in attaining equality and preventing the commercial exploitation of culture.</b></li> <li>• <b>International efforts can protect the rights of indigenous people to ameliorate past injustices and to foster equity; the UN has a responsibility to prevent the economic exploitation of marginalized populations.</b></li> <li>• <b>Personal attacks and logical fallacies undermine an argument and reveal a writer’s weaknesses.</b></li> <li>• <b>The responsibilities of a fiction writer are complex and multi-faceted; empathy and thoughtfulness are key in both writers and critics.</b></li> <li>• <b>Individuals should know and respect the cultures that they represent through their dress and accessories; companies that profit from marginalized cultures must pay licensing fees.</b></li> </ul>
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**REVIEW QUESTIONS:**

Are there multiple genres?



Is there enough evidence to support multiple or nuanced claims?

Is there enough evidence to provide a line of reasoning?

Are there multiple perspectives or positions represented?

Is there text to provide a background of the topic?

Is there a range of reading and accessibility levels?

**Other notes or considerations: (copies, reader accessibility, technology, assessment moments...)**

See final column for notes about texts.

**Additional resources for teachers:**

- “Addressing Cultural Appropriation in the Classroom: Tools and Resources”  
[http://blogs.edweek.org/edweek/global\\_learning/2016/12/addressing\\_cultural\\_appropriation\\_in\\_the\\_classroom\\_tools\\_and\\_resources.html](http://blogs.edweek.org/edweek/global_learning/2016/12/addressing_cultural_appropriation_in_the_classroom_tools_and_resources.html)
- “In Praise of PC”  
[link.galegroup.com/apps/doc/A446629008/OVIC?u=bcps&xid=be314ecc](http://link.galegroup.com/apps/doc/A446629008/OVIC?u=bcps&xid=be314ecc)  
**(Accessible via Gale: Student Resources in Context)**

*The focus of the National Writing Project's College-Ready Writers Program (CRWP) is the teaching and learning of source-based argument writing that draws on non-fiction texts. As part of the program, local Writing Projects provide intensive professional development and specially developed resources for teachers as teachers help their students become skilled at writing arguments from non-fiction sources. The CRWP resources and tools have been developed collaboratively by experienced teachers of writing who are part of the National Writing Project network. The purpose of sharing already created resources is to support teachers and students in developing source-based arguments and to study the underlying teaching practices. Ultimately, teachers are invited to adapt and create their own mini-units which may be modeled upon these resources.*

*The CRWP National Leadership Team, which has led the creation of a number of CRWP instructional resources, includes Rachel Bear, National Writing Project; Linda Denstaedt, Oakland (MI) Writing Project; Casey Olsen, Montana Writing Project; Beth Rimer, Ohio Writing Project; and Jean Wolph, Louisville Writing Project.*

*The Creating a CRWP Text Set resource was adapted by Beth Rimer from a resource co-created with Angela Faulhaber, Ohio Writing Project.*