

# 1619 Unit

Day 1: Cultural Bag

Day 2: *Born on the Water*

Day 3: Context of the Long Beach Community

Day 4: Uplifting our story

# Day 1: Cultural Bag



# What is Culture?

**Teacher copy  
(slides 3-8)  
Student samples (9-26)**

# What Does Culture Mean to You?

Write your own definition of the word “culture” in the space below. If you’re unsure, look it up!

(type your answer here)

# Culture vs. Stereotypes

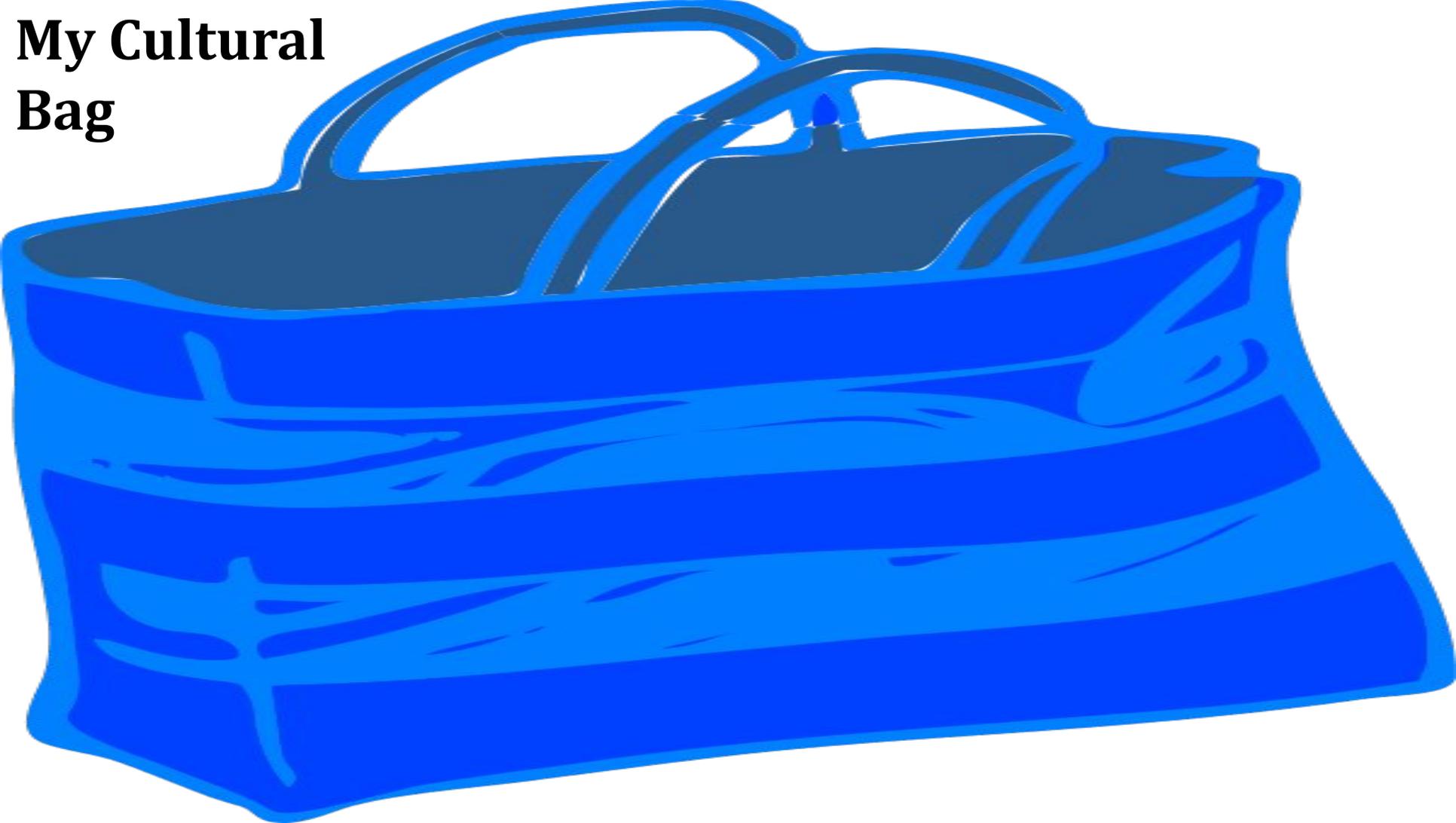
**Culture** is a set of values, behaviors, or traditions which are passed down from the previous generation. This could include many things, such as language, religious beliefs, attitudes, food, arts, music, or anything tied to what that particular group identifies as. Can a person belong to many cultures?

A **stereotype** is an idea or belief many people have about a group that is based upon how they look on the outside, which may be untrue or only partly true. Stereotyping people is a form of prejudice because what is on the outside is a small part of who a person is. Stereotypes might be used as reasons to discriminate against another person.

## Cultural Bag Directions for Slide 5:

1. On the outside of the bag, copy and paste pictures, symbols or words that represent how most people see you (stereotypes).
2. On the inside on the bag, copy and paste pictures, symbols, and words that represent what people don't see in you, what's on the inside (your culture and identity).
3. In the speaker notes on slide 5, write a few sentences describing your cultural bag.

# My Cultural Bag



# My Culture Bag Description

1. **What People See Me As:**
  - a.
2. **What's on the Inside:**
  - a.

# Student Example



# Discussion Questions:

1. What did you learn about yourself when creating your cultural bag?
2. What did you learn about the other students in the class?
3. How do you think understanding culture and our cultural bags can help us build a classroom community where everyone feels safe and welcome?
4. How do stereotypes influence what we think about other cultures and people?
5. How do stereotypes lead to racism and/or discrimination?
6. Do you think people in history had their own cultural bags? How might that impact what we can learn about the past?

# Student Sample 1

# What Does Culture Mean to You?

Write your own definition of the word “culture” in the space below. If you’re unsure, look it up!

Culture is the customs, arts, social institutions, and achievements of a particular nation, people, or other social groups. Your culture can come out in how you talk, dress, eat, speak, and walk.

al



You are more than your depression



WHITE



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# My Culture Bag Description

## 1. What People See Me As:

- a. Mean
- b. Fashionable
- c. Constantly changing hair color
- d. Happy/carefree
- e. Only white

## 2. What's on the Inside:

- a. I'm a silly dorky nerd and very sweet i think
- b. I am a goth
- c. I love cats and scary things
- d. Extremely depressed
- e. I am a part of Shasta Indian Nation and have native blood! (Kutarawaxu Band)

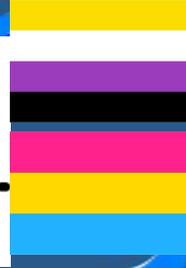
# Student Sample 2

# What Does Culture Mean to You?

Write your own definition of the word “culture” in the space below. If you’re unsure, look it up!

Culture is the transmission of ideas and creativity within a social group.  
Culture is also the traditions, food, art, music, people and habits of a social group.

# Mv Cultural



*STOP  
wearing  
your  
bonnet  
in  
public*



# My Culture Bag Description

- a. **What People See Me As:** People see me as being “Asian” and as a result think that I study all day and night. They think that because of the way I look, I am automatically really smart and going to be a lawyer or doctor one day. Many times, people think that I only eat chinese food or listen to K-pop. They also see me as an asian female and think that I should be quiet and respectful.
- b. **What’s on the Inside:** Although that’s what people see, I really view myself as American and my cultural heritage is Korean and Jewish. I love food and music from around the world. Yeah I eat Korean food, but I love Mexican and Italian food too! My family celebrates all the Jewish holidays but we also celebrate Christmas too. People don’t know this about me, but I can be so lazy. I love to lie on the couch and just scroll on social media. I don’t want to be a lawyer or doctor, I want to play the guitar in a rock band. Maybe I do work hard, but that’s because my mom yells at me, not because I always want to.

# Student Sample 3

# What Does Culture Mean to You?

Write your own definition of the word “culture” in the space below. If you’re unsure, look it up!

The stepping grounds of your family's past.

# My Cultural Bag



# My Culture Bag Description

## 1. What People See Me As:

- a. People see me as your average mexican male that came from mexico and I just love tacos and play in a mariachi band and have a name like Fernando or Filipe

## 2. What's on the Inside:

- a. Im actually hispanic but not fully, also im a christian and not a lot of people know that and plus I love italian food more than mexican. Im more of an american citizen too. I also love art and love to make it.

# Student Sample 4

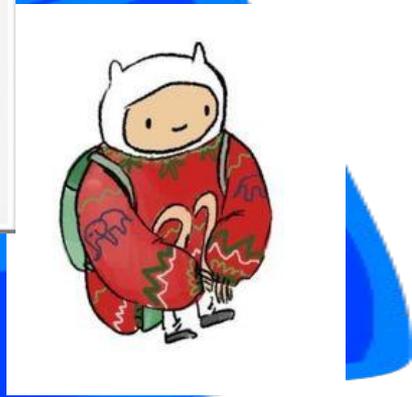
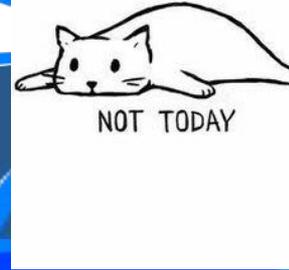
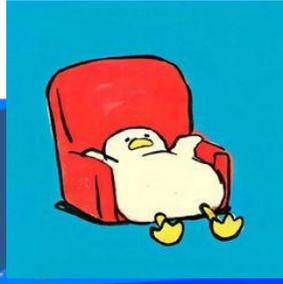
# What Does Culture Mean to You?

Write your own definition of the word “culture” in the space below. If you’re unsure, look it up!

Culture can refer to your ethnicity where the different types of traditions they do like art & music or it could refer to religion and some of the practices you do like not being able to eat certain foods & always celebrating certain day’s.

# My Culture

## Base



# My Culture Bag Description

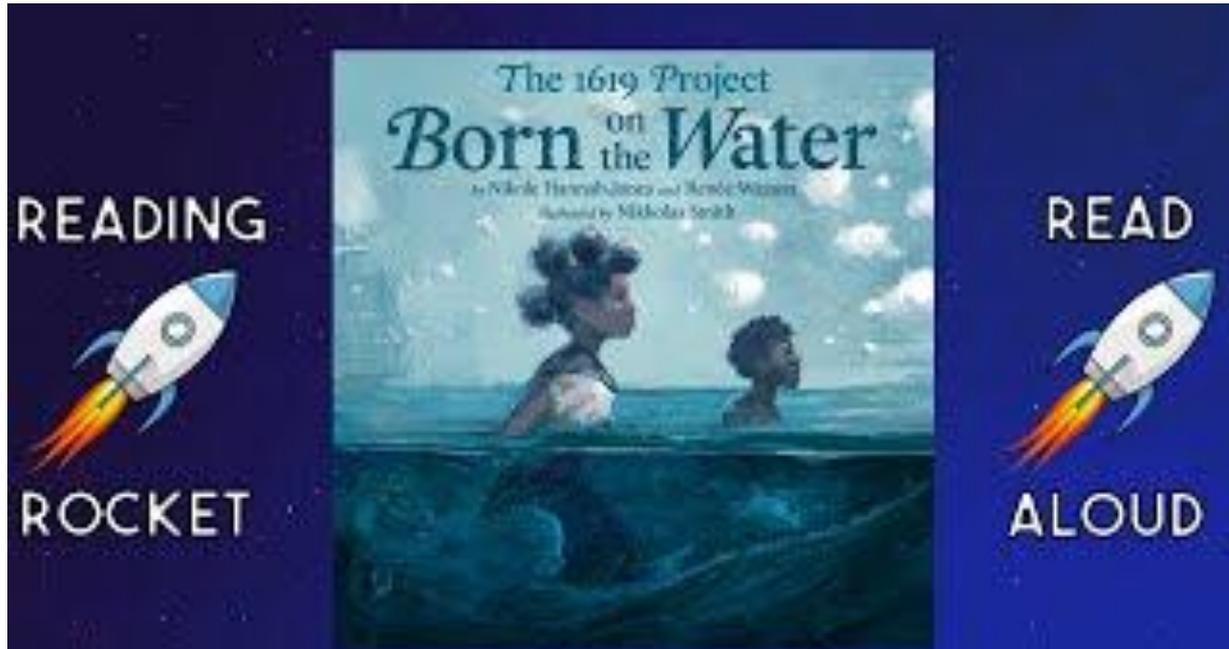
- 1. What People See Me As:** On the outside i'm loud and tend to be content where I am meaning i'm just happy most of the time you see me. I love baggy clothes and tend to wear really baggy clothes during the winter time where it starts to get cold. I've been told by my family that I tend to resemble a cat but also act like a clown. I'm very disorganized and all of my friends know this about me on the first week of knowing me. I absolutely love art and music it's one of the things that keep me going through rough times.
- 2. What's on the Inside:** On the inside I tend to be very sad, this only happens when i'm by myself or listing/watching something sad. I'm a very heavy procrastinator when it comes to school projects/homework I have to do at home and tend not to do it unless pushed to do it or motivated. I love skateboarding on my longboard (but haven't because its lost in the maze we call our garage). I get very confused easily but tend to hide the fact that I dont get certain things but i've been getting better a speaking up. I tend to distance myself from other people when I get home, it's like a switch that has been flipped and tend to value my personal time a lot when i'm at home. I'm a homebody, I don't like going out a lot of the time unless my families going to get food , party, or where going to the beach.

# Day 2: Born on the Water

& Oral history in our community

# *Born on the Water*

How does *Born on the Water* and the cultural bag activity help you understand Long Beach history and your individual story?



# Born on the Water: Student Sample

## Born on the Water Comprehension Questions:

### **Student Sample #6:**

1. The family as they know it was created on the Atlantic slave trade ship.
2. Their lives consisted of learning science and math, using their hands for gardening or making weapons, making music, etc. It was peaceful and filled with creativity and knowledge.
3. This meant that their story wasn't about immigration because they were forcibly taken from their homes and forced to go to America.
4. The illustrations are now scarier and not as peaceful looking as they were before. It's darker, brutal, and much more desperate.
5. The mood is evil, dreary, and like being dragged down.
6. Reborn as a new people through surviving together.
7. The thing that kept the enslaved people going were their families, communities, relationships, and traditions from home.
8. Muhammad Ali, Tuskegee Airmen, Rosa Parks, Frederick Douglass.
9. The theme is black history, perseverance, and ancestry. This book is good for knowing and informing on history.

## Oral History Student Samples

### Long Beach Origin Story Interview

**Student Sample #1:** For this assignment, I interviewed my mother. From her responses, I learned that she grew up in Mexico with a friendly and helpful community which changed as she arrived here, being much bigger but unknown to her with people who did their own thing. She moved from place to place before arriving in Long Beach, Arizona was the last place she lived before settling. She recalled that the metro rides here for the first time were very amusing for her. She stated that the community today has become much worse than when she first arrived with more people living in the streets and an increase in violence. The movement from Mexico to Long Beach was her biggest challenge as she had to adapt to the new setting and learn another language. She had a few instances where she encountered racism here, having a cup of noodles thrown at her and being hit on the top of the head while riding the bus. Still, she has also experienced how the community fought for similar problems, like the Black Lives Matter march. The story *Born on the Water* correlates to my mom's story, as her experience with the good and bad was important for me to be where I am today helping me learn from her past experiences and take her origin with me as I make my own origin story.

# Day 3: Long Beach Community History

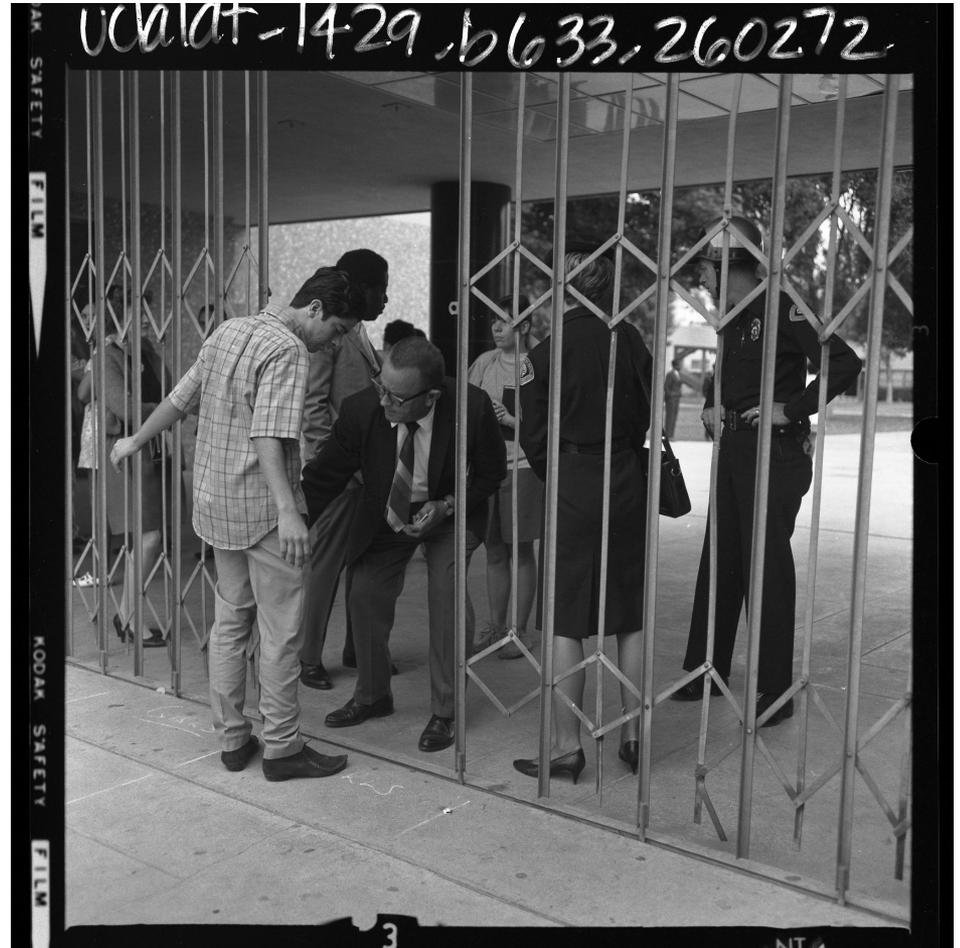
# Station Sources

# Discussion Questions for Each Source

1. How does this source help you understand Long Beach history?
2. How does this source help you understand your origin story and/or your place in Long Beach history?
3. Who is represented in the source?
4. What additional questions do you have about this source? What information is left out?

# Education and Student Activism/Agency

Source: Los Angeles Times Photographic Archives, "Long Beach Polytechnic High School student being searched for weapons at gate of school in Long Beach," 1969



Source: Mike Davis & Jon Wiener, “The Children of Malcolm X: Black High School Activists (1968-69)” in *Set the Night on Fire: Los Angeles in the Sixties*.

The impressive demonstrations of student power on Los Angeles campuses inspired similar protests in nearby cities with Black minorities....

In Long Beach a few weeks later, a similar racist pamphlet at Poly High incited attacks on Blacks, who responded with a boycott. Two days later, with Black students rumored to be returning to campus, a large crowd of white teenagers assembled at a nearby park and marched to the school. “More than 200 white students,” reported the Times, “shouting “Get the [n-words]!” charged onto campus en masse Thursday morning.” But Black parents, warned of the ambush, had diverted their kids to the Martin Luther King Recreation Center, six blocks away. Chicano students showed up to express their solidarity, and the subsequent alliance between the two minorities quelled further mob attacks....

# Summarized interview with Leticia Hernandez, student activist at Cal State Long Beach in the 1970s.

Leticia Hernandez was born in Los Angeles to a mother from Mexico and a father from El Paso, Texas... In twelfth grade, Hernandez was recruited by the Educational Outreach Program at California State University, Long Beach, which was created in Fall 1969. She joined the second group of EOP students, and received full financial aid and lived in the dorms... Before entering college, Hernandez was not aware of discrimination based on race or sex. She was more complacent and did not question the status quo. After going to college, hearing about discrimination, and then experiencing it firsthand, she became aligned with student activist groups...

While at CSULB, Hernandez was involved with numerous events, marching in protests, organizing Folklorico dances, fundraising for projects, and traveling to different schools. Yet she and other women involved in United Mexican American Students (UMAS) and Movimiento Estudiantil Chicano de Aztlán (MEChA) felt that male students would not give them credit for their work. Many female minorities wanted to join these activist groups, however, because they experienced blatant racism... While in UMAS and MEChA, Hernandez and other students established links with the greater Long Beach Community. Many students worked part-time at the Long Beach Neighborhood Center and organized thrift stores, food drives, and dances... The Chicano Studies Department was established during Hernandez's time at CSULB. She took many courses in Chicano Studies with friends in EOP. She felt these were some of her best classes... Hernandez was involved in launching the Hijas de Cuauhtemoc newspaper... In addition to the name Hijas, the Chicanas at CSULB were also called Las Mujeres de Longo - the Women of Long Beach. Even before forming Hijas, within MEChA, Hernandez and the other women members would help educate each other on political issues... the women's group served as a support network, but also helped women become more politically involved.

Migration

# Source: Charts of Long Beach population data from the US Census

Table 1 Number of Cambodian Refugees by Year of Arrival (Fiscal years 1975-1989).

Years	# of Arrival
1975	4,600
1976	1,100
1977	300
1978	1,300
1979	6,000
1980	16,000
1981	27,100
1982	20,234
1983	13,114
1984	19,851
1985	19,097
1986	9,789
1987	1,539
1988	2,805
1989	1,916

SOURCE: Refugee Reports 1989:10 in Rynearson and Gosebrink 1990.

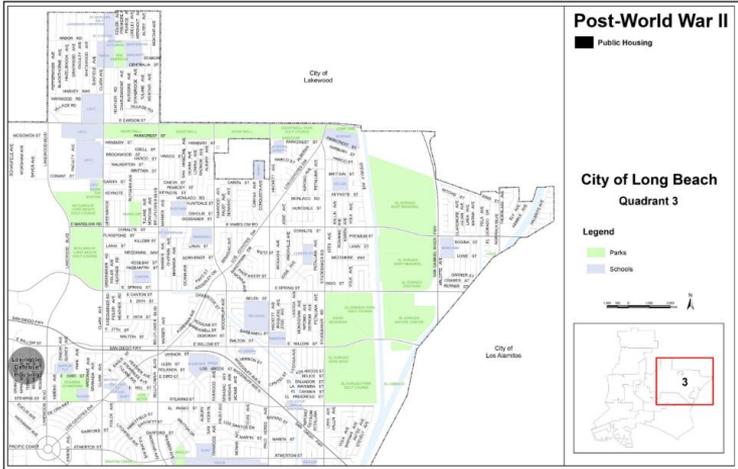
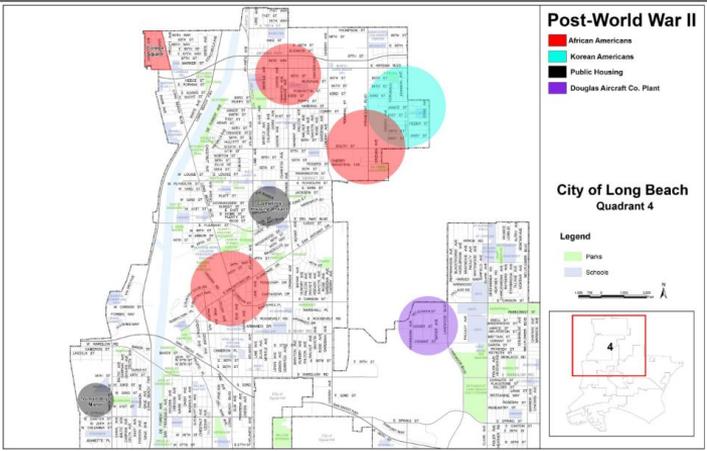
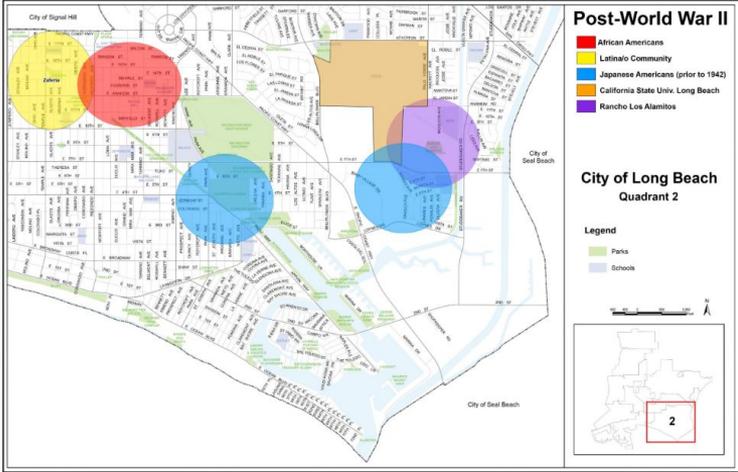
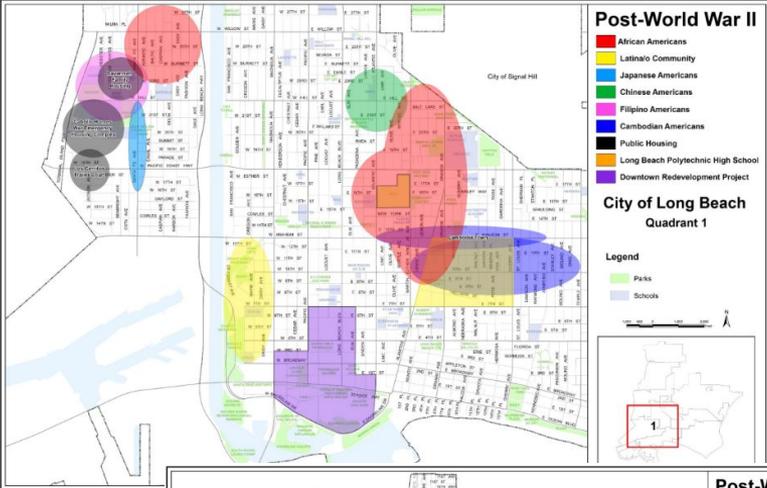
Table 4: Latina/o Population in City of Long Beach. Source: U.S. Census<sup>282</sup>

Year	Spanish Surname Population	Total Population	% Spanish Surname
1910	N/A	17,809	N/A
1920	945	55,593	1.7%
1930 <sup>283</sup>	1,691	142,032	1.2%
1940 <sup>284</sup>	N/A	164,271	<1%
1950 <sup>285</sup>	2,734	250,767	1.1%
1960 <sup>286</sup>	7,857	344,168	2.3%
1970	21,343	358,633	6%
1980	99,878	361,334	14%
1990	101,419	429,433	23.6%
2000	165,225	461,522	35.8%
2010	188,412	462,257	40.8%
2020	198,832	466,742	42.6%

Table 3: African American Population in City of Long Beach, U.S. Census<sup>185</sup>

Year	African American Population	Total Population	% African American
1910	100	17,809	.6%
1920	142	55,593	.3%
1930	353	142,032	.2%
1940	610	164,271	.4%
1950	4,267	250,767	1.7%
1960	9,531	344,168	2.8%
1970	18,991	358,633	5.3%
1980	40,738	361,334	11.3%
1990	58,761	429,433	13.7%
2000	68,767	461,522	14.9%
2010	62,603	462,257	13.5%
2020	59,276	466,742	12.7%

# Source: City of Long Beach, "Cultural Maps" from Long Beach Suburbanization and Race Report, 2022



Power

# Source: Home Owners Loan Corporation redlining map of Los Angeles County, 1939

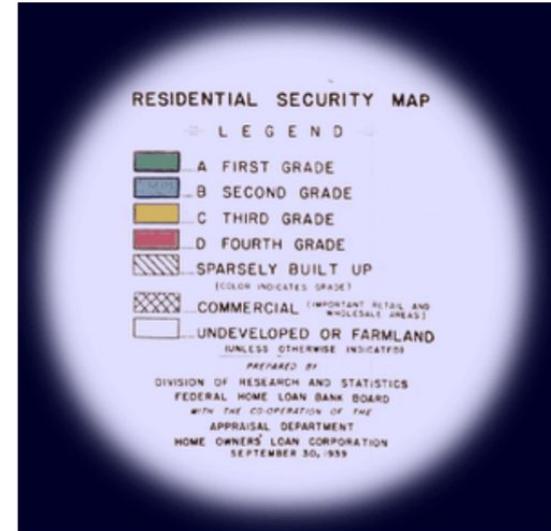
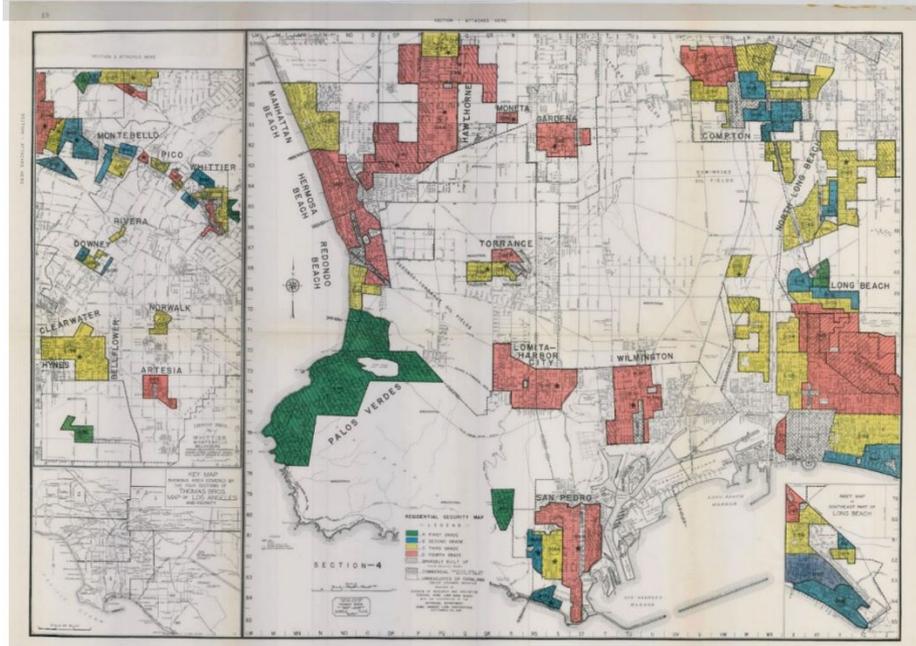


Figure 6: Key to HOLC "Residential Security Map."

Homes in the green and blue zones were designated as reliable and good to give mortgage loans out. Homes in yellow were considered in disrepair and to use caution when giving out mortgage loans. Homes in the red zone were not to be

# Source: Los Altos Association, “Protective Restrictions,” 1956

## 2. Limitation of Occupancy and Ownership:

- (a) No part of said property shall be sold, conveyed, rented, or leased in whole or in part to any person of African or Asiatic descent or any person not of the white or Caucasian race, except as provided in paragraph (b) hereof.
- (b) No part of said property shall be used or occupied or permitted to be used or occupied in whole or in part by any person of African or Asiatic descent or by any person not of the white or Caucasian race except that of domestic servants, cleaners, or gardeners of other than the white or Caucasian race may live in or occupy the premises where their employer resides.

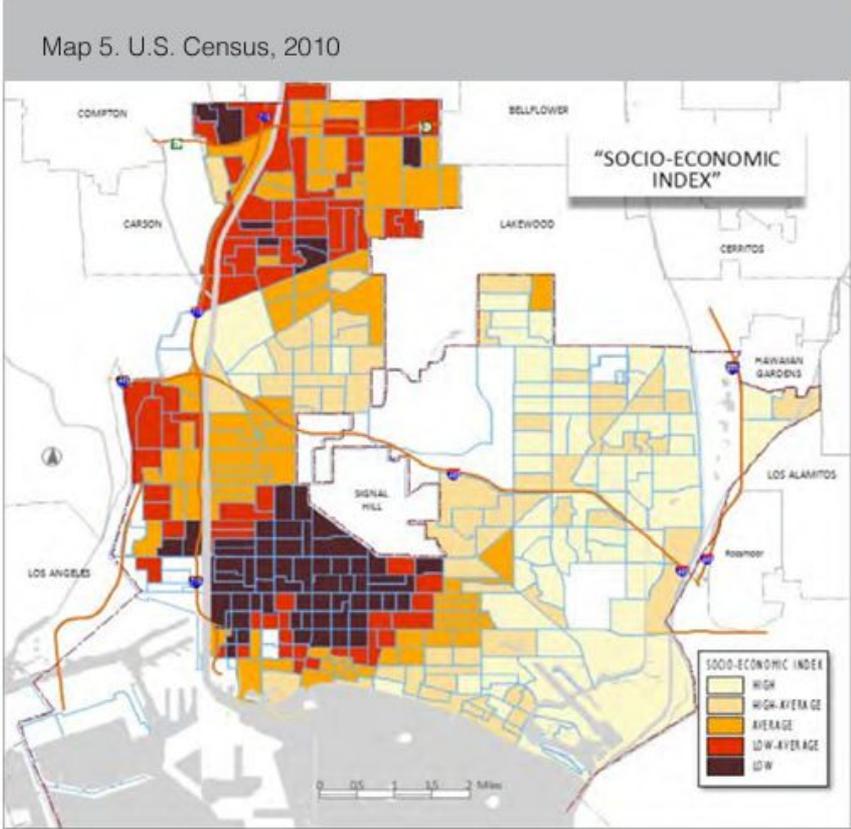
# Source: Trymaine Lee, “The Wealth Gap,” *The 1619 Project*, 2020, p. 82

The post-Reconstruction plundering of black wealth was not just a product of spontaneous violence, but etched in law and public policy. Through the first half of the 20th century, the federal government actively excluded black people from government wealth-building programs. In the 1930s, President Franklin Roosevelt’s New Deal helped build a solid middle class through sweeping social programs, including Social Security and the minimum wage. But a majority of black people at the time were agricultural laborers or domestic workers, occupations that were ineligible for these benefits. The establishment of the Home Owners Loan Corporation in 1933 helped save the collapsing housing market, but it largely excluded black neighborhoods from government-insured loans. Those neighborhoods were deemed “hazardous” and colored in with red on maps, a practice that came to be known as “redlining.”

The G.I. Bill is often hailed as one of Roosevelt’s most enduring legacies. It helped usher millions of working-class veterans through college into new homes and the middle class. But it discriminatorily benefited white people. While the bill didn’t explicitly exclude black veterans, the way it was administered often did. The bill gave veterans access to mortgages with no down payments, but the Veterans Administration adopted the same racially restrictive policies as the Federal Housing Administration, which guaranteed bank loans only to developers who wouldn’t sell to black people. “The major way in which people have an opportunity to accumulate wealth is contingent on the wealth positions of their parents and grandparents,” [William] Darity [professor of public policy and African-American studies at Duke University] says. “To the extent that blacks have the capacity to accumulate wealth, we have not had the ability to transfer the same kinds of resources across generations.

# Economy and Environment

# Source: Socio-Economic Index of Long Beach from the US Census, 2010



# Source: City of Long Beach Community Health Assessment Charts, July 2013

Figure 10. CDPH, Teen Births in California, 2008

Birth Rate among Teens Ages 15-19, California, Los Angeles County and Long Beach MSSAs, 2004-2005

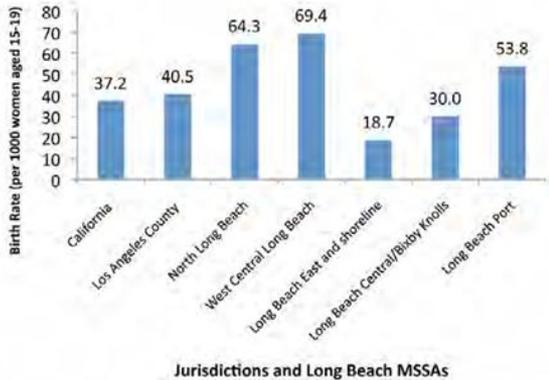


Figure 11. ACS, 2010, 1 year estimate, Table S2701

Residents without Health Insurance by Race/Ethnicity Long Beach, 2010

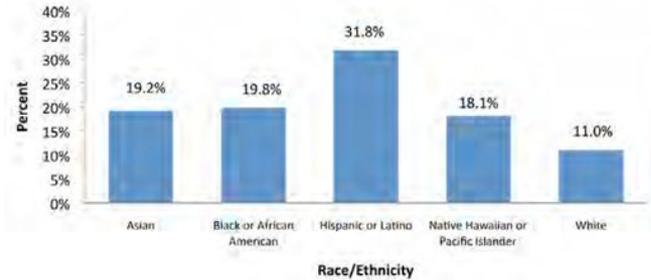
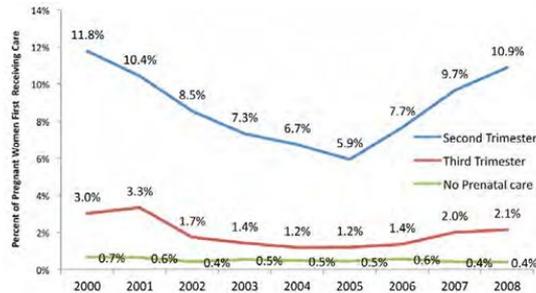


Figure 12. CDPH, 2000-2008

First Receipt of Prenatal Care by Trimesters Long Beach, 2000-2008



# City of Long Beach Community Health Assessment Report, July 2013

The social problems that are associated with poor health such as high unemployment, low education, and high crime are prevalent in different geographical sections of Long Beach. Long Beach consists of a higher percent of individuals living in poverty (19.1%) than either Los Angeles County (15.7%) or the State of California (13.7%). The effects of living below the poverty line are exacerbated in Long Beach, given the high cost of housing and the high percentage of income that must be used for housing...

Within Long Beach, the median income ranges from \$19,815 in the 90813 zip code to \$64,242 in zip code 90803. The discrepancy, where one zip code has more than 3 times the average income of another, illustrates the challenges that affect the achievement of positive health outcomes for all Long Beach community members...

The disparities continue in the North (90805), West Central and Southwest sections of Long Beach as even though the number of childhood lead poisoning cases has declined, 91 percent of the cases since 2005 have occurred in these areas. These areas also have the largest numbers of hazardous waste generators and the lowest amount of green space. A lack of green space not only impacts air quality, but also makes access to recreation open space problematic for much of the youth population in these areas. Although air quality and the designation of unhealthy days impacts all of Long Beach, the higher incidence of asthma, obesity and other health issues in the North, West Central, and Southwest are exacerbated by the 94 days (2011) that were considered “Unhealthy for Sensitive Populations” within Los Angeles County.

Exit Ticket: on a post-it, write down ONE connection between yourself and Long Beach history and ONE additional question you have after reading the sources

# Day 4: Uplifting our Story

# Rubric for Untold Stories of Long Beach Museum Exhibit

	4	3	2	1
<b>Required Elements</b>	Includes at least four artifacts that connect to the chosen theme. Artifacts should include one visual, one map/data based and one narrative or primary source. All artifacts can be historical or personal. Curator's notes are included for all artifacts.	Includes at least four artifacts that connect to the chosen theme. Artifacts should include one visual, one map/data based and one narrative or primary source. All artifacts can be historical or personal. Curator's notes are included for all or most artifacts but lack analysis.	Missing one to two required elements. May have no thematic connection and fewer than four artifacts. There is little variety in the type of artifact. Curator's notes are included for most artifacts but no analysis.	Missing three or more required elements (i.e., the thematic connection fewer than three artifacts). There is no variety in the type of artifact. Curator's notes are incomplete or not included for the artifacts.
<b>Content</b>	Artifacts in the exhibit clearly relate to the chosen theme. <u>Covers topic</u> completely and in depth. Encourages readers to know more.	Artifacts in the exhibit clearly <u>relates</u> to the chosen theme. Includes essential information and enough elaboration to give readers an understanding of the topic.	Artifacts in the exhibit clearly <u>relates</u> to the chosen theme. Includes some essential information with few facts or details.	Artifacts in the exhibit have little coherence or connection to the chosen theme.. Includes little essential information and only one or two facts
<b>Creativity</b>	A lot of thought was put into making the exhibit interesting and fun as shown by creative artifacts and curator's descriptions.	Some thought was put into making the exhibit interesting and fun as shown by artifacts or curator's descriptions.	Some thought was put into making the exhibit interesting and fun, but some of the things made it harder to understand/enjoy.	Little thought was put into making the exhibit interesting or fun.
<b>Bibliographical Resources / Curator Description Cards</b>	Includes properly cited sources and complete description and connection to the theme.	Documentation is included for all sources, but some bibliographical information is missing. Descriptions are complete but connection to the theme is limited.	Documentation for some sources is missing and/or incomplete. Descriptions and connection to the theme are missing.	No documentation is included.

# Directions for students

In collaboration with your table mates decide on a theme for your museum exhibit that examines ideas of self, identity and community.

- As a group curate at least 4 artifacts (historical or personal) to include in your museum exhibit that reflect the theme of your exhibit.
  - One visual (picture, painting etc.), one data based (map, chart, graph), one written narrative or primary source, and a fourth document of the groups choosing.
- For each artifact create a description title card that describes the artifact and addresses how the artifact fits the theme
  - A text panel consists of the following information – typically in this order:
    - **Title of the Piece**
    - Date of piece or date of dynasty, etc (depends on the specific piece)
    - **Artist** (Often provide date of their life)
    - Material of piece, i.e. painting, sculpture, etc. and description
    - How the piece connects to the theme of your exhibit.

# Directions for students

For your exhibit as a whole address the following questions:

- How are these artifacts reflective of me? How is my history reflected in the curated artifacts?
- What does it mean to be a Long Beacher and how do I fit into this larger community?
- How do the sources explored in this unit help us understand Long Beach history and your story/place in it?
- How can I positively impact my community?
- How do my story and our community connect to what it means to be an American?
- How is your museum exhibit support or contest the American motto of *E pluribus unum* (Latin for "Out of many, one")

Choice of product for a new museum installation that highlights untold stories of Long Beach and US history:

- 1) Storyboard and script for a play/Vblog/podcast
- 2) Infographic
- 3) Written one-page reflection

## Closing Reflection and Discussion

How does our class museum support or contest the American motto of *E pluribus unum* (Latin for "Out of many, one")?