



Public Records Officer

PORTLAND PUBLIC SCHOOLS
501 N. Dixon St., Portland, OR 97227
(503) 916-3385
publicrecords@pps.net

Public Records Response

Public Records Request #2425-195
Date of request Mar. 10, 2025

Requested Records:

* emails in possession of Portland Public Schools employee Suzanna Kassouf between May 1, 2024 and November 1, 2024 that contain the terms:

- Israel
- Palestine
- Hamas
- Gaza
- Apartheid
- Settler
- Colonial
- Antisemitism
- Islamophobia
- Zionism
- Divest
- Genocide

Responsive records are enclosed on following pages.

From: [Michael Williams](#) on behalf of [Michael Williams <mlwilliams@pps.net>](#)
To: [Sara Deede](#); [Angela DiPasquale](#); [Mikaila Donaldson](#); [Donald Gavitte](#); [Jackson Gilbert](#); [Suzanna Kassouf](#); [David LaPorte](#); [Karen Lefere](#); [Abraham Maletz](#); [Jeremy Reinholt](#); [Carmel Ross](#); [Gerald Scrutchions](#); [Anne St Amant](#); [Russell Peterson](#); [Andee Short](#); [Michael Williams](#); [Morgan Hallabrin](#)
Subject: Newest Social Studies State Standards Draft
Date: Wednesday, May 1, 2024 8:31:55 AM
Attachments: [2024 Draft Oregon Social Studies Standards.pdf](#)

Social Studies department folks,

Attached is the draft of the new standards that we will soon be responsible for.

I will be using the adoption of the new standards as an opportunity to reexamine the course content.

It would be nice if we could use this as an opportunity to create both rubrics and exam questions that we will use in concert with one-another in shared courses.

I would think the first step would be to assign standards to specific required courses and then draft the rubrics and exam questions to fit those courses.

Assigning the standard to a specific course does not limit that standard to just that one course, but rather assigns the teacher of that course the responsibility to prioritize those specific standards and ensure that students who earn credit for the course have met at least those standards.

Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jeremy Reinholt](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Wednesday, May 1, 2024 10:31:12 AM

<3333

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, May 1, 2024 at 10:30 AM Jeremy Reinholt <[jreinhol@pps.net](#)> wrote:
Michael -

What was your intended purpose in sending this to the department?

On Tue, Apr 30, 2024 at 10:04 AM Michael Williams <[mlwilliams@pps.net](#)> wrote:
Wood, Graeme. "Charge Palestine With Genocide, Too." *Ideas*, The Atlantic, 30 April 2024, <https://www.theatlantic.com/ideas/archive/2024/04/icj-genocide-cases-israel-palestine/678235/>. Accessed 30 April 2024.

It seems obvious but also exposes the difficulties of the idea. It also highlights how people's perspectives influence their desired actions.

My perspective is:

- The Likud Party has long been the center of the problem
- Netanyahu leading Likud only compounds everything that has led to the atrocities currently being perpetrated
- Hamas is an organization that may have been born out of necessity
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- Both Likud and Hamas mis-use religion for their specific benefit
- Hamas's authority in Palestine is complicated

Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

--

Number of students = 178

Room 229

"Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

"The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom." - bell hooks

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jeremy Reinholt](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Wednesday, May 1, 2024 10:31:41 AM

It's infuriating!!!!



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Grant High School
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"Without hope we are lost." - Mahmoud Darwish

On Wed, May 1, 2024 at 10:31 AM Jeremy Reinholt <[jreinhol@pps.net](#)> wrote:
I just... like... *why* would you share this?

On Tue, Apr 30, 2024 at 2:31 PM Suzanna Kassouf <[skassouf@pps.net](#)> wrote:



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From: [Bill Bigelow](#) on behalf of [Bill Bigelow](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Re: promises-role-pla... - @bill@rethinkingschools.org question:...
Date: Wednesday, May 1, 2024 10:32:35 AM

Suzie, OK. I started to go through the role changes, but let me know when you're finished and I'll go through them. And let me know which roles you changed, so I can review those. There is one thing that was changed in Daniel and Yarko that may be OK, but it might make it a bit tougher for kids to know where they land in the role play. Bill

On Wednesday, May 1, 2024 at 10:27:16 AM PDT, Suzanna Kassouf <skassouf@pps.net> wrote:

Hey Bill,

I'm working on changing a few of the roles - unfortunately I haven't been keeping track of what I've changed! Sorry! I'm almost done with the new Daniel and Yarko role but I want to include a story from Israelism. I would love to chat about it when I'm finished. We're watching the film now and I think students are enjoying it! I do wish the film had more about how the Israeli government/settlers terrorize Palestinians but it's okay. Chat more soon.

Warmly,
Suzie
apple



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On Wed, May 1, 2024 at 10:19 AM Bill Bigelow <[REDACTED]> wrote:

Suzie, Do you want me to go through the new Daniel and Yarko role? Is that the only one you changed? When are you going to watch the film/do the role play? Bill

On Wednesday, May 1, 2024 at 09:51:31 AM PDT, Suzanna Kassouf (Google Docs) <comments-noreply@docs.google.com> wrote:

Suzanna Kassouf (skassouf@pps.net) mentioned you in a comment in the following document

 [promises-role-play-writing](#)

 1 resolved

Comments

On visiting days, you ride a Red Cross bus with all the other prisoners' families for several hours, wait several more in the hot sun with no bathrooms available, yell to your father through a wire mesh fence for 30 minutes, and then get on the bus to travel back to

Jabalya refugee camp in Gaza.



Suzanna Kassouf • 9:21 PM, Apr 24 (UTC)

@bill@rethinkingschools.org question: can people from Gaza even travel to Israel to visit family members in prison?



Suzanna Kassouf • 9:23 PM, Apr 24 (UTC)

Actually just found this from Human Rights Watch: In addition, while the Prison Service allows all immediate family members and grandparents to visit security prisoners, the Israeli military will only permit entry into Israel from Gaza for spouses, parents, and children under 16. Siblings, grandparents, and sons and daughters 16 or older are denied entry.

I'm going to re-write a bit.

<https://www.hrw.org/news/2016/08/01/israel-rules-curtail-gaza-family-visits-prisoners#:~:text=In%20addition%2C%20while%20the%20Prison.or%20older%20are%20denied%20entry.>



Suzanna Kassouf • 4:46 PM, May 1 (UTC) New

Marked as resolved

[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because you are mentioned in this thread by Suzanna Kassouf (skassouf@pps.net). If you don't want to receive files from this person, [block the sender](#) from Drive. [Change what Google sends you](#). You can reply to this email to reply to the discussion.



From: [Jeremy Reinholt](#) on behalf of [Jeremy Reinholt <jreinhol@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Wednesday, May 1, 2024 10:35:35 AM

Yeah, I can't even with this.

On Wed, May 1, 2024 at 10:32 AM Suzanna Kassouf <skassouf@pps.net> wrote:
34,000 Palestinians killed and THIS is the article you felt compelled to share with the social studies dept!?!?!?!?



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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Wednesday, May 1, 2024 10:53:27 AM
Attachments: [Charge Palestine With Genocide, Too - The Atlantic.pdf](#)



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----- Forwarded message -----

From: **Michael Williams** <mlwilliams@pps.net>
Date: Tue, Apr 30, 2024 at 10:04 AM
Subject: Essay regarding Israel/Gaza
To: Sara Deede <sdeede@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Donald Gavitte <dgavitte@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Suzanna Kassouf <skassouf@pps.net>, David LaPorte <dalaporte@pps.net>, Karen Lefere <klefer@pps.net>, Abraham Maletz <amaletz@pps.net>, Jeremy Reinholt <jreinholt@pps.net>, Carmel Ross <cross1@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Anne St Amant <astamant@pps.net>, Russell Peterson <rpeterso@pps.net>, Andee Short <ashort1@pps.net>, Michael Williams <mlwilliams@pps.net>

Wood, Graeme. "Charge Palestine With Genocide, Too." *Ideas*, The Atlantic, 30 April 2024, <https://www.theatlantic.com/ideas/archive/2024/04/icj-genocide-cases-israel-palestine/678235/>. Accessed 30 April 2024.

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Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Teaching Outside the Textbook About Current Events
Date: Wednesday, May 1, 2024 12:54:28 PM

[View as Webpage](#)

Zinn Education Project Logo - horizontal



Current Events in the News

Teaching Outside the Textbook

With news breaking at a faster rate than any of us can keep up with, we provide resources to teach about current events — and classes with background for educators. Here are a few examples and there are more on the Zinn Education Project website — including Palestine, reparations, climate justice, Haiti, unions, the Congo, voting rights, McCarthyism, and immigration. We also introduce a collection of primary documents on abortion care. We welcome stories from teachers about how you use or adapt any of these resources.

Reparations and Climate Justice

Teach the Black Freedom Struggle Class on May 6

The possibility of keeping justice alive in our time hinges on our response to the reality of a warming planet. We are going to have to become firefighters. — Olúfẹ̀mi O. Táíwò

On **Monday, May 6**, philosophy professor Olúfẹ̀mi O. Táíwò will discuss his book *Reconsidering Reparations*, which takes on reparations, the legacy of colonialism, and climate change policy.

“If we don’t intervene powerfully,” Táíwò writes, climate change “will reverse the gains toward justice that our ancestors fought so bitterly for.” Join us for this free, dynamic class.

olufemi_taiwo-1 image



ASL interpretation provided.

Professional development credit certificate provided upon request.

[Read More and Register](#)

Teach Climate Justice Classroom Resources

Subscribe to the new Rethinking Schools [Teach Climate Justice newsletter](#).

Check out the [Teach Climate Justice](#) campaign with free classroom-tested environmental justice lessons, a climate crisis timeline, and a sample school board climate justice resolution. Send us a climate justice teaching story, and we’ll send you a free book.



Haiti

Seldom do we see Haiti in the news without the word “crisis.” It is important for young people to learn about the roots of

the crisis and the long history of resistance.

As [Howard Zinn said](#) in his last interview: “Students should learn that the relationship between Haiti and the United States has been the relationship of an oppressed colony to an imperial power.”

Here are selected resources:

[Tè Tremblé: An Unnatural Disaster: A Trial Role Play Probes the Roots of Devastation in Haiti](#) by Adam Sanchez

[Democracy Now!](#) news segments on Haiti

[Social Justice Books](#) recommended books for K–12 and educators

P904 image



Art by [Ricardo Levins Morales](#)

A People’s History of Abortion Care in the United States

By Wesley Hogan

Whatever a person’s stance today on abortion and contraception, it is often quite a distance from people’s approaches to abortion and contraception in earlier eras of U.S. history.

Indigenous people and European colonists alike were clear that for free people, early abortion was legal and morally neutral through the time of “quickening,” or the first movement of the fetus (usually in the fourth month of a nine-month pregnancy).



[Continue Reading](#)

We welcome teaching stories about how you use this collection of primary

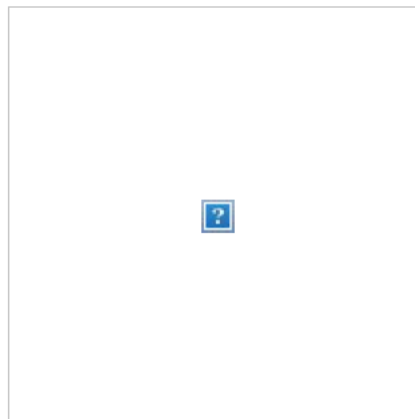
Labor History

What could be more important for our students to learn than that progress toward greater justice in the world has occurred only when people organized together and fought for it?

But the right to teach about that labor history is jeopardized by anti-history laws and high-stakes testing.

The Zinn Education Project continues to offer [free labor history lessons](#) and to campaign for teachers' right to teach.

Sign up for the [Teach Truth Day of Action](#) on June 8.



Art by [Ricardo Levins Morales](#)

[Read More](#)

Outside Agitators

When students begin to defy established authority it often appears to besieged administrators that “someone must be behind this,” the implication being that young people are incapable of thinking or acting on their own. — Howard Zinn

University presidents are using “outside agitators” as their rationale for calling the police against student encampments.

“Outside agitators” is a trope used throughout history in response to slave resistance, Reconstruction, the labor movement, the anti-apartheid movement, the Civil Rights Movement, and more to dismiss and repress the legitimate agency, intellect, and concerns of local people. It is a form of [McCarthyism](#).

[Read More](#)

We offer lessons and recommended books, films, podcasts, and readings on:

[Congo](#)

[Palestine and Israel](#)

[Immigration](#)

[Student Protests](#)

[McCarthyism](#)

[Voting Rights](#)

And [more](#).

Teaching Materials

Defend the Freedom to Learn
Teach Truth Day of Action

[Hannah-Russell-Hunter-Teach-Truth-Virginia-scaled image](#)



People in more than 60 cities have signed up to host Teach Truth / Freedom to Learn events on **June 8, 2024**, to speak out against anti-history education bills, book bans, and anti-LGBTQ+ attacks.

Co-sponsors for this 4th-annual event include the Abolitionist Teaching Network, African American Policy Forum, American Library Association, GLSEN, HEAL Together / Race Forward, Institute for Common Power, Learning for Justice, Monument Lab, National Education Association (NEA), *The New Republic*, Red Wine & Blue, TeachRock, Who We Are Project, and [60+ more organizations](#).

Plan an activity of any size — from 1 to 100+. Or host an information table, and we'll send you display materials. Add your city to the map.

[Learn More and Sign Up](#)

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including the [Teach the Black Freedom Struggle](#) classes, [SNCC and Grassroots Organizing Series](#), Rethinking Schools' [Teach Palestine](#) (May 15) the [4th annual Teach Truth Day and Freedom to Learn Day of Action](#) (June 8), and [more](#).

[Events Calendar](#)

We Need Your Help

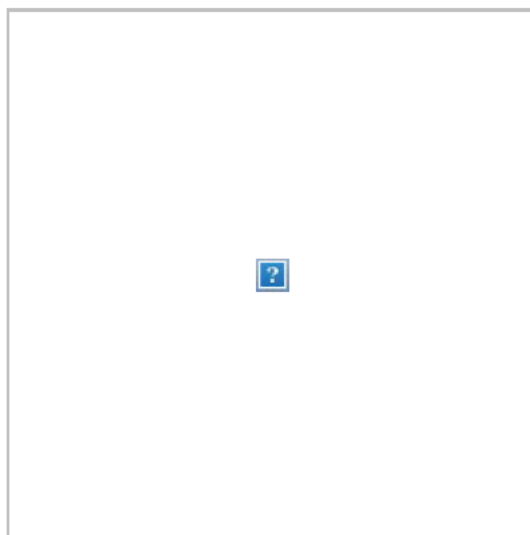
Teachers are under attack for teaching truthfully about U.S. history and the climate crisis. [Please donate](#) so that we can continue to offer free lessons and resources, and defend teachers' right to use them.

[Donate Today](#)

COORDINATED BY:

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202-588-7205 | zinnedproject.org

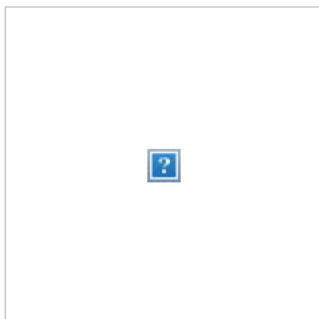


Teaching for Change | PO Box 73038, Washington, DC 20056

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Sent by dmenkart@teachingforchange.org powered by



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To: Sara Deede <sdeede@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Donald Gavitte <dgavitte@pps.net>, Jackson Gilbert

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Michael Williams
Currently reading Elizabeth Strout's *Olive Kitteridge*

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Tomorrow and Tomorrow and Tomorrow, Becky Chambers (audiobook via [Libby](#))

Loaners: The Making of a Street Library, Ben Hodgson & Laura Moulton

From: [Michela Byrne](#) on behalf of [Michela Byrne <mibyrne@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: poetry ideas
Date: Wednesday, May 1, 2024 4:01:42 PM

Beautiful! Thank you!

On Wed, May 1, 2024 at 12:12 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Here's another poem I love! <https://ayinpress.org/summons/>

apple



Ms. Kassouf
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"Without hope we are lost." - Mahmoud Darwish

On Thu, Apr 18, 2024 at 11:06 AM Michela Byrne <mibyrne@pps.net> wrote:

Thanks Susie! I have a copy of *Teaching for Joy and Justice* so I will look that up!
Thank you!!

Michela

On Wed, Apr 17, 2024 at 12:16 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Hey Michela!

I hope you're having a nice week so far!

Anis Morgan (I'm sure you know - Oregon's Poet Laureate) has been writing some beautiful poetry about Palestine. I just came across [this gorgeous poem](#) he read at a healthcare workers for Palestine event.

Also here is the Refaat Alareer poem I mentioned:

If I must die,
you must live
to tell my story
to sell my things
to buy a piece of cloth
and some strings,
(make it white with a long tail)
so that a child, somewhere in Gaza

while looking heaven in the eye
awaiting his dad who left in a blaze -
and bid no one farewell
not even his flesh
not even to himself -
sees the kite, the kite you made, flying up above
and thinks for a moment and angel is there bringing back love
If I must die
let it bring hope
let it be a tale

Alareer was [killed by Israel](#) along with his brother, his sister and her four children. He was just 44 years old. He also co-founded [this amazing organization](#).

One idea might be writing "Write that I..." poems using We Are Not Numbers. Will text you a picture describing Linda Christensen's Write That I poems...

Warmly,
Suzie
apple



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English Language Arts
Grant High School
She/her

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English Language Arts
Grant High School
She/her

From: [Israelism](#) on behalf of [Israelism](#) <booking@israelismfilm.com>
To: skassouf@pps.net
Subject: Organize Israelism Screenings Now
Date: Thursday, May 2, 2024 8:06:25 AM



You can now self-organize Israelism screenings!

Thank you for contacting us about organizing screenings of **Israelism**.

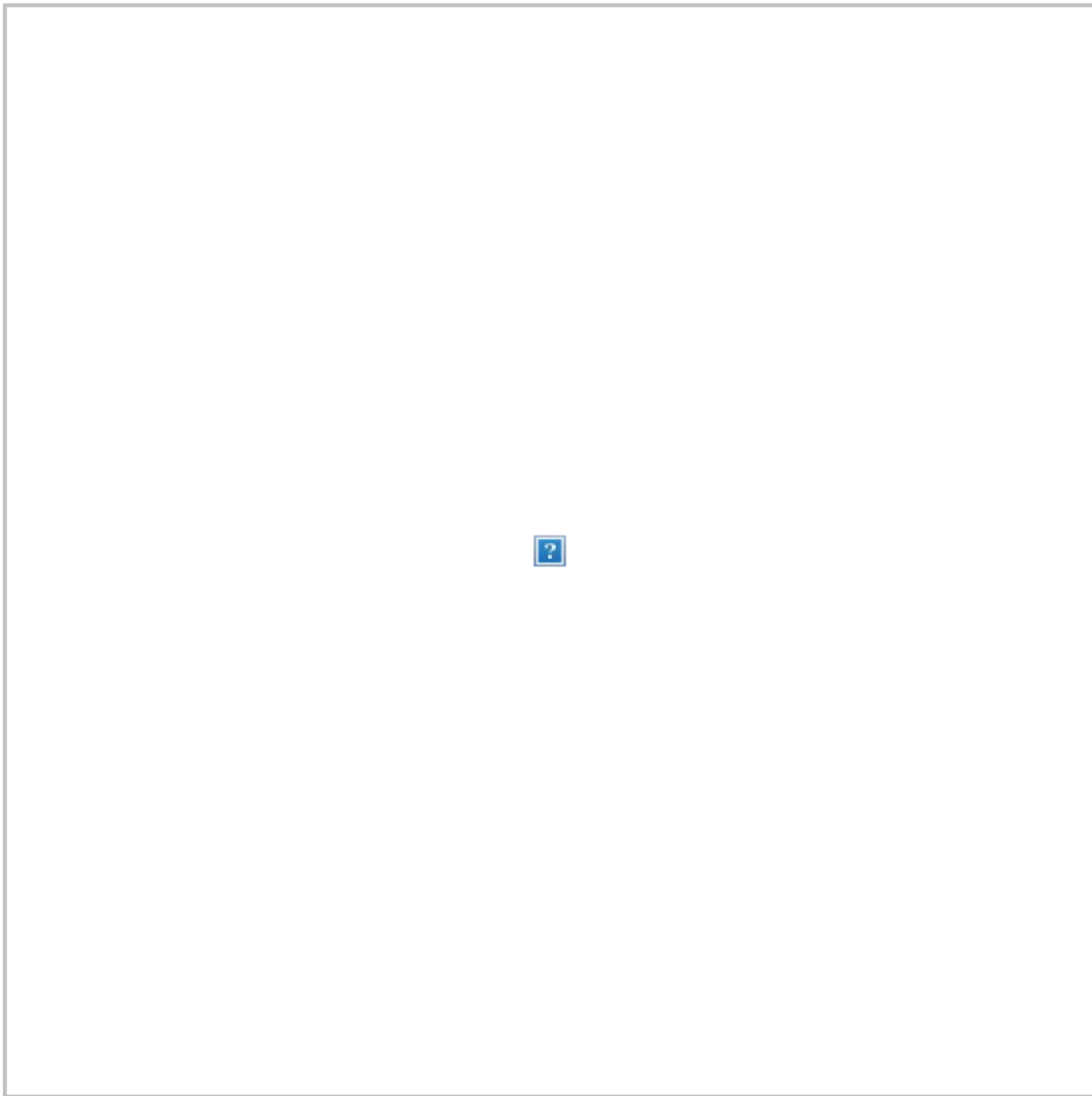
We are sorry that we were not able to respond to all of you until now, we've been totally overwhelmed by the massive number of screening requests we've had.

We are delighted to inform you that **you can now organize Israelism screenings** - either virtual or in-person screenings - totally on your own, through the platform Kinema.

All you need to do is click this link - bit.ly/screenisraelism

Book Israelism Screening Now

Once you click, you will be able to choose either 1) Virtual, 2) On Demand, and 3) In Person (as you can see below)



Virtual: Virtual screenings are online screenings planned for a set time, where you and others can watch online at the same time.

On-demand: On demand screenings are online screenings set for a time frame where you and others can watch anytime over a specified time frame.

In-person: In person screenings are physical, in person events, where Kinema will deliver you the file of the film to watch. This includes screenings in movie theaters.

Next Steps:

Once you decide what type of screening you want to organize, simply follow the

instructions to finish organizing your event.

Pricing is sliding scale and varies depending upon the type of organization hosting the screening, and the size of the audience. We are a small non-profit, and we also donate a portion of all funds to Gaza medical aid.

Questions/More Info: If you have any questions about how to book a screening, or how to do the screening once it's booked, contact Kinema support at hello@kinema.com - they will help you with any and all questions.

If you want to have one of our directors or producers come to your event in person or via zoom, it will take some time as our team is quite booked, but please email us at booking@israelismfilm.com and we will do our best. We will likely not be able to have one of our producers or directors present for at least a few months, because of demand.

In Solidarity,
The Israelism Team

[Book Israelism Screening Now](#)



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Tikkun Olam Productions
165 Middlesex Ave #1018
Somerville, MA 02145

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Julia Kirkpatrick](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 12:09:36 PM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Angela DiPasquale** <adipasquale@pps.net>
Date: Thu, May 2, 2024 at 11:55 AM
Subject: Re: Essay regarding Israel/Gaza
To: Michael Williams <mlwilliams@pps.net>
Cc: Sara Deede <sdeede@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Donald Gavitte <dgavitte@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Suzanna Kassouf <skassouf@pps.net>, David LaPorte <dalaporte@pps.net>, Karen Lefere <klefere@pps.net>, Abraham Maletz <amaletz@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Carmel Ross <crossl@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Anne St Amant <astamant@pps.net>, Russell Peterson <rpeterso@pps.net>, Andee Short <ashort1@pps.net>

Thanks for sharing this article and your thoughts. It is in my will read it queue.

Angela DiPasquale
Constitution Team
Gov/Econ & U.S. History
Grant High School
adipasquale@pps.net

On Tue, Apr 30, 2024 at 10:04 AM Michael Williams <mlwilliams@pps.net> wrote:
Wood, Graeme. "Charge Palestine With Genocide, Too." *Ideas*, The Atlantic, 30 April 2024, <https://www.theatlantic.com/ideas/archive/2024/04/icj-genocide-cases-israel-palestine/678235/>. Accessed 30 April 2024.

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- Hamas's authority in Palestine is complicated

Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

From: [Julia Kirkpatrick](#) on behalf of [Julia Kirkpatrick <jkirkpatrick@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 12:43:47 PM

Right? I'm surprised at them

On Thu, May 2, 2024 at 12:21 PM Suzanna Kassouf <skassouf@pps.net> wrote:

This is why I feel isolated in the department. I thought maybe those two, of all people, might be on my side?



Ms. Kassouf
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"Without hope we are lost." - Mahmoud Darwish

On Thu, May 2, 2024 at 12:19 PM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:

Huh

On Thu, May 2, 2024 at 12:09 PM Suzanna Kassouf <skassouf@pps.net> wrote:



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9th Grade Inquiry
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Date: Thu, May 2, 2024 at 11:55 AM
Subject: Re: Essay regarding Israel/Gaza
To: Michael Williams <mlwilliams@pps.net>
Cc: Abraham Maletz <amaletz@pps.net>, Andee Short <ashort1@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefer@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Russell Peterson <rpeterso@pps.net>, Sara Deede <sdeede@pps.net>, Suzanna Kassouf <skassouf@pps.net>

Thanks for the essay.

Anne St. Amant
Grant High School
AP Seminar
AP Human Geography

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Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Tomorrow and Tomorrow and Tomorrow, Becky Chambers (audiobook via [Libby](#))

Loaners: The Making of a Street Library, Ben Hodgson & Laura Moulton

--

Julia Kirkpatrick

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To: [Julia Kirkpatrick](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 1:38:06 PM

I can't take this anymore.

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

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"Without hope we are lost." - Mahmoud Darwish

On Thu, May 2, 2024 at 1:31 PM Andee Short <[ashort1@pps.net](#)> wrote:

I also agree based on Michael's and Russ' summaries and takeaways, this is an important and interesting take on the issue. Like Angela, I have not yet been able to sit down and read the article, but plan to read it when I have time to give it the attention it deserves.

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Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short
Social Studies Teacher
Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 1:40:50 PM

All the social studies teachers (except 1) chiming in to say how "important" this article is. I hate being here.



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

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Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short
Social Studies Teacher
Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Julia Kirkpatrick](#)
Subject: I want to say this
Date: Thursday, May 2, 2024 1:54:14 PM

34,000 Palestinians killed. Almost 14,000 CHILDREN with more than 12,000 injured (at the beginning of April, 1 in 50 Gazan children had been killed or injured). 1.7 million Gazans displaced. Over 70% of housing units in Gaza destroyed. ZERO universities left. Hospitals, schools, religious sights bombed. All after 56 years of occupation and 16 years of a total blockade of Gaza. And THIS is the conversation you all want to be having? Please remove me from this email list.

What do you think?

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 2:09:11 PM

I can't take this anymore!!!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

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Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short
Social Studies Teacher
Grant High School

From: [Michael Yun](#) on behalf of [Michael Yun](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 2:45:53 PM

I can't believe this! Unbelievable responses from the other teachers!

I think your response is good. Love you!

On Thu, May 2, 2024 at 2:33 PM Suzanna Kassouf <skassouf@pps.net> wrote:

I want to say this:

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Cc: Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Abraham Maletz <amaletz@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefere@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>, Suzanna Kassouf <skassouf@pps.net>

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Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short
Social Studies Teacher
Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Julia Kirkpatrick](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 3:15:42 PM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Thu, May 2, 2024 at 3:12 PM
Subject: Re: Essay regarding Israel/Gaza
To: Andee Short <ashort1@pps.net>
Cc: Russell Peterson <rpeterso@pps.net>, Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Abraham Maletz <amaletz@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefer@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>

Hello all,

As you take the time to sit down and read the article Michael shared, I'd ask that you take a moment to [consider this view](#) as well.

"Charge Palestinians with genocide" is a "take" that those of us who watched the ICJ hearings are quite familiar with: as this was the foundation Israeli defense in South Africa's case, in which the court decided it was "plausible" that Israel was committing genocide. It seems that even the most minor analysis of power and history could see this take as a classic diversion tactic.

I guess I'm also wondering why, after 34,000 Palestinians have been killed, including almost 14,000 CHILDREN with more than 12,000 injured (at the beginning of April, **1 in 50** Gazan children had been killed or injured), 1.7 million Gazans have been displaced, over 70% of

housing units in Gaza have been destroyed, ALL universities in Gaza destroyed, hospitals, schools, religious sights bombed - all after 56 years of occupation and 16 years of a total blockade of Gaza (extending a 75 year Israeli campaign to attain "maximum land with minimum Palestinians"*), THIS is the conversation that our department wants to have? That the people with no power, who have been oppressed this whole time, fought back (in gruesome and heartbreaking ways), and we should be considering that genocide? Who is afforded the privilege of their humanity? Who's actions get to be considered "self-defense"?

I strongly believe that every life lost in this conflict is tragic. I often think back to my favorite King Sermon [When Peace Becomes Obnoxious](#) where King states, "peace is not merely to absence of this tension, but the presence of justice." I hope as social studies teachers, we can view this conflict with a strong analysis of power and justice and consider how "two historically oppressed groups are being pitted against each other in service of white supremacy and colonialism."*

Warmly,
Suzanna

*both of these quotes are from the [Common Dreams article](#) that I encourage you to read if you are reading the Atlantic article



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"Without hope we are lost." - Mahmoud Darwish

On Thu, May 2, 2024 at 1:31 PM Andee Short <ashort1@pps.net> wrote:

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- RP

On Thu, May 2, 2024 at 11:55 AM Anne St Amant <astamant@pps.net> wrote:
Thanks for the essay.

Anne St. Amant
Grant High School
AP Seminar
AP Human Geography

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Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short

Social Studies Teacher

Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Julia Kirkpatrick](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 3:15:51 PM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Abraham Maletz** <amaletz@pps.net>
Date: Thu, May 2, 2024 at 3:12 PM
Subject: Re: Essay regarding Israel/Gaza
To: Andee Short <ashort1@pps.net>
Cc: Russell Peterson <rpeterso@pps.net>, Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefere@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>, Suzanna Kassouf <skassouf@pps.net>

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Social Studies
Grant High School
he/him/his

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Andee Short

Social Studies Teacher

Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Molly Katzman](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 3:21:48 PM

It's truly mind blowing, heartbreaking, and disgusting. It makes me want to quit my job!! But then who would teach these children!? These are our SOCIAL STUDIES teachers!!!!!!



Ms. Kassouf
9th Grade Inquiry
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my [pronouns](#) are she/hers

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"Without hope we are lost." - Mahmoud Darwish

On Thu, May 2, 2024 at 3:19 PM Molly Katzman <[mkatzman@pps.net](#)> wrote:

I'm sorry—what? Important? Honestly I couldn't even get through the entire article because not only is it a disgusting, genocide-apologist take, it's also such a stupid take. And I'm sorry, the U.S. prevents Palestine from being recognized as a state in the U.N., but somehow it was their responsibility to stop Hamas from doing armed resistance?! Also The Atlantic is conservative garbage veiled in intellectualism.

Molly A. Katzman
(*she/her*)

On Thu, May 2, 2024 at 2:40 PM Suzanna Kassouf <[skassouf@pps.net](#)> wrote:

Now that majority of my department chiming in to say what an "important" take this is I'm so heartbroken and angry.



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From: **Andee Short** <ashort1@pps.net>

Date: Thu, May 2, 2024 at 1:31 PM

Subject: Re: Essay regarding Israel/Gaza

To: Russell Peterson <rpeterso@pps.net>

Cc: Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Abraham Maletz <amaletz@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <crossl@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefere@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>, Suzanna Kassouf <skassouf@pps.net>

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Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

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Andee Short

Social Studies Teacher

Grant High School

From: [Molly Katzman](#) on behalf of [Molly Katzman <mkatzman@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 3:22:19 PM

Great response Suz! I'm sorry your department (and the rest of the world) have lost their damn minds.

Molly A. Katzman
(she/her)

On Thu, May 2, 2024 at 3:12 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Hello all,

As you take the time to sit down and read the article Michael shared, I'd ask that you take a moment to [consider this view](#) as well.

"Charge Palestinians with genocide" is a "take" that those of us who watched the ICJ hearings are quite familiar with: as this was the foundation Israeli defense in South Africa's case, in which the court decided it was "plausible" that Israel was committing genocide. It seems that even the most minor analysis of power and history could see this take as a classic diversion tactic.

I guess I'm also wondering why, after 34,000 Palestinians have been killed, including almost 14,000 CHILDREN with more than 12,000 injured (at the beginning of April, **1 in 50** Gazan children had been killed or injured), 1.7 million Gazans have been displaced, over 70% of housing units in Gaza have been destroyed, ALL universities in Gaza destroyed, hospitals, schools, religious sights bombed - all after 56 years of occupation and 16 years of a total blockade of Gaza (extending a 75 year Israeli campaign to attain "maximum land with minimum Palestinians"*), THIS is the conversation that our department wants to have? That the people with no power, who have been oppressed this whole time, fought back (in gruesome and heartbreaking ways), and we should be considering that genocide? Who is afforded the privilege of their humanity? Who's actions get to be considered "self-defense"?

I strongly believe that every life lost in this conflict is tragic. I often think back to my favorite King Sermon [When Peace Becomes Obnoxious](#) where King states, "peace is not merely to absence of this tension, but the presence of justice." I hope as social studies teachers, we can view this conflict with a strong analysis of power and justice and consider how "two historically oppressed groups are being pitted against each other in service of white supremacy and colonialism."*

Warmly,
Suzanna

*both of these quotes are from the [Common Dreams article](#) that I encourage you to read if you are reading the Atlantic article

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my pronouns are she/hers

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"Without hope we are lost." - Mahmoud Darwish

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Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

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Andee Short
Social Studies Teacher
Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jeremy Reinholt](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 3:26:43 PM

<33
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

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"Without hope we are lost." - Mahmoud Darwish

On Thu, May 2, 2024 at 3:25 PM Jeremy Reinholt <jreinhol@pps.net> wrote:

Mandela founded the military wing of the ANC, and the bombings it carried out killed civilians almost exclusively.

Your question about two wrongs not making a right leads me back to Stokely Carmichael's quote: "In order for nonviolence to work, your opponent must have a conscience. The United States has none." The same can be said for the apartheid South African government and today's Israeli government.

On Thu, May 2, 2024 at 3:12 PM Abraham Maletz <amaletz@pps.net> wrote:

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Abraham Maletz
Social Studies
Grant High School
he/him/his

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Michael Williams

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Andee Short

Social Studies Teacher

Grant High School

--

Number of students = 178

Room 229

"Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

"The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom." - bell hooks

From: [Julia Kirkpatrick](#) on behalf of [Julia Kirkpatrick <jkirkpatrick@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: I want to say this
Date: Thursday, May 2, 2024 3:48:28 PM

Read the other email first-- also on board with you stepping out of the email list! Some bullshit you don't need in your life.

On Thu, May 2, 2024 at 2:04 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Or maybe I should just say "please remove me from this email list"

apple



Ms. Kassouf
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What do you think?

apple



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Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Tomorrow and Tomorrow and Tomorrow, Becky Chambers (audiobook via [Libby](#))

Loaners: The Making of a Street Library, Ben Hodgson & Laura Moulton

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Andee Short
Social Studies Teacher
Grant High School

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Julia Kirkpatrick](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 4:17:55 PM

lol YES

apple



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On Thu, May 2, 2024 at 3:47 PM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:

You are responding with such patience and compassion and the actual receipts(!), and it's so wrong that you're being met with people's half-cooked, unread opinions. I hate that, and I'm sorry. Should we just call it the false-equivalency department?

On Thu, May 2, 2024 at 3:15 PM Suzanna Kassouf <skassouf@pps.net> wrote:

apple



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Subject: Re: Essay regarding Israel/Gaza

To: Andee Short <ashort1@pps.net>
Cc: Russell Peterson <rpeterso@pps.net>, Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefere@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>, Suzanna Kassouf <skassouf@pps.net>

I might be mistaken, but I'm pretty sure Mandela didn't order the mass killing of civilians. Two wrongs still don't make a right, right?

Abraham Maletz
Social Studies
Grant High School
he/him/his

On Thu, May 2, 2024 at 1:31 PM Andee Short <ashort1@pps.net> wrote:

I also agree based on Michael's and Russ' summaries and takeaways, this is an important and interesting take on the issue. Like Angela, I have not yet been able to sit down and read the article, but plan to read it when I have time to give it the attention it deserves.

I appreciate you sending this Michael. Thank you

On Thu, May 2, 2024 at 1:27 PM Russell Peterson <rpeterso@pps.net> wrote:

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I think a better case would be to bring the issue before the ICC - where individuals can be held to account. On my short list for this is Netanyahu, as well as the members of Likud AND the leadership of Hamas. But I always appreciate a thought-provoking essay.

- RP

On Thu, May 2, 2024 at 11:55 AM Anne St Amant <astamant@pps.net> wrote:
Thanks for the essay.

Anne St. Amant

Grant High School
AP Seminar
AP Human Geography

On Tue, Apr 30, 2024 at 10:04 AM Michael Williams <mlwilliams@pps.net> wrote:

Wood, Graeme. "Charge Palestine With Genocide, Too." *Ideas*, The Atlantic, 30 April 2024, <https://www.theatlantic.com/ideas/archive/2024/04/icj-genocide-cases-israel-palestine/678235/>. Accessed 30 April 2024.

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- Hamas's authority in Palestine is complicated

Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short
Social Studies Teacher
Grant High School

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Tomorrow and Tomorrow and Tomorrow, Becky Chambers (audiobook via [Libby](#))

Loaners: The Making of a Street Library, Ben Hodgson & Laura Moulton

From: [Michael Williams](#) on behalf of [Michael Williams <mlwilliams@pps.net>](#)
To: [Jeremy Reinholt](#)
Cc: [Russell Peterson](#); [Anne St Amant](#); [Abraham Maletz](#); [Andee Short](#); [Angela DiPasquale](#); [Carmel Ross](#); [David LaPorte](#); [Donald Gavitte](#); [Gerald Scrutchions](#); [Jackson Gilbert](#); [Karen Lefere](#); [Mikaila Donaldson](#); [Sara Deede](#); [Suzanna Kassouf](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 5:18:05 PM

Bringing Mandela before the ICC very well could have served the goal of ending the apartheid state of South Africa far sooner than having him sit in a South African jail for decades did. The international Court would have spotlighted the bombings he planned and executed but it would also have given him an international audience to expose his motivations for those attacks.

Alternatively, I struggle to accept that targeting innocent individuals for death, including children, for the right cause, counts as a moral or ethical act. I may be wrong but, the ends justify the means, has never sat well with me particularly if the means includes killing children.

I do not sleep better knowing children are killed by both sides.

I admire and respect those who have the courage to face such forces, but with these methods, their success will require their martyrdom. The platform of an international court seems a reasonable location. An immediate action that leads toward that public martyrdom could expedite the end of the apartheid state as well as Netanyahu's reign.

I appreciate the thoughtfulness folks are bringing to the discussion. It is good, at least for me, to hear varied voices.

Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

On Thu, May 2, 2024 at 1:30 PM Jeremy Reinholt <jreinholt@pps.net> wrote:

Why would the leadership of Hamas be brought before the ICC for resisting an apartheid state? Do you also think Mandela should have been brought before the ICC?

On Thu, May 2, 2024 at 1:27 PM Russell Peterson <rpeterso@pps.net> wrote:

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Anne St. Amant
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Michael Williams
Currently reading Elizabeth Strout's Olive Kitteridge

--

Number of students = 178

Room 229

"Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

"The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom." - bell hooks

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Thursday, May 2, 2024 5:58:00 PM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Thu, May 2, 2024 at 3:12 PM
Subject: Re: Essay regarding Israel/Gaza
To: Andee Short <ashort1@pps.net>
Cc: Russell Peterson <rpeterso@pps.net>, Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Abraham Maletz <amaletz@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefer@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>

Hello all,

As you take the time to sit down and read the article Michael shared, I'd ask that you take a moment to [consider this view](#) as well.

"Charge Palestinians with genocide" is a "take" that those of us who watched the ICJ hearings are quite familiar with: as this was the foundation Israeli defense in South Africa's case, in which the court decided it was "plausible" that Israel was committing genocide. It seems that even the most minor analysis of power and history could see this take as a classic diversion tactic.

I guess I'm also wondering why, after 34,000 Palestinians have been killed, including almost 14,000 CHILDREN with more than 12,000 injured (at the beginning of April, **1 in 50** Gazan children had been killed or injured), 1.7 million Gazans have been displaced, over 70% of

housing units in Gaza have been destroyed, ALL universities in Gaza destroyed, hospitals, schools, religious sights bombed - all after 56 years of occupation and 16 years of a total blockade of Gaza (extending a 75 year Israeli campaign to attain "maximum land with minimum Palestinians"*), THIS is the conversation that our department wants to have? That the people with no power, who have been oppressed this whole time, fought back (in gruesome and heartbreaking ways), and we should be considering that genocide? Who is afforded the privilege of their humanity? Who's actions get to be considered "self-defense"?

I strongly believe that every life lost in this conflict is tragic. I often think back to my favorite King Sermon [When Peace Becomes Obnoxious](#) where King states, "peace is not merely to absence of this tension, but the presence of justice." I hope as social studies teachers, we can view this conflict with a strong analysis of power and justice and consider how "two historically oppressed groups are being pitted against each other in service of white supremacy and colonialism."*

Warmly,
Suzanna

*both of these quotes are from the [Common Dreams article](#) that I encourage you to read if you are reading the Atlantic article



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- Hamas's authority in Palestine is complicated

Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short

Social Studies Teacher

Grant High School

From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Thursday, May 2, 2024 6:29:51 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for May 2:

Late Assignment: [REDACTED] **Summative: Antisemitism/Islamophobia Poems**

turned in: May 2 at 10:31am

[Click to view](#)

Late Assignment: [REDACTED] **Summative: Interior Monologue**

turned in: May 2 at 3:46pm

[Click to view](#)



[Update your notification settings](#)

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Promises Role Play
Date: Friday, May 3, 2024 10:48:00 AM

Hi Bill,

I think I have mostly finished editing the [Promises role play](#). Are you able to see my comments? That's where I highlighted some of the changes I made.

I mostly updated Faraj, the Twins, and Sanabel. For Faraj and the Twins, I updated their roles to sort of update the politics of the role play a bit. I think when you wrote this originally, the two-state solution seemed like the only one, but now I think there's a budding paradigm shift of a one-democratic-state solution, so I wanted students to have info that points toward that. I tried to get the Gaza situation slightly more up to date (pre-Oct 7th), and was thinking of telling the students that this role is a pre-October 7th role, but still including an update on the back page with the current situation. Of course, the current situation makes a peace plan feel impossible so I guess for the purposes of the role play, students shouldn't have to consider that? Or, I don't know, maybe we *should* be discussing this? I do want them to grapple with reality (but, of course, with a hopeful bent).

Let me know what you think. I can call during my prep today (between 12-2) or I could call on Monday or Tuesday (we'll start the role play next Wednesday).

Thank you for everything, Bill!!!

Warmly,
Suzie
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Eric Wacker](#)
Subject: Fwd: Essay regarding Israel/Gaza
Date: Friday, May 3, 2024 10:49:50 AM
Attachments: [Charge Palestine With Genocide, Too - The Atlantic.pdf](#)



Ms. Kassouf
9th Grade Inquiry
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my [pronouns](#) are she/hers

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From: **Michael Williams** <mlwilliams@pps.net>
Date: Tue, Apr 30, 2024 at 10:04 AM
Subject: Essay regarding Israel/Gaza
To: Sara Deede <sdeede@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Donald Gavitte <dgavitte@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Suzanna Kassouf <skassouf@pps.net>, David LaPorte <dalaporte@pps.net>, Karen Lefere <klefer@pps.net>, Abraham Maletz <amaletz@pps.net>, Jeremy Reinholt <jreinholt@pps.net>, Carmel Ross <cross1@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Anne St Amant <astamant@pps.net>, Russell Peterson <rpeterso@pps.net>, Andee Short <ashort1@pps.net>, Michael Williams <mlwilliams@pps.net>

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Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

From: [Google Docs](#) on behalf of [Google Docs <comments-noreply@docs.google.com>](#)
To: skassouf@pps.net
Subject: promises-role-play-writing
Date: Friday, May 3, 2024 12:26:56 PM

New activity in the following document

 promises-role-play-writing

 1 comment

Almost 60 years later

 Anonymous • 12:19 PM, May 3 (PDT) New
Suzie, When are you "setting" the role play? Today?

[Reply](#)

[Open](#)

 6 suggestions

 Anonymous • 12:20 PM, May 3 (PDT) New
Add: "and it continues to"

[Reply](#)

[Open](#)

 Anonymous • 12:20 PM, May 3 (PDT) New
Add: "control"

[Reply](#)

[Open](#)

 Anonymous • 12:20 PM, May 3 (PDT) New
Add: "Gaza's coast"

[Reply](#)

[Open](#)



Anonymous • 12:20 PM, May 3 (PDT) New

Add: ", its airspace"

[Reply](#)

[Open](#)



Anonymous • 12:20 PM, May 3 (PDT) New

Add: ", and all its borders except with Egypt"

[Reply](#)

[Open](#)



Anonymous • 12:21 PM, May 3 (PDT) New

Replace: "These" with "West Bank"

[Reply](#)

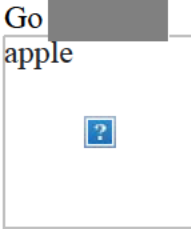
[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Re: Promises Role Play
Date: Friday, May 3, 2024 12:37:09 PM



Ms. Kassouf
9th Grade Inquiry
Grant High School
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On Fri, May 3, 2024 at 12:09 PM Bill Bigelow <[REDACTED]> wrote:

Thanks, Suzie. I will try to look at this today. Not sure I can finish before 2, but I'll text, if I can. -- [REDACTED] missed your class yesterday, alas, but he caught the entire baseball game, [REDACTED] Generals win. :) They were playing Benson. Bill

On Friday, May 3, 2024 at 10:48:00 AM PDT, Suzanna Kassouf <[skassouf@pps.net](#)> wrote:

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Warmly,
Suzie
apple



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From: [Google Docs](#) on behalf of [Google Docs <comments-noreply@docs.google.com>](#)
To: skassouf@pps.net
Subject: promises-role-play-writing
Date: Friday, May 3, 2024 1:12:39 PM

New activity in the following document

 promises-role-play-writing

 1 comment

Dialogue Poem. Write a dialogue poem between two of the kids in the video, between you and one of the kids in the video, between the same kid at different points in their life, between BZ (the filmmaker) and one of the kids, between someone we've studied this year and one of the kids, etc. This is wide open. Use your imagination.

 Anonymous • 1:02 PM, May 3 (PDT) New

I may have messed up the spacing here. Have students done dialogue poems before?

[Reply](#)

[Open](#)

 4 suggestions

 Anonymous • 12:58 PM, May 3 (PDT) New

Delete: "Israel complains that the militant political party Hamas is in control of Gaza, but you elected Hama..."

[Reply](#)

[Open](#)

 Anonymous • 12:59 PM, May 3 (PDT) New

Add: "—"

[Reply](#)

[Open](#)

 | **Anonymous** • 12:59 PM, May 3 (PDT) New
Add: "either that, or leave Gaza entirely"

[Reply](#)

[Open](#)

 | **Anonymous** • 12:59 PM, May 3 (PDT) New
Delete: "th"

[Reply](#)

[Open](#)

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: extra credit reflection
Date: Tuesday, May 7, 2024 8:18:37 AM

Thank you!

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
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"Without hope we are lost." - Mahmoud Darwish

On Mon, May 6, 2024 at 12:50 PM [REDACTED]

<[REDACTED]> wrote:

The event was very helpful and educational. I was able to learn about the process of growing your own food and having a farm in derp. The next workshop I went into talked a lot about the conflict between Israel and palestine. i liked the connections made between the war and nature issues. The way it was explained made it very interesting

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Portland Youth Climate Strike](#)
Subject: Fwd: extra credit reflection
Date: Tuesday, May 7, 2024 8:19:08 AM

some reflections from students

apple



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9th Grade Inquiry
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----- Forwarded message -----

From: [REDACTED] <[REDACTED]>
Date: Mon, May 6, 2024 at 12:43 PM
Subject: extra credit reflection
To: <skassouf@pps.net>

I thought the event was very interesting and informative. I liked hearing the different questions in the beginning that were asked by the audience. Each workshop was very interesting. I ended up making it to Merp and The one about the conflict happening in palestine. Merp was about farming, gardening, and overall just growing your own food to help the environment get better. The second one was about all of the stuff that we've learned in class so far this year and what is happening between Palestine and Israel as well as how it started. In general I felt that the whole thing was very informative and I learned a lot about different ways I can help the environment.

[REDACTED]

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Portland Youth Climate Strike](#)
Subject: Fwd: extra credit reflection
Date: Tuesday, May 7, 2024 8:19:25 AM

some reflections from students

apple



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Subject: extra credit reflection
To: skassouf@pps.net <skassouf@pps.net>

The event was very helpful and educational. I was able to learn about the process of growing your own food and having a farm in derp. The next workshop I went into talked a lot about the conflict between Israel and palestine. i liked the connections made between the war and nature issues. The way it was explained made it very interesting

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: extra credit reflection
Date: Tuesday, May 7, 2024 8:19:56 AM

Thank you!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, May 6, 2024 at 12:43 PM [REDACTED] <[REDACTED]> wrote:

I thought the event was very interesting and informative. I liked hearing the different questions in the beginning that were asked by the audience. Each workshop was very interesting. I ended up making it to Merp and The one about the conflict happening in palestine. Merp was about farming, gardening, and overall just growing your own food to help the environment get better. The second one was about all of the stuff that we've learned in class so far this year and what is happening between Palestine and Israel as well as how it started. In general I felt that the whole thing was very informative and I learned a lot about different ways I can help the environment.

[REDACTED]

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Fwd: Promises note-taking
Date: Tuesday, May 7, 2024 8:30:38 AM
Attachments: [PromisesActivities.doc](#)



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Bill Bigelow** <[REDACTED]>
Date: Sat, Apr 20, 2024 at 3:40 PM
Subject: Promises note-taking
To: Suzanna Kassouf <[skassouf@pps.net](#)>, Suzie Kassouf <[REDACTED]>

Hi Suzie,

Here is a (poor) photo of the note-taking sheet I gave kids for *Promises*. Pretty simple -- two columns, Israelis and Palestinians, and then I list the different kids there. I cannot remember what I asked students to take notes on, probably just anything that struck them, angered them, delighted them, made them curious about, etc.

Also attached is the writing assignment choice I gave students, along with the assignment that I wrote on. I didn't give this to kids -- this was just what I shared in the read-around. I'm happy to talk more about any of this.

Bill

From: [Michelle Nicola](#) on behalf of [Michelle Nicola <mnicola@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: Essay regarding Israel/Gaza
Date: Tuesday, May 7, 2024 11:45:09 AM

Thank you for keeping me in the loop about this.

What do you need in terms of support?

Michelle

On Thu, May 2, 2024 at 5:58 PM Suzanna Kassouf <skassouf@pps.net> wrote:



Ms. Kassouf
9th Grade Inquiry
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Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Thu, May 2, 2024 at 3:12 PM
Subject: Re: Essay regarding Israel/Gaza
To: Andee Short <ashort1@pps.net>
Cc: Russell Peterson <rpeterso@pps.net>, Anne St Amant <astamant@pps.net>, Michael Williams <mlwilliams@pps.net>, Abraham Maletz <amaletz@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Carmel Ross <cross1@pps.net>, David LaPorte <dalaporte@pps.net>, Donald Gavitte <dgavitte@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Karen Lefere <klefere@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Sara Deede <sdeede@pps.net>

Hello all,

As you take the time to sit down and read the article Michael shared, I'd ask that you take a moment to [consider this view](#) as well.

"Charge Palestinians with genocide" is a "take" that those of us who watched the ICJ hearings are quite familiar with: as this was the foundation Israeli defense in South Africa's case, in which the court decided it was "plausible" that Israel was committing genocide. It seems that even the most minor analysis of power and history could see this take as a classic

diversion tactic.

I guess I'm also wondering why, after 34,000 Palestinians have been killed, including almost 14,000 CHILDREN with more than 12,000 injured (at the beginning of April, **1 in 50** Gazan children had been killed or injured), 1.7 million Gazans have been displaced, over 70% of housing units in Gaza have been destroyed, ALL universities in Gaza destroyed, hospitals, schools, religious sights bombed - all after 56 years of occupation and 16 years of a total blockade of Gaza (extending a 75 year Israeli campaign to attain "maximum land with minimum Palestinians"*), THIS is the conversation that our department wants to have? That the people with no power, who have been oppressed this whole time, fought back (in gruesome and heartbreaking ways), and we should be considering that genocide? Who is afforded the privilege of their humanity? Who's actions get to be considered "self-defense"?

I strongly believe that every life lost in this conflict is tragic. I often think back to my favorite King Sermon [When Peace Becomes Obnoxious](#) where King states, "peace is not merely to absence of this tension, but the presence of justice." I hope as social studies teachers, we can view this conflict with a strong analysis of power and justice and consider how "two historically oppressed groups are being pitted against each other in service of white supremacy and colonialism."*

Warmly,
Suzanna

*both of these quotes are from the [Common Dreams article](#) that I encourage you to read if you are reading the Atlantic article
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 2, 2024 at 1:31 PM Andee Short <ashort1@pps.net> wrote:

I also agree based on Michael's and Russ' summaries and takeaways, this is an important and interesting take on the issue. Like Angela, I have not yet been able to sit down and read the article, but plan to read it when I have time to give it the attention it deserves.

I appreciate you sending this Michael. Thank you

On Thu, May 2, 2024 at 1:27 PM Russell Peterson <rpeterso@pps.net> wrote:

Thanks for sharing - super interesting take on the situation - particularly relevant to my classes as we're mid-way into a unit on genocide, and what is happening in Gaza is a topic to which we often relate back - especially the issue of "intent" as it relates genocide. That "the case is going forward almost as if the Gaza war were not preceded by, and in relation for, an attack that itself resembled genocide" certainly muddies the water - but (as the piece rightly points out) Hamas is not a state - which also complicates things. I am reminded here of America's choice to go after al Qaeda in Afghanistan in October, 2001; one would think Israel would've taken a lesson on what *not* to do after that debacle. Clearly not.

I think a better case would be to bring the issue before the ICC - where individuals can be held to account. On my short list for this is Netanyahu, as well as the members of Likud AND the leadership of Hamas. But I always appreciate a thought-provoking essay.

- RP

On Thu, May 2, 2024 at 11:55 AM Anne St Amant <astamant@pps.net> wrote:
Thanks for the essay.

Anne St. Amant
Grant High School
AP Seminar
AP Human Geography

On Tue, Apr 30, 2024 at 10:04 AM Michael Williams <mlwilliams@pps.net> wrote:
Wood, Graeme. "Charge Palestine With Genocide, Too." *Ideas*, The Atlantic, 30 April 2024, <https://www.theatlantic.com/ideas/archive/2024/04/icj-genocide-cases-israel-palestine/678235/>. Accessed 30 April 2024.

It seems obvious but also exposes the difficulties of the idea. It also highlights how people's perspectives influence their desired actions.

My perspective is:

- The Likud Party has long been the center of the problem
- Netanyahu leading Likud only compounds everything that has led to the atrocities currently being perpetrated
- Hamas is an organization that may have been born out of necessity
- Hamas have violated international humanitarian laws as well and should be held accountable for their actions but I do not know what court could take the case

- Israel has far greater power in the situation and therefore has a greater responsibility
- The US has a horrible history of using military solutions for every problem
- Judaism is not the Israeli government and the state of Israel is not Judaism.
- Islam is not Hamas and Hamas is not Islam
- Both Likud and Hamas mis-use religion for their specific benefit
- Hamas's authority in Palestine is complicated

Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

--

Andee Short

Social Studies Teacher

Grant High School

--

Michelle Nicola

Instructional Coach

Grant High School

pronouns: she/her/hers

office: 220

email: mnicola@pps.net

phone: 503.916.5160 x85220

website: aberturas.culturales

"Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing." — Arundhati Roy

From: [REDACTED] on behalf of [REDACTED] <[REDACTED]>
To: skassouf@pps.net
Subject: Extra credit
Date: Tuesday, May 7, 2024 8:01:20 PM

For the first workshop, I went to a food related one. We talked about the importance of not relying on grocery stores for our food. In the second workshop, I went to the one talking about the Palestine Israel conflict. I was interested in the end where they talked about the military something coming to schools. Although I already knew much of the stuff they talked about, it was still interesting to be there. The final thing I went to wawa about why union are so important. I found it really interesting because I didn't know why unions are important.

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Suzie Kassouf](#)
Subject: Fwd: deep appreciation for what you do in your class
Date: Wednesday, May 8, 2024 9:35:20 AM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: Amy [REDACTED] <[REDACTED]>
Date: Tue, May 7, 2024 at 11:41 PM
Subject: deep appreciation for what you do in your class
To: [skassouf@pps.net](#) <[skassouf@pps.net](#)>, [jmcgee3@pps.net](#) <[jmcgee3@pps.net](#)>

Ms. Kassouf- I wanted to express my deep appreciation and respect for how you are trying to educate our teenagers. [REDACTED] has shared with me several of your teachings, and most recently was explaining the unit you had on Israel/Palestine. She was teaching ME about the complicated history, and from what I heard, appeared to be giving a very balanced viewpoint, recognizing the multifaceted components of the conflict and the challenges that are facing the area and its people today.

What I most value in your approach is that you are encouraging students to see things from all sides. This skill of engaging in discourse and seeking to hear and understand, even if one doesn't agree, is imperative for living peacefully in our world today. When we consolidate our ideas and beliefs into a social silo, often reinforced by social media and the friend networks we acquire, we lose touch with humanity as a whole. [REDACTED] was very moved by the movie you showed about the Palestinian and Israeli children. She shared how when they got to know each other they saw that they were actually more similar than different, and that outside influences, many beyond the kids' control, were drivers of their beliefs.

I celebrate your braveness in sharing with the kids something which many are not even willing to talk about. That is the example we want our kids to embrace so that they can make this world a better place. I hope your efforts are valued by the school and broader administration. We need teachers like you.

With sincere appreciation,
Amy 

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: Amy [REDACTED]
Subject: Re: deep appreciation for what you do in your class
Date: Wednesday, May 8, 2024 11:56:06 AM

Hi Amy,

Thank you so much for taking the time to send this extremely kind email. It's been a challenging unit for sure, so I'm glad that [REDACTED] has gotten so much out of it. I'm proud to have taught this unit from many perspectives, but it's my hope and prayer that students also walk away with a clear understanding of the injustices being perpetuated by the systems in the region. As Dr. King says, "true peace is not merely the absence of tension, but the presence of justice." Regardless, I'm so proud of the students and the hard work they've done to understand and to honor the humanity of all people.

Thank you again for taking the time to send me this kind note. It means so much to me!

Warmly,
Suzanna

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
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Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 7, 2024 at 11:41 PM Amy [REDACTED] <[REDACTED]> wrote:

Ms. Kassouf- I wanted to express my deep appreciation and respect for how you are trying to educate our teenagers. [REDACTED] has shared with me several of your teachings, and most recently was explaining the unit you had on Israel/Palestine. She was teaching ME about the complicated history, and from what I heard, appeared to be giving a very balanced viewpoint, recognizing the multifaceted components of the conflict and the challenges that are facing the area and its people today.

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outside influences, many beyond the kids' control, were drivers of their beliefs.

I celebrate your braveness in sharing with the kids something which many are not even willing to talk about. That is the example we want our kids to embrace so that they can make this world a better place. I hope your efforts are valued by the school and broader administration. We need teachers like you.

With sincere appreciation,

Amy 

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Portland Youth Climate Strike](#)
Subject: Fwd: Extra credit
Date: Wednesday, May 8, 2024 4:26:51 PM



Ms. Kassouf
9th Grade Inquiry
Grant High School
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Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: [REDACTED] <[REDACTED]>
Date: Tue, May 7, 2024 at 8:01 PM
Subject: Extra credit
To: <skassouf@pps.net>

For the first workshop, I went to a food related one. We talked about the importance of not relying on grocery stores for our food. In the second workshop, I went to the one talking about the Palestine Israel conflict. I was interested in the end where they talked about the military something coming to schools. Although I already knew much of the stuff they talked about, it was still interesting to be there. The final thing I went to wawa about why union are so important. I found it really interesting because I didn't know why unions are important.

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Fwd: Peace after 10/7 requires we understand what happened before 10/7
Date: Thursday, May 9, 2024 8:28:08 AM

----- Forwarded message -----

From: Qasim Rashid, Esq. <qasimrashid@substack.com>
Date: Thu, May 9, 2024 at 6:04 AM
Subject: Peace after 10/7 requires we understand what happened before 10/7
To: <[REDACTED]>

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Peace after 10/7 requires we understand what happened before 10/7

What must happen if we're serious about future peace & justice for Palestine & Israel

QASIM RASHID
MAY 9



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Have you heard these phrases over the past six months?

"Don't start wars you can't win."

"There was a ceasefire on 10/6."

"Maybe Palestinians should've thought of their children being bombed before they attacked Israel on 10/7."

These comments, and many more cruel comments like them, have inundated the social media spectrum, the media landscape, and politician talking points since 10/7. But there's only one problem with these comments—none of them are grounded in reality and none of them help us get to a place of peace and security for Israelis and Palestinians.

Upgrade to paid

Where we are now is a far journey from where we have to go. Sadly, after denying a deal for ceasefire and release of all hostages, Israel is now planning a full on **invasion of Rafah**. Doing so would be catastrophic to 1.2 million already displaced Palestinians, including some 600,000 innocent children.

Over the past six plus months Israeli bombing has killed more than 34,000 Palestinian civilians with some 70% of them women and children. During this time, I have come to realize that I cannot logically discuss Israel/Gaza with people who believe this current atrocity began with Hamas's war crimes on 10/7. And yes, I say unequivocally that Hamas killing Israeli civilians is a war crime and indefensible. And, I add that labeling 10/7 as the ignition to this conflict, and not part of a decades long trail of violence, isn't just false, it is dangerous to both Israelis and Palestinians. It falsely assumes life before 10/7 was peaceful for Palestinians and Hamas's violent attack on Israel occurred in a vacuum. Reality paints a vastly different picture that we cannot ignore.

Therefore, if we start with the premise that we want peace for Israel and for Palestine, then we must recognize the historical injustices leading up to the present day violence, and then collaborate to undo those injustices.

First, we must recognize Israel's 57 year illegal military occupation of Palestinian territories for the illegal act it is. As Agnès Callamard, Amnesty

International's Secretary General, [reports](#):

The world must recognize that ending Israel's illegal occupation is a *prerequisite* to stopping the recurrent human rights violations in Israel and the [Occupied Palestinian Territories]. *Israel's occupation of Palestine is the longest and one of the most deadly military occupations in the world.* For decades it has been characterised by widespread and systematic human rights violations against Palestinians. The occupation has also enabled and entrenched Israel's system of apartheid imposed on Palestinians. Over the years, Israel's military occupation has evolved into a perpetual occupation in flagrant violation of international law.

Likewise, we must recognize that Hamas is not an ancient organization, but having been [established only in 1987](#), it is a *reaction* to more than 20 years of illegal occupation and land grab. It also means recognizing that Hamas funding came with the approval and support of Israeli Prime Minister Netanyahu as a way to delegitimize Palestinian statehood. As Times of Israel [reports](#):

For years, the various governments led by Benjamin Netanyahu took an approach that divided power between the Gaza Strip and the West Bank — bringing Palestinian Authority President Mahmoud Abbas to his knees while making moves that propped up the Hamas terror group. The idea was to prevent Abbas — or anyone else in the Palestinian Authority's West Bank government — from advancing toward the establishment of a Palestinian state.

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We must further recognize Israel's 700,000 illegal settlements as the violation of international human rights law that they are, as repeatedly affirmed by the United Nations. For example, see this UN Press release on [September 27, 2023](#), just 10 days before the 10/7 attack, citing the strong opposition to Israel's illegal settlement expansion by none other than the United States itself:

The representative of the United States said the ongoing violence between

Israelis and Palestinians sets back prospects for peace and is responsible for “so much needless suffering”. Voicing concern over the situation in Israel, the West Bank and Gaza, she said the United States opposes the advancement of settlements and urges Israel to refrain from those actions, emphasizing that it undermines “the geographic viability of a two-State solution, exacerbates tensions and further harms trust between the two parties”.

Moreover, we must recognize that two decades of Israel’s land, air, and sea blockades on Gaza have left people desperate and distressed, and **violates international human rights law.**

Justice furthermore means recognizing that some 9500 Palestinians are indefinitely detained in Israeli prison in what is known as *administrative detention*, many without charge or opportunity for release. As NPR **reports:**

Administrative detention is a form of detention whereby individuals are detained by the state [of Israel] without any intent to prosecute them in a trial, and they're held on the basis of secret security information that the detainee and their lawyer cannot review. Israel has been using this form of detention since its occupation of the West Bank and the Gaza Strip - so back to 1967.

Yet additionally, it means recognizing that as you read this, up to 1000 Palestinian children are indefinitely detained in Israeli prison, again without charge, under so-called *administrative detention*. These imprisoned children are further denied access to counsel or parents, while suffering ongoing physical and sexual abuse. As Save the Children International **reports:**

Palestinian children in the Israel military detention system face physical and emotional abuse, with four out of five (86%) of them being beaten, and 69% strip-searched. Nearly half (42%) are injured at the point of arrest, including gunshot wounds and broken bones. Some report violence of a sexual nature and some are transferred to court or between detention centres in small cages. It is estimated that there are between 500 and 1000 children held in Israeli military detention each year.

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Justice means recognizing that for as much as critics like to claim “there was a ceasefire on 10/6,” in the year prior to 10/7 the Israeli military **killed at least 240 Palestinian civilians in the West Bank** where there is no Hamas.

That death toll included 47 children. In fact, it was the deadliest year in recent history for Palestinian civilians.

All of the above is but a snapshot of the injustices preceding 10/7. Yet almost none of it is discussed in the media and political ether, and we are all worse off as a result.

Thus, back to my original point—if any person wants to have a serious discussion on Israel and Palestine, but only started paying attention on 10/7, then that person is not engaging in good faith, period. Indeed, even since 10/7, Amnesty International reports that the **Israeli military has killed more than 300 Palestinians in the West Bank**, where there is no war or Hamas. And I am willing to bet that for most readers, this is the first you’ve heard of it.

Thus, the refusal to engage in good faith dialogue that accounts for historical reality is harmful to both Palestinians and Israelis, because such ignorance and denial of history prevents building a just and sustainable future.

In the present moment, we can ensure and pursue peace through diplomacy, upholding international human rights law, and being just arbiters. That means stopping arms to Israel—a step **President Biden is finally taking**—to end the siege on Gaza. It means recognizing the injustices preceding 10/7, and working aggressively to actively undo them, i.e. an end to the Israel’s illegal military occupation of Palestinian lands, an end to Israel’s illegal settlements on Palestinian land, ample resources to rebuild Palestine and Gaza, and just leadership to ensure Palestinians have their own state and right to self determination—without foreign interference.

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Bad actors from Hamas and the Israeli government who targeted civilians should

face ICC prosecution, and the US and UN should apply pressure equally to ensure Israelis and Palestinians can live in peace and security beyond the clutches of corrupt politicians. No one is arguing that Palestinians have been flawless the last 57 years, but an occupied people shouldn't have to be to ensure their basic human rights to life and liberty are protected under international human rights law.

As a human rights lawyer who believes international human rights law is a force for good, I seek nothing more than the safety and security of both Palestine and Israel, of Palestinians and Israelis. But to get to that point, we must first recognize the history of this conflict before 10/7, and demand justice and fairness for all parties on and after 10/7. Cruel quips won't stop the atrocities we are witnessing daily, but upholding international human rights law, recognizing the history that got us here, and staying fiercely committed to justice to get us to where we need to go, can, and will create peace for both Palestine and Israel.

And that is a conversation worth having and acting upon.

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When it's over, I want to say: all my life I was a bride married to amazement. I was the bridegroom, taking the world into my arms.
// Mary Oliver

From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Add Your City to the Map to Defend the Right to #TeachTruth
Date: Thursday, May 9, 2024 11:24:02 AM

[View as Webpage](#)

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Teach Truth Day of Action

New Co-sponsor: American Library Association

52151396905_bb83f53c47_o-650x485 image

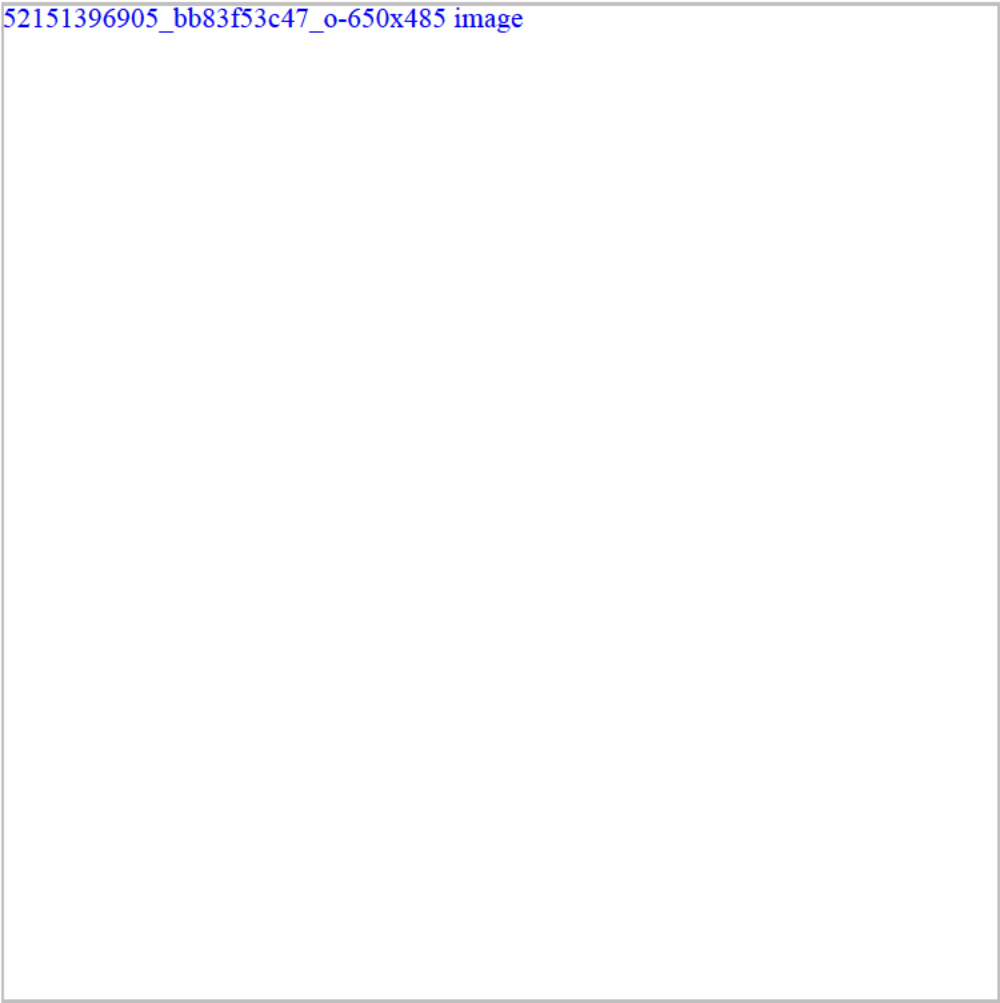


Photo by Chasity Malatesta, Bainbridge, Washington

The **American Library Association** has joined more than 70 organizations as co-sponsors for this year's Teach Truth Day of Action. They know that children's future depends on what they learn today.

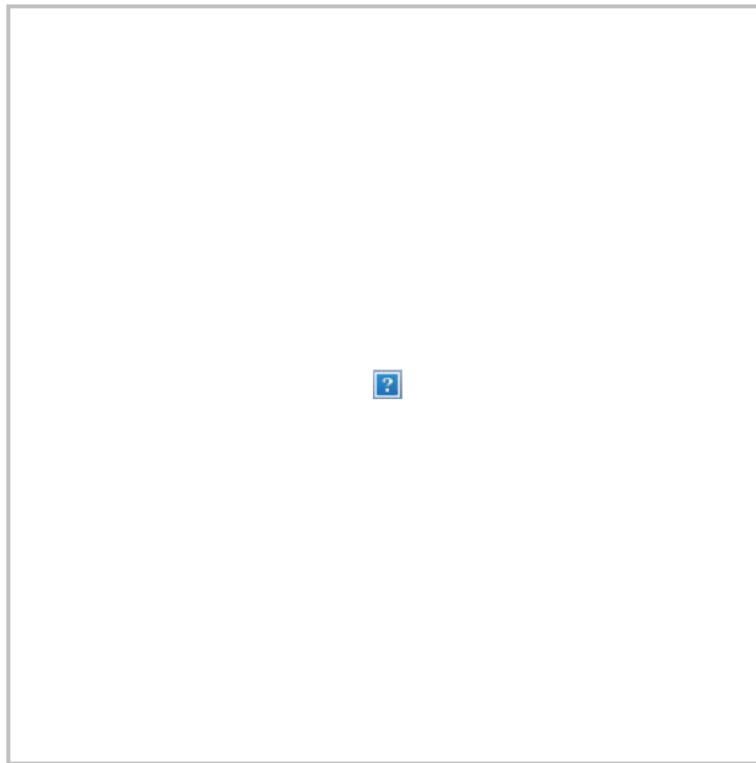
Across the country, **legislatures have passed laws to criminalize teaching honestly about U.S. history** and to restrict students' ability to ask questions and engage in critical thinking. The laws' chilling effect reaches classrooms nationwide. Textbooks and high-stakes testing have also long distorted curricula.

Black, Indigenous, Latinx, Asian American, Palestinian, and LGBTQ+ writers are being banned by the same forces passing laws against voting rights, gun reform, trans rights, climate justice, and more.

We need to challenge the silence that increases racism, Islamophobia, antisemitism, sexism, and homophobia.

[Join us on Saturday, June 8, for the Teach Truth Day of Action.](#)

Thank you to our co-sponsors.

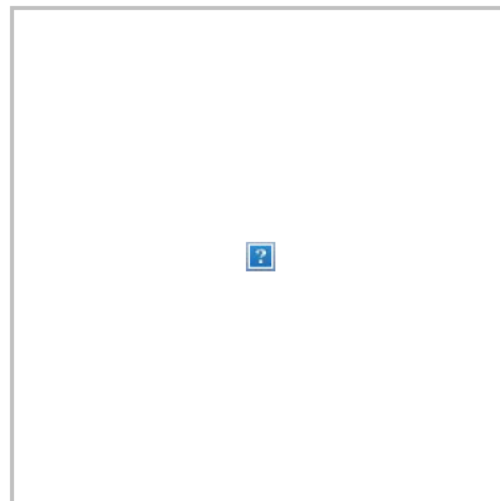


How to get involved:

Select a public place, such as a library, bookstore, farmers market, school, or pride parade.

Sign up and we will send you a pop-up display with banned books, buttons, and posters for an information table.

Events are confirmed already in Albuquerque, Atlanta, Boston, Brooklyn, D.C., Hartford, Iowa City, Kansas City, Miami, Nashville, New Orleans, Newark, Seattle, Youngstown, and dozens more cities. **Add your community to the map.**



Teach-Truth-Map-5 image



Defend the right to #TeachTruth (including about Palestine), fight book bans, and defend LGBTQ+ rights on June 8, 2024.

[Sign Up](#)

Media Guide



Our [Teach Truth Media Guide](#) is for anyone seeking to communicate with the media or others about the dangers of anti-history education legislation and book bans, the importance of teaching truthfully, and the rights of LGBTQ+ students.

Although this guide was designed for the Teach Truth Days of Action, it can be referenced all year.

We include responses to frequently asked questions on systemic racism, LGBTQ identity, parents' rights, Critical Race Theory, and more. This year we've added FAQs on Palestine, antisemitism, and Project 2025.

[Read More](#)

Teaching for Black Lives

Study Group Applications Open

Tallahassee-Florida-T4BL-650x488 image



A Teaching for Black Lives study group in Tallahassee, Florida. By Bryan Williams.

Each year, the Zinn Education Project hosts [*Teaching for Black Lives study groups*](#) across the United States. Using the Rethinking Schools book *Teaching for Black Lives*, **educators explore how to teach about racism, resistance, and joy in free, teacher-led professional learning communities.**

The study groups can be in a school, district, or state. Each participant receives a copy of *Teaching for Black Lives*, a subscription to *Rethinking Schools* magazine, curriculum workshops, and access to a national network of social justice educators. The coordinator receives a study group facilitation guide and support.

If you are interested in forming a study group next year, [learn more and apply](#).

Learn More and Apply

Conferences and Classes

[Teach-Palestine-Webinar image](#)



Check out events hosted by the Zinn Education Project and our colleagues, including the [Teach the Black Freedom Struggle](#) online series, the [SNCC and Grassroots Organizing Discussion Series](#), [Teach Palestine](#) (May 15), the [4th annual Teach Truth Day of Action](#) (June 8), and [more](#).



Events Calendar

We Need Your Help

Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

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From: [Israelism](#) on behalf of [Israelism <contact@israelismfilm.com>](#)
To: skassouf@pps.net
Subject: Israelism coming to Apple TV, Amazon Prime & Google Play
Date: Friday, May 10, 2024 12:03:45 PM



MAJOR ANNOUNCEMENT

Dear Israelism Supporters,

Variety just published an exclusive, announcing that Israelism will be available on major Video on Demand services - **Apple TV, Amazon Prime, Google Play**, and others - from early June, and that we've entered a distribution deal with **Watermelon Pictures**.



[Read the Variety Article Here](#)

We knew when we began making Israelism over 8 years ago that distributing our film would not be easy, and up to this point we have been totally independent. Signing with Watermelon Pictures, a new Palestinian owned film label, will help our film reach audiences across the USA and the world, and help bring Israelism further into mainstream consciousness.

We'll keep you updated with more info on when you can pre-order Israelism on Video on Demand services.

We're also excited to let you know that **anyone, anywhere in the world, can now book in-person screenings of Israelism automatically**. All you have to do is click [here](#), follow the instructions, and set up your very own Israelism screening for your community, family, or friends. Prices are sliding scale depending on the size and type of organization. A portion of all proceeds goes to Medical Aid in Gaza.

[Organize an Israelism Screening Now](#)

In Solidarity,
The Israelism Team



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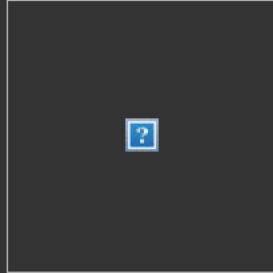
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From: [Holly Johnsen](#) on behalf of [Holly Johnsen <hjohnsen@pps.net>](#)
To: [Lynn Yarne](#)
Cc: [REDACTED] [Suzanna Kassout](#)
Subject: Re: PAT event
Date: Monday, May 13, 2024 9:43:13 AM

The event is about helping teachers know their rights regarding teaching about Palestine and advocating for Palestine in general (wearing pro-Palestine apparel, posting signs, etc.) and what to do if they're censored or a complaint is filed against them. This includes protections of free speech (legal protections) and academic freedom and concerted actions (contract protections).

On Mon, May 13, 2024 at 9:39 AM Lynn Yarne <lyarne@pps.net> wrote:
Exciting!.

Group, if a couple of you want to take this event on I will table with you all. Ms. Johnson, would you describe it as a teachers union for free speech event?

Lynn Yarne

Grant High School Visual Arts

I work with 212 students // Target number of students is 160

On Mon, May 13, 2024 at 9:36 AM Holly Johnsen <hjohnsen@pps.net> wrote:

Hi, we actually did just confirm the day/time! The event will be at PAT hall (345 NE 8th Ave) on 5/28, 4:30-6:30p.

On Mon, May 13, 2024 at 9:34 AM Lynn Yarne <lyarne@pps.net> wrote:

Hi Ms. Johnson,

The other day you mentioned a PAT event in which APIA and MENA may be able to sell our merch. Will you give us a holler when you hear more about the dates/times of the event?

Thanks!

Lynn Yarne

Grant High School Visual Arts

I work with 212 students // Target number of students is 160

From: [Bill Bigelow \(Google Docs\)](#) on behalf of [Bill Bigelow \(Google Docs\)](#) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: Essay Example
Date: Monday, May 13, 2024 2:19:39 PM

New activity in the following document

 Essay Example

 5 comments

What do you think of when you think of genocide? What scenes come to mind? Do you think of Jews being herded into gas chambers, murdered in mass? A Nazi flag? The slaughter of the Tutsis in Rwanda? The cries of the Armenians? I bet you aren't thinking about classrooms, desks, and teachers. Schools are supposed to be safe places for young people to grow their minds and learn important values and skills for participating in society. But the Indian Boarding Schools imagined by Richard Henry Pratt were not that, they were genocide disguised as education.

 Bill Bigelow • 1:59 PM, May 13 (PDT) New

Great example. Hard-hitting, clear.

[Reply](#)

[Open](#)

source: Captain Richard Henry Pratt: Talking Back to the Text

 Bill Bigelow • 2:02 PM, May 13 (PDT) New

Suzie, I emphasized to students that sources have to be included in the narrative, as would be the case in an article.

[Reply](#)

[Open](#)

(source: Luther Standing Bear: what a school could have been established).

 Bill Bigelow • 2:07 PM, May 13 (PDT) New

Again, incorporate the citation into the narrative.

[Reply](#)

[Open](#)

(source: How the US stole thousands of Native American children)

 Bill Bigelow • 2:07 PM, May 13 (PDT) New

Source in narrative.

[Reply](#)

[Open](#)

We need to understand genocide in all its forms, so that we can intervene when we see it happening in the world today.

 Bill Bigelow • 2:09 PM, May 13 (PDT) New

Suzie, Great. This should be an effective model.

[Reply](#)

[Open](#)

 13 suggestions

 Bill Bigelow • 2:00 PM, May 13 (PDT) New

Replace: "Now, t" with "T"

[Reply](#)

[Open](#)

 Bill Bigelow • 2:01 PM, May 13 (PDT) New

Delete: "very"

[Reply](#)

[Open](#)

 **Bill Bigelow** • 1:59 PM, May 13 (PDT) New

Delete: "United Nations (source:"

[Reply](#) [Open](#)

 **Bill Bigelow** • 2:00 PM, May 13 (PDT) New

Delete: ")"

[Reply](#) [Open](#)

 **Bill Bigelow** • 2:05 PM, May 13 (PDT) New

Delete: "they"

[Reply](#) [Open](#)

 **Bill Bigelow** • 2:03 PM, May 13 (PDT) New

Delete: "(source: Captain Richard Henry Pratt: Talking Back to the Text)"

[Reply](#) [Open](#)

 **Bill Bigelow** • 2:03 PM, May 13 (PDT) New

Delete: "here"

[Reply](#) [Open](#)

 **Bill Bigelow** • 2:04 PM, May 13 (PDT) New

Delete: "only"

[Reply](#) [Open](#)

Bill Bigelow • 2:04 PM, May 13 (PDT) New

Add: "only"

Reply

Open

Bill Bigelow • 2:04 PM, May 13 (PDT) New

Delete: "basically"

Reply

Open

Bill Bigelow • 2:04 PM, May 13 (PDT) New

Delete: "very"

Reply

Open

Bill Bigelow • 2:08 PM, May 13 (PDT) New

Add: "."

Reply

Open

Bill Bigelow • 2:08 PM, May 13 (PDT) New

Delete: "(source: in class lecture and notes)."

Reply

Open

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From: [Rethinking Schools](#) on behalf of [Rethinking Schools <marketing@rethinkingschools.org>](#)
To: [Suzie Kassouf](#)
Subject: [TONIGHT] Teach Palestine Webinar
Date: Wednesday, May 15, 2024 6:56:07 AM



TEACH PALESTINE

A Rethinking Schools Webinar

Tonight!

Wednesday, May 15th at 4 pm PT, 6 pm CT, 7 pm ET

Join Rethinking Schools for a webinar on the spring issue of *Rethinking Schools*, Teach Palestine. Panelists will offer stories, examples, and concrete strategies for teaching truthfully and critically about Palestine-Israel. At a time when the attack on social justice teaching has dramatically expanded as part of

the crackdown on opposition to U.S. aid to Israel, it is essential that we support and learn from each other.

Participants will need access to Zoom.

ASL Interpretation will be available.

The event is free. To make events like this available to more educators and activists, we appreciate your solidarity donation. Your donation directly supports the expansion of our work and helps us get resources to more teachers during this crucial time.

REGISTER HERE



Spring Issue: Teach Palestine

The spring issue of *Rethinking Schools* focuses on Israel's war on Gaza and the war on teaching about Palestine. Our editorial discusses how the attack on social justice teaching has dramatically expanded as part of the crackdown on dissent against U.S. support for Israel. Jesse Hagopian traces the connections between the war on history, education, and children in both countries. Educators in Oakland detail the dramatic story of what happened when they organized a teach-in for Palestine. A Palestinian high school student shares her experiences and poetry in the aftermath of Oct. 7. Bill Bigelow describes a new lesson on the roots of the violence in Palestine — and argues that history shows that anti-Zionism is not automatically antisemitism. There is a special resource section for teachers on Palestine.

Subscribe

Share the Issue

Share the spring [Teach Palestine](#) issue with your colleagues, union members, students, and friends to engage in political education and critical dialogue. Use the issue as a resource for teaching about the roots of violence in Palestine and challenge the dominant narrative that what is happening in Palestine began on October 7.

“That is the task before us: to knit together and strengthen the networks of teachers, parents, and students that can take bold action and muster the defiance necessary to break through the backlash.”

– Editors of *Rethinking Schools*



Save when you buy copies of the spring Teach Palestine issue in bulk
(Regularly \$6.95):

5 – 34 copies only **\$5** each

35 – 99 copies only **\$4.50** each

100 – 199 copies only **\$4** each

200 + only **\$3.50** each

Buy in Bulk



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6737 W. Washington St.
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Milwaukee, WI 53214

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From: [Julia Kirkpatrick](#) on behalf of jkirkpatrick@pps.net
To: [Tiffany Halsey](#); [Suzanna Kassouf](#); [Stephanie D"Cruz](#); [Martin Alvarez Ruberte](#); [Christopher Lodore](#); [Holly Johnsen](#); [Greta West](#); [Hannah Fisher](#); [Lynn Yarne](#); [Michelle Singler Nielsen](#); [Sara Deede](#); [Michelle Nicola](#); [Jacob Romee](#); [Mykhil Deych](#); [Meghan Thornburg](#); [Jeremy Reinholt](#); [Amaru Moon](#); [Daniel Gyu](#); [Alex Luboff](#); [Michela Byrne](#)
Subject: Updated invitation with note: Button Lunch! @ Wed May 15, 2024 11:45am - 12:15pm (PDT) (Tiffany Halsey)
Date: Wednesday, May 15, 2024 10:33:01 AM
Attachments: [invite.ics](#)

This event has been updated with a note:

"Location change: Room 180 (North side, first floor, Julia's room), since the counseling center conference room is booked. If you can make it, awesome! "

Changed: location

Bringing it back! Lunch and support! Last minute, but still... So many folks in our group are doing cool things!

Sharing a few updates: Today there's an organized action from Educators for Palestine to wear buttons/keffiyeh/shirts, and paraeducator Amaru Moon shared some buttons with me to pass along to y'all to pass out to your colleagues. Holly screen printed shirts, too!

Also, Susanna Kassouf is part of a Zoom education session hosted by Rethinking Schools tonight from 5-6 (free, link [Learn more](#))

From: [Alex Luboff](#) on behalf of [Alex Luboff <aluboff@pps.net>](#)
To: [Meghan Thornburg](#)
Cc: [Jeremy Reinholt](#); [Holly Johnsen](#); [Julia Kirkpatrick](#); [Suzanna Kassouf](#); [Stephanie D'Cruz](#); [Martin Alvarez Ruberte](#); [Christopher Lodore](#); [Greta West](#); [Hannah Fisher](#); [Lynn Yarne](#); [Michelle Singler Nielsen](#); [Sara Deede](#); [Michelle Nicola](#); [Jacob Romee](#); [Mykhil Deych](#); [Tiffany Halsey](#); [Amaru Moon](#); [Daniel Gyu](#); [Michela Byrne](#)
Subject: Re: Invitation: Button Lunch! @ Wed May 15, 2024 11:45am - 12:15pm (PDT) (Holly Johnsen)
Date: Wednesday, May 15, 2024 11:59:11 AM

Meeee too. Sorry to miss this, too much, too many this week.
AL

On Wed, May 15, 2024 at 10:45 AM Meghan Thornburg <mthornburg@pps.net> wrote:
I also can't be there, but if someone wants to grab my button maker from the counseling center, you are welcome to!

Take care
Meghan

On Wed, May 15, 2024 at 10:29 AM Jeremy Reinholt <jreinholt@pps.net> wrote:
I'm out today with a sick kiddo.

On Wed, May 15, 2024, 10:14 AM Holly Johnsen <hjohnsen@pps.net> wrote:
Sorry ya'll I won't be able to make it because I'm subbing for BSU today at lunch.

On Wed, May 15, 2024 at 9:40 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:

Bringing it back! Lunch and support! Last minute, but still... So many folks in our group are doing cool things!

Sharing a few updates: Today there's an organized action from Educators for Palestine to wear buttons/keffiyeh/shirts, and paraeducator Amaru Moon shared some buttons with me to pass along to y'all to pass out to your colleagues. Holly screen printed shirts, too!

Also, Susanna Kassouf is part of a Zoom education session hosted by Rethinking Schools tonight from 5-6 (free, link [here](#)).

Plus, Holly and Meghan did a fantastic writeup for the next Go-To about our work!

When

Wednesday May 15, 2024 · 11:45am – 12:15pm (Pacific Time - Los Angeles)

Guests

Julia Kirkpatrick - organizer

Suzanna Kassouf

Stephanie D'Cruz

Martin Alvarez Ruberte

Christopher Lodore

Holly Johnsen

Greta West

Hannah Fisher

Lynn Yarne

Michelle Singler Nielsen

Sara Deede

Michelle Nicola

Jacob Romee

Mykhail Deych

Meghan Thornburg

Jeremy Reinholt

Tiffany Halsey

Amaru Moon

Daniel Gyu

Alex Luboff

Michela Byrne

[View all guest info](#)

Reply for hjohnsen@pps.net

Yes

No

Maybe

More options

Invitation from [Google Calendar](#)

You are receiving this email because you are subscribed to calendar notifications. To stop receiving these emails, go to [Calendar settings](#), select this calendar, and change "Other notifications".

Forwarding this invitation could allow any recipient to send a response to the organizer, be added to the guest list, invite others regardless of their own invitation status, or modify your RSVP. [Learn more](#)

--

Meghan Thornburg (she/her/hers)

Social Work Intern & Study Hall Monitor at Grant High School

Where to find me in the building:

-Counseling Center 8 a.m.-12 p.m.

Office 120L Mondays and Wednesdays

Office 120K Tuesdays and Fridays

-Upper Commons 12 p.m.-3:30 p.m. Monday through Friday

|

--

Alex Luboff (he, him)

Architecture/Woodworking/Construction-CTE

Grant High School

aluboff@pps.net

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf](#) <[\[REDACTED\]](#)>
To: [Suzanna Kassouf](#)
Subject: Fwd: JVP Portland Newsletter May 16, 2024
Date: Thursday, May 16, 2024 7:22:41 PM

When it's over, I want to say: all my life I was a bride married to amazement. I was the bridegroom taking the world in my arms. // Mary Oliver

----- Forwarded message -----

From: **Jewish Voice for Peace Portland** <info@jvpportland.org>
Date: Thu, May 16, 2024 at 7:02 PM
Subject: JVP Portland Newsletter May 16, 2024
To: [\[REDACTED\]](#) <[\[REDACTED\]](#)>

General Meeting, Nakba Day, Read and Vote!

[View in browser](#)



NEWSLETTER

May 16, 2024

General Meeting This Sunday

This Sunday, May 19th 3 - 5pm

Join us for our monthly general meeting in person

at the Multnomah Friends House

[4312 SE Stark St](#)

or by Zoom using link below

[Zoom Link](#)

Agenda Topics for this Meeting Include:

Points of Unity and 1:1s Discussion and Vote

Discussion of Israel Bond Divestment Campaign

Community Building Activity

If you join us in person, please park at the Mazamas parking lot. Neighbors get upset with street parking. In addition, we will pass a hat at this meeting to collect some funds for use of the space, Friends has been phenomenal in providing us free access, but they have bills too, so let's do our best to support! Every dollar appreciated.

Access Info

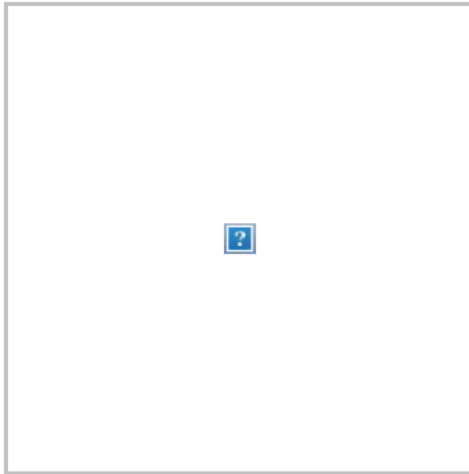
Please wear a KN94/N95 mask! We will have extras available. This keeps our bodies safer.

The meeting space is in the Laurelhurst neighborhood of SE Portland near the 15 and 20 bus lines. If driving, please park in the Mazamas parking lot. Neighbors get upset with street parking. The main entrance is ADA accessible through large double doors. All facilities including restrooms and a water station are located on the ground floor and there are no steps to get in. All restrooms are single stall and gender neutral.

A projector screen will be used to display information throughout the session and will also be communicated verbally. ASL interpretation and live captioning are not provided. Attendees are asked to join fragrance-free, but the building is not designated scent-free. Please do not apply fragranced products the day prior to attending the session, and avoid wearing clothing washed in scented detergents, where possible.

This is a hybrid meeting. There is the option to call in remotely via Zoom using the link above.

Resource Guide Reminder



***Ballots due by May
21st!***

**Make sure they are
postmarked or
turned in by 8 pm**

As we reported in the last newsletter, JVP Portland, along with the American Palestinian Council, DSA, Health Care Workers for Palestine, and the Jewish-Palestinian Alliance of Oregon compiled a [nonpartisan resource guide](#) so Oregonians can read what Oregon's congressional district 3 Democratic candidates are saying about Gaza.

Since the release of the guide, several [articles](#) have reported [AIPAC dollars flowing](#) into the race to support candidate Maxine Dexter in opposition to Susheela Jayapal and her support for a ceasefire. [Reports reveal](#) that out-of-state AIPAC donors have spent over \$4 million to support Maxine Dexter.

Israel Bonds National Campaign Launch

Break the Bonds!:

Divest from Israel Bonds, Invest in Freedom

There has never been a more important moment to campaign to end U.S.

support for the Israeli apartheid and the Israeli military's genocide of Palestinians.

Billions in "Israel Bonds"—direct loans to the Israeli military and government—are being purchased by our local governments, state governments, unions, pension funds, religious institutions, and other institutions every day.

Together, we can withdraw key support for violence against Palestinians by demanding that our community institutions stop buying Israel Bonds.

Come learn from organizers about Israel Bonds and Israel Bonds divestment, including what you can do in your community to break the bonds with genocide and apartheid!

Break the Bonds! Event & Teach-In
Thursday, May 23, 2024
5:00 PM PST on Zoom

[Register Here](#)

This will be an agitational and inspirational introduction to Israel bonds divestment campaigning and is open to all.

JVP Portland is excited to be part of this national campaign and is currently working on a local campaign as well. Stay tuned for updates and ways to get involved.

JVP Sends Letter to PSU President Ann Cudd

Last month the Jewish Federation of Portland sent the President of PSU, Ann Cudd, a letter regarding their views on Pro-Palestine protests and antisemitism on campus. The Jewish Federation of Portland claims that

Jewish students are unsafe and encouraged PSU to institute antisemitism trainings. JVP Portland believes all of our safety is bound with one another and disputes the notion that Pro-Palestine protests make Jewish students unsafe.

JVP Portland drafted and sent our own letter to Ann Cudd which was sent this week. Below is a snippet:

“Jewish Voice for Peace-Portland (JVP-PDX) is writing to you to provide a Jewish perspective that might be different from one you may have received from the Jewish Federation of Portland and other Jewish Zionist organizations concerning the recent protests for Palestine. It is important to know that there is no one group who can claim to speak for the Jewish community. Too often the Jewish Federation claims to be that group, which is simply untrue. The Jewish community, like all others, is not monolithic in its beliefs. On the question of Israel, a growing number of Jews, especially young Jews, are speaking out in opposition to Israel’s policies and actions regarding Palestine. They do so out of the best of Jewish values—understanding that all life is sacred and that one group of people cannot be free until all people are free.

[....]

One of the common responses by pro-Israel groups to any criticism of the State of Israel is to label it as being antisemitic. For years, pro-Zionist/pro-Israel groups have enacted different approaches to censoring pro-Palestinian speech, writings, and actions—all predicated on [the narrative](#) that all criticism of Israel is inherently antisemitic. [...] Charging antisemitism in response to organizing for Palestinian liberation is a simple trick in the playbook of, not only Zionist Jews, but also Christian Zionists and conservative, right-wing forces who want to shut down the free speech of this movement. Often it is [antisemites themselves](#) who level these charges.

Working to end Israel’s policies of [Apartheid](#), [illegal settlement](#) construction, uprooting Palestinian villages, [destroying olive trees](#), denying [freedom of movement](#), the [65 Israeli laws](#) that discriminate against Palestinians, [collective punishment](#), illegal detention, lack of [legal due process](#), and [abuse of political prisoners](#), including [children](#) are all calls for social justice in the best sense of Jewish values. Ending a genocide is rooted in our own Jewish historical experience—Never Again for Anyone. Organizing for Palestinians to have freedom,

equality, safety, and self determination are rooted in Judaism's strong teachings that all are created equal and that all life is sacred. Declaring such actions as being antisemitic is an affront to our Jewishness.

[....]

In terms of trainings, we have heard that Zionist pro-Israel community members are urging PSU to institute trainings on antisemitism. We support such training only if they address all forms of bias and hate—antisemitism, Islamophobia, anti-Arab anti-Palestinian bias and combating hate toward any marginalized group. We know from student reports that there are cases of anti-Muslim, anti-Palestinian, anti-Arab threats. Again, all of our safety and freedom is bound with one another's.

Protecting student safety is essential. So too is the obligation to protect students' right to freedom of speech. JVP-Portland condemns militarized police coming onto campus. Tactics used at PSU and other schools of calling in a massive police presence, committing brutal arrests, use of tear-gas and other chemical weapons, and issuing academic punishment are not acceptable in a democratic society, and certainly not on a university campus.

[....]

JVP-Portland urges PSU Administration to:

- Engage directly with the students and faculty on your campus and foster an environment of open discourse on the critical topic of Palestine/Israel;
 - Enact no academic repercussions on students involved in the recent protests. Campuses across the US who are listening to and engaging with their students and faculty on these issues are modeling the profound importance of academic freedom. We urge PSU to follow this path.
 - Commit to an understanding in the ways groups who are supportive of Zionism and the Israeli government conflate activism for Palestine with antisemitism and use that as their basis to stifle free speech and punish Palestine activists.
 - Commit to not accept nor codify any definition of antisemitism that characterizes criticism of the State of Israel as inherently being antisemitic.
 - Disclose and divest any funds that support Israel from PSU's portfolio."
-



Nakba 76 Co-Sponsored Event

Saturday, May 18, 11am-2pm

East Federal Building

Join JVP and twelve other Portland orgs as we come together in the streets on the anniversary of Nakba in honor of 76 years of resistance and resilience in the face of Zionist settler colonialism and occupation.

JVP Portland is uniquely proud to co-sponsor and work alongside so many great orgs. Thank you to Zaytuna of the PNW, Oregon to Palestine Coalition, Portland DSA, Portland PSL, Entifada PDX, Healthcare Workers for Palestine, Palestinian Feminist Collective, Critical Resistance, International League of People's Struggles, International Migrants Alliance,

International Women's Alliance, and Resist US-Led War Portland for working hard to organize and plan together.

Saturday, May 18 we will march together in unity, honoring all of those who have been and continue to be martyred, displaced, and exiled from their ancestral homelands of Palestine.

Let's raise our voices as we fight for justice, liberation, and return.

News, Events, Opinion Pieces or Articles that We Find Interesting

*Please note that these articles are not reflective of original works nor any official stance of Jewish Voice for Peace. They are intended as interesting resources, current event updates, etc. and are hopefully taken as such.

['The fourth generation remembers': Nakba commemorated in shadow of Gaza war](#)

Thousands of Palestinian citizens of Israel joined the annual March of Return, with many making connections to the violent displacement in Gaza.

+972 Mag | By Baker Zoubi and Ghousoon Bisharat

[The Anti-Union Lobby's Newest Weapon](#)

Now armed with cynical antisemitism allegations, the corporate-backed effort to destroy unions is ramping up.

Jewish Currents | Jeff Schuhrke

[UAW rank-and-file tells its leadership: don't cross Palestinians' picket line!](#)

Rank-and-file members of UAW Labor for Palestine are demanding that their union's leadership withdraws their dues money from Israel Bonds and divest from genocide.

Mondoweiss | By UAW Labor for Palestine



Jewish Voice for Peace Portland

P.O. Box 589, Berkeley
United States of America



From: [redacted] (via Google Docs) on behalf of [redacted] (via Google Docs) <drive-shares-dm-noreply@google.com>
To: skassouf@pps.net
Subject: Document shared with you: "[redacted] Palestine-isreal final essay"
Date: Monday, May 20, 2024 3:13:16 PM

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Palestine-isreal final essay

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From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Pa... - Go back an highlight, [redacted]
Date: Tuesday, May 21, 2024 10:36:10 AM

[redacted] resolved a comment in the following document

 [redacted] Palestine-Israel Final Essay

 1 resolved

Comments

to

 Suzanna Kassouf • 10:23 AM, May 21 (PDT)

Go back an highlight, [redacted]

 [redacted] 10:31 AM, May 21 (PDT) New

Marked as resolved

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Hope Koumentakos](#)
Subject: Re: help teaching Gaza?
Date: Tuesday, May 21, 2024 10:49:36 AM

Hi Hope,

No worries at all. I hope everything is alright with your family <3

Warmly,
Suzanna
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, May 20, 2024 at 4:39 AM Hope Koumentakos <[REDACTED]> wrote:
Suzanna, I am SO sorry I lost sight of this! I have had some family emergencies come up in the last month that have occupied most of my time and attention. Since we last emailed, Rethinking Schools came out with the Teaching Palestine resources which I've found to be helpful in supplementing my lessons. I'm wondering how you have approached your instruction the last month and would love to still connect and share my plans for the end of the year... Again, I am so sorry for the delay.

On Fri, Apr 19, 2024 at 11:56 AM Suzanna Kassouf <[skassouf@pps.net](#)> wrote:
Hi Hope!

You may still be traveling, but wanted to ping you just in case :)

Hope you had/are having a great trip!

Warmly,
Suzie
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Fri, Apr 12, 2024 at 6:57 AM Hope Koumentakos <[REDACTED]> wrote:

Hi Suzanna,

It's great to hear from you! I'm traveling the next few days but I will get back to you when I return. I'm excited to connect!

Best,
Hope

On Wed, Apr 10, 2024 at 11:37 AM Suzanna Kassouf <skassouf@pps.net> wrote:
Hi Hope!

I got your email from Deborah Menkart who connected us back in December when you wrote [this great piece](#) for Zinn Ed. I have spent the last few months teaching a unit on Palestine-Israel, and in about a week or two I will need to teach about what is currently happening in Gaza.

I'm wondering if you might have any resources/guidance for me? I'm struggling to know where to begin. I know I want students to come to their own conclusions about whether or not it's genocide and I want them to hear at least one actual story from someone who's experiencing it - but I'm not sure how to structure it, what to include, etc.

Thanks so much for your time and hoping to hear from you soon!

Warmly,
Suzanna



Ms. Kassouf
9th Grade Inquiry
Grant High School

my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: EMAIL RESULTS (Total: 3): [REDACTED] Inquiry Support
Date: Tuesday, May 21, 2024 10:50:45 AM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <[skassouf@pps.net](#)>
Date: Tue, May 21, 2024 at 10:45 AM
Subject: EMAIL RESULTS (Total: 3): [REDACTED] Inquiry Support
To: <[skassouf@pps.net](#)>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: [REDACTED] (Student) at [REDACTED]

Total email message sent: 3

Body of message appears below:

Hello team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 69% in Inquiry. **You have been working very hard and I think we can get this grade to a C by the end of the semester!**

Here is your plan to get there:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: EMAIL RESULTS (Total: 4): [REDACTED] Inquiry Support
Date: Tuesday, May 21, 2024 10:50:57 AM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Tue, May 21, 2024 at 10:44 AM
Subject: EMAIL RESULTS (Total: 4): [REDACTED] Inquiry Support
To: <skassouf@pps.net>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Student) at [REDACTED]
- Successfully sent: Thornburg, Meghan (Staff) at mthornburg@pps.net
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED]
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED]

Total email message sent: 4

Body of message appears below:

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 68% in Inquiry. **You have been working very hard and I think we can get this grade to a C by the end of the semester!**

Here is your plan to get there:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be engaged in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: EMAIL RESULTS (Total: 4): [REDACTED] Inquiry Support
Date: Tuesday, May 21, 2024 10:51:05 AM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <[skassouf@pps.net](#)>
Date: Tue, May 21, 2024 at 10:42 AM
Subject: EMAIL RESULTS (Total: 4): [REDACTED] Inquiry Support
To: <[skassouf@pps.net](#)>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Parent of [REDACTED] at [totricia](#) [REDACTED])
- Successfully sent: Romee, Jacob (Staff) at [jromeel@pps.net](#)
- Successfully sent: [REDACTED] (Student) at [REDACTED]
- Successfully sent: Hayes, Jessica (Staff) at [jhayes1@pps.net](#)

Total email message sent: 4

Body of message appears below:

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 68% in Inquiry. **You have been working very hard and I think we can get this grade to a C by the end of the semester!**

Here is your plan to get there:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: EMAIL RESULTS (Total: 4): [REDACTED] Inquiry Passing Plan
Date: Tuesday, May 21, 2024 10:51:21 AM

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Tue, May 21, 2024 at 10:39 AM
Subject: EMAIL RESULTS (Total: 4): [REDACTED] Inquiry Passing Plan
To: <skassouf@pps.net>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: Romee, Jacob (Staff) at jromee1@pps.net
- Successfully sent: [REDACTED] (Parent of [REDACTED]) at [REDACTED]
- Successfully sent: [REDACTED] (Student) at [REDACTED]
- Successfully sent: Hayes, Jessica (Staff) at jhayes1@pps.net

Total email message sent: 4

Body of message appears below:

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 62% in Inquiry, which means you are right on the border of passing. **You can still pass Inquiry if you work hard these last 4 weeks.**

Here is your plan:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Michelle Nicola](#)
Subject: Fwd: EMAIL RESULTS (Total: 2): [REDACTED] Inquiry Passing Plan
Date: Tuesday, May 21, 2024 10:51:32 AM



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Tue, May 21, 2024 at 10:37 AM
Subject: EMAIL RESULTS (Total: 2): [REDACTED] Inquiry Passing Plan
To: <skassouf@pps.net>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: [REDACTED] (Student) at [REDACTED]

Total email message sent: 2

Body of message appears below:

Hello [REDACTED] and [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 60% in Inquiry, which means you are right on the border of passing. **You can still pass Inquiry if you work hard these last 4 weeks.**

Here is your plan:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jessica Mintz](#)
Subject: Fwd: EMAIL RESULTS (Total: 6): [REDACTED] Passing Plan
Date: Tuesday, May 21, 2024 10:54:10 AM

Hi Jess!

I hope you're well!

Passing this along as I heard you're working with [REDACTED]

Thank you!

Warmly,
Suzie
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <[skassouf@pps.net](#)>
Date: Tue, May 21, 2024 at 10:40 AM
Subject: EMAIL RESULTS (Total: 6): [REDACTED] Passing Plan
To: <[skassouf@pps.net](#)>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: Hayes, Jessica (Staff) at jhayes1@pps.net
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: [REDACTED] (Student) at [REDACTED]
- Successfully sent: Romee, Jacob (Staff) at jromee1@pps.net
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])

Total email message sent: 6

Body of message appears below:

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 68% in Inquiry, which means you are on the border of passing. **You can pass Inquiry if you work hard these last 4 weeks.**

Here is your plan:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [Michelle Nicola](#) on behalf of [Michelle Nicola <mnicola@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: EMAIL RESULTS (Total: 3): [REDACTED] Inquiry Support
Date: Tuesday, May 21, 2024 11:16:57 AM

These are great! Thank you!

On Tue, May 21, 2024 at 10:50 AM Suzanna Kassouf <skassouf@pps.net> wrote:

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Tue, May 21, 2024 at 10:45 AM
Subject: EMAIL RESULTS (Total: 3): [REDACTED] Inquiry Support
To: <skassouf@pps.net>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])

- Successfully sent: [REDACTED] (Student) at [REDACTED]

Total email message sent: 3

Body of message appears below:

Hello team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 69% in Inquiry. **You have been working very hard and I think we can get this grade to a C by the end of the semester!**

Here is your plan to get there:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



--

[Michelle Nicola](#)

Instructional Coach

Grant High School

pronouns: she/her/hers

office: 220

email: mmicola@pps.net

phone: 503.916.5160 x85220

website: [aberturas culturales](#)

“Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing.” — Arundhati Roy

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jazmin Jinnah](#)
Subject: Re: Listening Session
Date: Tuesday, May 21, 2024 1:35:36 PM

I'm also wondering if anti-Zionist Jewish voices have been represented at these sessions, as there are many in PPS!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 21, 2024 at 1:19 PM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi Suzanna,

I hope this email finds you well. My name is Jazmin Jinnah and I am part of the racial equity social justice team at PPS. I heard you speak at the Palestine student rally. Thank you for sharing your experience.

Dr. Husk, the Interim Superintendent, and Dr. Adams, the Chief Accountability and Equity Officer, are looking to hold a listening session for Palestinian, Arab, and Muslim PPS staff. They are seeking to hear multiple perspectives beyond the various voices shared already by Jewish staff, families, and community members.

Would you be willing to participate and share your perspective with Dr. Husk and Dr. Adams in a listening session? I would love to talk more about the details of this listening session with you. If you are open to this, please let me know potential times this week you are available to connect. Also if you know other folx that would want to share their perspective please let me know. Thanks so much!

Sincerely,

Jazmin

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager
Portland Public Schools
[PPS Partnership Website](#)
971-706-3475

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jonathan Harrison](#)
Subject: Re: [REDACTED]
Date: Tuesday, May 21, 2024 2:22:16 PM

I'm working with him on this.



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 21, 2024 at 1:46 PM Suzanna Kassouf <[skassouf@pps.net](#)> wrote:

Hi Jonathan,

[REDACTED] just submitted another paper with AI chatbot elements. Clearly, he had the AI write the paper and then he re-worded most of it (pretty incoherently), but still left some full sentences.

For reference: the sources here are not from our class learning - he clearly had the chatbot link random sources.

Curious about your thoughts,
Suzie

What do you think of when you here about Palestinians and israel? What do u already know ?. Promises" invites us into the lives of seven children, Israeli and Palestinian, whose everyday experiences show us the reality of the Israeli-Palestinian conflict. And just really getting to know each and every one of them the children in the palestine israel, all talk about their experiences

The definition of promises, according to the [What Is U.S. Policy on the Israeli-Palestinian Conflict?](#)

Some things of palestine and israel means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such

For both sides

Palastine

A Refugee Crisis

B Historical Heritage

C Occupation and Conflict

D Cultural Resilience

Israel

A Founding Statehood

B Security Concerns

C Technological Innovation

D Democracy and Diversity

But with that it's not fair to take over someone land so [U.S. Relations With Palestinian Territories](#)

I just say that if we give both sides what they want nothing would go wrong i know one side wants everything and so do the other side but this fighting back in froth and not liking each other it not right By taking proactive steps and supporting initiatives aimed at promoting peace, reconciliation, and justice, individuals and organizations can play a meaningful role in contributing to a more peaceful and sustainable future for Israelis and Palestinians alike.

So now as we can see how this has come to how it is, if we want to have peace we need to come together like, "There is no path to peace. Peace is the path." - Mahatma Gandhi

And if we want to find the path we gotta see what works for each side and what don't so we all can be fair

So what that being said to find the peace with in both sides we gotta see whats we can do

For that , but with that there something that just can't be fixed that they already messed up that they may not want back or have some anger between one of other [What Would a Lasting Peace Between Israel and Palestine](#), i just think if both sides would be happy with sharething the land then one side have most of it and i just think if were gone to move on then something gone have to change because more people is going to get hurt due to this

And to give yall all the info about what going on and why im trying to fix all of this, is bc it stated [Israel Gaza war: History of the conflict explained](#) and if you read it good its tells u why palestine is like this and why israel is like this and how it all happened it just makes it come together , and if this helps u understand the main conflict we have suggestions for this to help it get better

Ending the Israeli-Palestinian conflict and achieving lasting peace is a complex and multifaceted endeavor that requires concerted efforts from all stakeholders involved. We all have to come together and have a big meeting saying what should happen and what we should stop i think guns stop be gone or most of it i think the checkpoint should be gon because i don't think just cause they got a different id they can't go



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Is... - Don't forget your highlights!
Date: Tuesday, May 21, 2024 4:51:49 PM

[redacted] *replied to a comment in the following document*

 [redacted] *Israel/Palestine Final Essay*

 1 comment

RIGHTS

 Suzanna Kassouf • 1:38 PM, May 21 (PDT)

Don't forget your highlights!

 [redacted] 4:46 PM, May 21 (PDT) New

Just highlighted.

[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because you are a participant in this thread.
[Change what Google sends you.](#) You can reply to this email to reply to the discussion.



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jessica Mintz](#)
Subject: Re: EMAIL RESULTS (Total: 6): [REDACTED] Passing Plan
Date: Wednesday, May 22, 2024 8:55:27 AM

Thank you so much! <3



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 21, 2024 at 5:54 PM Jessica Mintz <[REDACTED]> wrote:
Hello! Yes I am! We worked on that briefly yesterday. He has big ideas on the topic and is working on getting them down.

Let me know how else I can support him and you this year!
Best,
Jessica

On Tue, May 21, 2024 at 10:54 AM Suzanna Kassouf <[skassouf@pps.net](#)> wrote:
Hi Jess!

I hope you're well!

Passing this along as I heard you're working with [REDACTED]

Thank you!

Warmly,
Suzie
apple



Ms. Kassouf
9th Grade Inquiry

Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Suzanna Kassouf** <skassouf@pps.net>
Date: Tue, May 21, 2024 at 10:40 AM
Subject: EMAIL RESULTS (Total: 6): [REDACTED] Passing Plan
To: <skassouf@pps.net>



Message sent from Portland Public Schools

All messages delivered to PVUE/SVUE Messages.

SMTP Email Results:

- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: Hayes, Jessica (Staff) at jhayes1@pps.net
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])
- Successfully sent: [REDACTED] (Student) at [REDACTED]
- Successfully sent: Romee, Jacob (Staff) at jromeel@pps.net
- Successfully sent: [REDACTED] (Parent of [REDACTED] at [REDACTED])

Total email message sent: 6

Body of message appears below:

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 68% in Inquiry, which means you are on

the border of passing. **You can pass Inquiry if you work hard these last 4 weeks.**

Here is your plan:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Pales... - [redacted] this paper is supposed to be 2 ...
Date: Wednesday, May 22, 2024 10:22:42 AM

[redacted] replied to a comment in the following document

 [redacted] Palestine Isreal Final Essay

 1 comment

in

 Suzanna Kassouf • 9:41 AM, May 22 (PDT)

[redacted] this paper is supposed to be 2 pages. I think there is a lot more that you can add here from our learning in class.

 [redacted] 10:17 AM, May 22 (PDT) New

I have a IEP and talked to Mr Rome about making it shorter for my own learning and mental health. He emailed yesterday about IEP students when it came to this assignment and you responded with saying it's ok. If you'd like me to make it longer I will absolutely do that but that is what I was told.

warmly,

[redacted]
She/her

[Open](#)

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

You have received this email because you are a participant in this thread.
[Change what Google sends you.](#) You can reply to this email to reply to the discussion.



From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Palestine Lesson Teaching Stories, People's History of Memorial Day, Free Books
Date: Wednesday, May 22, 2024 11:50:57 AM

[View as Webpage](#)

[zep_logo_horizontal_3.0.png](#)



[zep_header_3.0_tilted.png](#)

Students Study Palestine

In Context of Colonial World History

[Seeds-of-Violence-Palestine-Israel-lesson-768x586 image](#)



Record numbers of educators are downloading [Teaching the Seeds of Violence in Palestine-Israel](#). We've heard wonderful stories about the impact of the lesson, such as this one:

The most amazing aspect of this lesson was **my students' ability to recognize the common themes presented in the story of Palestine with stories of other colonial projects** we had studied, including in India, the United States, Sudan, and the Congo.

Overall, this lesson helped my students understand the roots of the political issue that is Palestine and evaluate many of the common misconceptions of where the conflict comes from. — **Rodrigo Palacios Tenorio, high school social studies teacher, Tempe, Arizona**

Check out the [lesson and more teaching stories](#).

[Lesson and Teaching Stories](#)

War Made Invisible

Free Book

The New Press offers a copy of the excellent book, [*War Made Invisible: How America Hides the Human Toll of Its Military Machine*](#) by Norman Solomon, to teachers who share stories about teaching any of the lessons at the Zinn Education Project on war and anti-war campaigns, including [*Teaching the Seeds of Violence in Palestine-Israel*](#).



Share Your Teaching Story

signal-2024-04-26-234526_004-1024x768 image



Student Protests

Corporate Media Justifies Repression

Haaretz journalist Amira Hass told Columbia School of Journalism graduates that [the role of journalists is to “resist the normalization of evil and of injustice.”](#) In the midst of the Gaza genocide and so much more, this is also the role of educators.

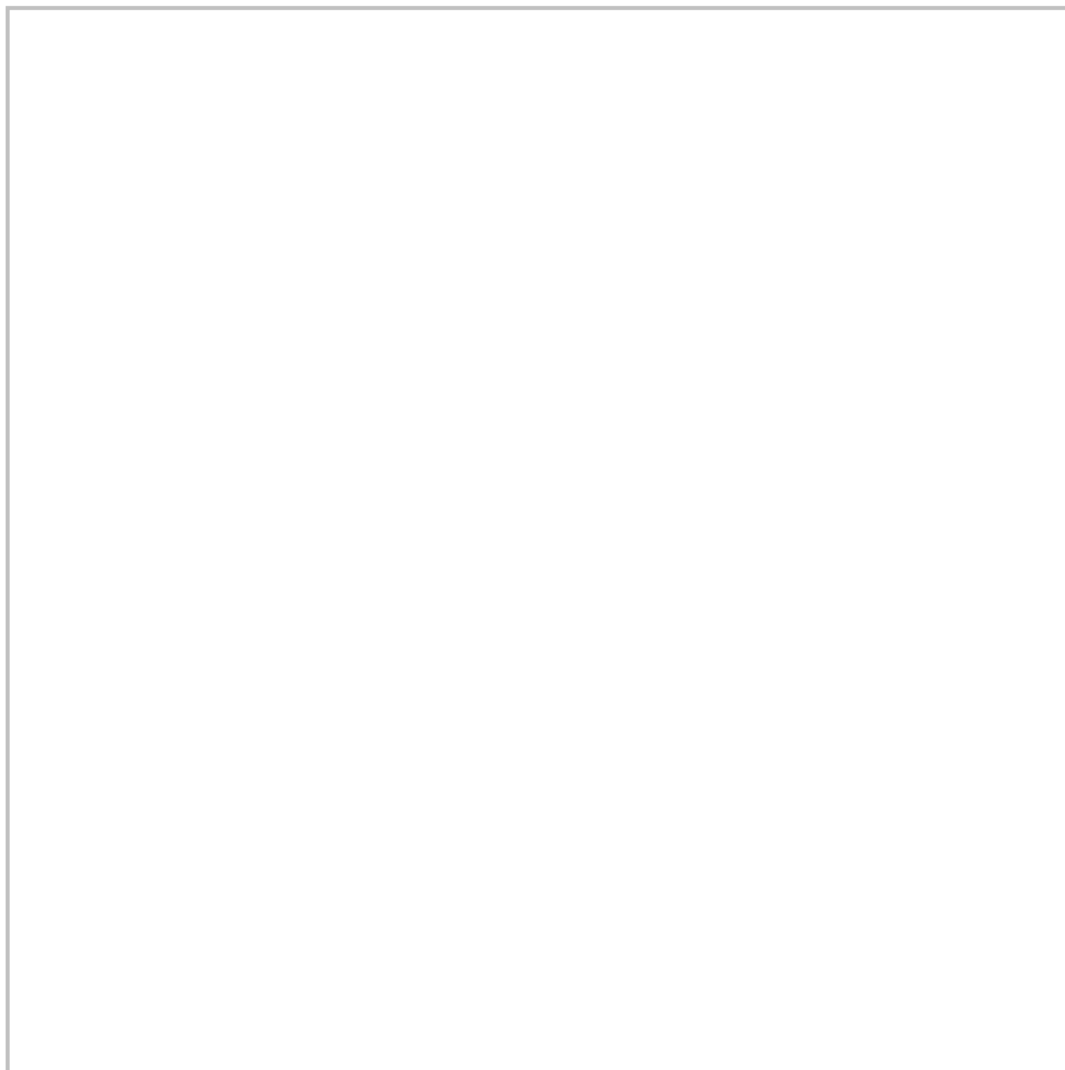
Here are related stories and resources for students:

False narratives about Dr. Martin Luther King are used to dismiss the encampments. Read [Campus Protests Are Called Disruptive. So Was the Civil Rights Movement](#) by Jeanne Theoharis.

Media propaganda related to Israel and Palestine is well-funded and consistent. Watch the student-friendly documentary [The Occupation of the American Mind](#). It is free and available in various lengths.

The criminal justice response to college students is highly unequal and shaped by their income and race. Invite students to read [CUNY and Columbia: A Tale of Two Campuses](#) by Nicolas Niarchos. To take action, students can [write to the CUNY Chancellor](#) (Félix V. Matos Rodríguez) to ask that he drop the charges and provide amnesty for all who participated.

People’s History of Memorial Day



For Memorial Day Weekend, we feature an article by David Blight about the early origins of the holiday, led by African Americans in Charleston, South Carolina, after the Civil War; an article by Howard Zinn urging us to never embark on mass slaughter again; and the documentary and companion oral history collection, *Memorial Day Massacre: Workers Die, Film Buried*.

Memorial Day Articles and Film

Shine a Light on Resistance

Teach Truth Day of Action

52151396905_bb83f53c47_o image



Claiming to protect young people, right-wing legislators block efforts to address racism, gun violence, and the existential threat of climate change.

They stoke a politics of fear and hatred, while banning critical understanding and analysis of questions students bring to the classroom about current events.

As noted in a [*Rethinking Schools*](#) editorial,

Students deserve facts, not fables. These laws are an attempt to hide this nation's racist past to more freely pursue a racist future.

The media bolsters the right by providing constant coverage of the anti-CRT and anti-trans narrative.

Where are the headlines about teachers, parents, and students who demand an honest, inclusive education?

Where are the headlines about the threat to our future if students can't ask tough questions and analyze all they read — if students can't envision a better future and learn the skills to shape that future? It is time to sound an alarm.



We invite everyone to [lead or join a #TeachTruth Day of Action event](#) to **shine a light** on the stories that need to be told.

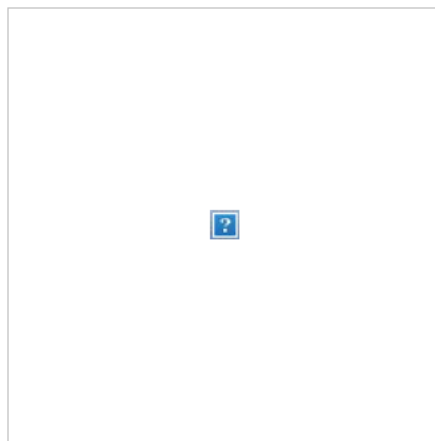
[Learn More](#)

Conferences and Classes

Did you know that the biggest Civil Rights Movement demonstration of the 1960s happened in New York City?

On June 10, scholar Brian Jones will shed light on the history of the Civil Rights Movement in the North. This [Zinn Education Project Teach the Black Freedom Struggle class](#) is held in collaboration with the [New York City Civil Rights History Project](#).

Check out more events hosted by the Zinn Education Project and our colleagues, including the [4th Annual Teach Truth Day and Freedom to Learn Day of Action](#), [Teaching Black History Conference](#), and [more](#).



[More Events](#)

We Need Your Help

Defend-Teachers-5 image



Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

Donate Today

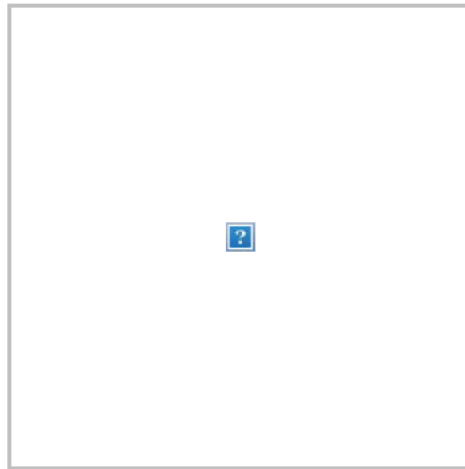
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Constant Contact

From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Pa... - Yellow bags were Jewish Israelis. Gre...
Date: Wednesday, May 22, 2024 12:25:28 PM

[redacted] replied to a comment in the following document

 [redacted] Palestine-Israel final essay

 1 comment

yellow bag, which meant that I was a Palestinian, but I had Israeli citizenship

 Suzanna Kassouf • 1:48 PM, May 21 (PDT)

Yellow bags were Jewish Israelis. Green bags were Palestinian citizens of Israel.

 [redacted] 12:20 PM, May 22 (PDT) **New**

I meant to say I had a green bag I just forgot

[Open](#)

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[Change what Google sends you.](#) You can reply to this email to reply to the discussion.



From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Palestine Isreal Final Essay
Date: Wednesday, May 22, 2024 1:36:08 PM

New activity in the following document

 [redacted] Palestine Isreal Final Essay

 2 resolved

Comments

The Laws Of Israel: Sanabel's father is a great example of Detentions Law which is shown in Promises having a big effect on her life.

 Suzanna Kassouf • 9:35 AM, May 22 (PDT)

good job connecting these

 [redacted] 1:30 PM, May 22 (PDT) New

Marked as resolved

[Reply](#)

[Open](#)

How would you feel if your family member ended up in jail? Would you have a negative look on the people who arrested them? Sananbel feels her life is unfair because she isn't able to even travel 10 minutes away from her home and isn't able to have a father figure in her home.

 Suzanna Kassouf • 9:36 AM, May 22 (PDT)

Very moving, invited the reader into empathy

 [redacted] 1:30 PM, May 22 (PDT) New

Marked as resolved

[Reply](#)

[Open](#)

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You have received this email because you are a participant in the updated items or subscribed to notifications on  [Palestine Isreal Final Essay](#) . [Change what Google sends you](#). You cannot reply to this email.



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Wish I'd taught this
Date: Wednesday, May 22, 2024 2:08:41 PM

Just read [this article](#) from the latest ZEP newsletter. I wish I'd taught it!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jessica Hayes](#)
Subject: Re: 0811FQ2-K5 - 9th Grade Inquiry - [REDACTED] Inquiry Support
Date: Wednesday, May 22, 2024 3:34:18 PM

Just added you!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, May 22, 2024 at 2:24 PM Jessica Hayes <jhayes1@pps.net> wrote:

Hey Suzie,

Thank you for this information! When I clicked on the link it told me access was denied because I'm not added to your Canvas course.

Warmly,

Jess Hayes, MEd
She | her | hers
Grant High School
Learning Center
jhayes1@pps.net

Caseload: 34 students (Caseload Target = 30 / Caseload Threshold = 32)

"The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves."

We Make the Road By Walking: Conversations on Education and Social Change by Paolo Freire

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you.

[Oregon's Procedural Safeguards may be found here](#)

On Tue, May 21, 2024 at 10:42 AM Suzanna Kassouf <skassouf@pps.net> wrote:



Message sent from Portland Public Schools

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 68% in Inquiry. **You have been working very hard and I think we can get this grade to a C by the end of the semester!**

Here is your plan to get there:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment. **I expect to see you at flex tomorrow or Thursday.**

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [redacted] (via Google Docs) on behalf of [redacted] (via Google Docs) <drive-shares-dm-noreply@google.com>
To: skassouf@pps.net
Subject: Document shared with you: "[redacted] Palestine/Israel Final Essay"
Date: Wednesday, May 22, 2024 4:48:40 PM

shared a document

has invited
you to edit the following document:

Palestine/Israel Final Essay

Open

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because [redacted]
shared a document with you from Google Docs.



From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Wednesday, May 22, 2024 6:51:13 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for May 22:

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 12:58pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 10:09am

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 10:54am

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 10:58am

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 11:23am

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 1:24pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 1:30pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 2:06pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 2:15pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 3pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 3:22pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 22 at 4:48pm

[Click to view](#)

Submission Comment: [REDACTED] **Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf**

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

[Click to view](#)

Submission Comment: [REDACTED] **Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf**

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

[Click to view](#)



[Update your notification settings](#)

From: [Jessica Hayes \(via Google Docs\)](#) on behalf of [Jessica Hayes \(via Google Docs\) <drive-shares-dm-noreply@google.com>](#)
To: skassouf@pps.net
Subject: Document shared with you: " [REDACTED] Palestine Isreal Final Essay "
Date: Thursday, May 23, 2024 9:27:14 AM

Jessica Hayes shared a document



Jessica Hayes (jhayes1@pps.net) has invited you to edit the following document:

Hey Suzie! Jacob and I just went over your feedback, and I'm curious where [REDACTED] grade currently stands on this assignment. I have a physics test to facilitate with her during 7th period and am hoping that we can both give it our full attention. Let me know! And thank you so much for your thoughtful feedback to [REDACTED] and all you do to support her.

Warmly,

Jess Hayes



[REDACTED] Palestine Isreal Final Essay

Open

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You have received this email because jhayes1@pps.net shared a document with you from Google Docs.



From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Israel-Palestine Final Essay
Date: Thursday, May 23, 2024 10:36:04 AM

New activity in the following document

 [redacted] Israel-Palestine Final Essay

 2 comments

There are always a couple of people who don't feel comfortable with what Hamas is doing and those people might want to work things out peacefully.

 Suzanna Kassouf • 10:17 AM, May 23 (PDT)

It's much more than "a couple." This is my fault for not teaching this more in depth: but the first Intifada was MOSTLY nonviolent protest and resistance. There is a long history of Palestinian nonviolent resistance

 [redacted] 10:30 AM, May 23 (PDT) New

Ok. Thanks:)

[Reply](#)

[Open](#)

has not tried to keep resolving this problem peacefully instead choosing to attack Israel and hold many hostages

 Suzanna Kassouf • 10:20 AM, May 23 (PDT)

Again, think deeply here! Is Israel trying to resolve the conflict peacefully?

 [redacted] 10:30 AM, May 23 (PDT) New

Can you read that again please? I mentioned that Israel is still fighting.

[Reply](#)

[Open](#)

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jessica Hayes](#)
Subject: Re: Document shared with you: "Palestine Isreal Final Essay "
Date: Thursday, May 23, 2024 10:39:58 AM

21/25

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 10:22 AM Jessica Hayes <jhayes1@pps.net> wrote:

Okay, without resolving that piece of feedback though where is her grade on this? If we have time when we're done with the Physics test, I will absolutely work with her to complete it and revise.

Warmly,

Jess Hayes, MEd
She | her | hers
Grant High School
Learning Center
jhayes1@pps.net

Caseload: 34 students (Caseload Target = 30 / Caseload Threshold = 32)

"The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves."

We Make the Road By Walking: Conversations on Education and Social Change by Paolo Freire

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[Oregon's Procedural Safeguards may be found here](#)

On Thu, May 23, 2024 at 9:49 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi Jess,

It looks like [REDACTED] resolved all the positive comments I left on her paper (I promise, there were many!). The paper doesn't need to be 2 pages, but I still need her to respond to this piece of feedback:

I would like you to bring in more of our own learning on this. This source makes it seem like the land was equally occupied by Jews and Palestinians. What do you know from our 1947 Partition Plan and 1948 Document packet about the details of Israel's founding?

I assumed she was doing this during work time last class. I was busy working with other students and didn't get the opportunity to check in. I left this comment in reply to her question about length:

Hi [REDACTED] thanks so much for letting me know. Yes, it can stay shorter, but I'd like you to edit your paragraph on the founding of Israel with learning from our class. We will have 30 minutes to write in class today.

Let me know if you have any questions.

Warmly,
Suzie



Ms. Kassouf
9th Grade Inquiry
Grant High School
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Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 9:27 AM Jessica Hayes (via Google Docs) <drive-shares-dm-noreply@google.com> wrote:

Jessica Hayes shared a document



Jessica Hayes (jhayes1@pps.net) has invited you to edit the following document:

Hey Suzie! Jacob and I just went over your feedback, and I'm curious where [REDACTED] grade currently stands on this assignment. I have a physics test to facilitate with her during 7th period and am hoping that we can both give it our full attention. Let me know! And thank you so much for your thoughtful feedback to [REDACTED] and all you do to support her.

Warmly,

Jess Hayes



[REDACTED] Palestine Isreal Final Essay

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From: [Jazmin Jinnah](#) on behalf of [Jazmin Jinnah <jjinnah@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re: Listening Session
Date: Thursday, May 23, 2024 10:47:18 AM

Amazing thank you so much for being flexible

On Thu, May 23, 2024 at 10:39 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Either time works for me!

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 10:31 AM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi Suzanna,

Hope you are well! I'm looking forward to connecting today. One of the other folx who was supposed to join us is no longer available at 6pm. Are you able to do either 4:30 or 5? Thanks so much!

Sincerely,

Jazmin

On Wed, May 22, 2024 at 1:50 PM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi Suzanna, yes! Ruqayya will be joining us briefly online on Thursday. Please let me know if you can think of other folx who would be interested in joining. Thank you!

Sincerely,

Jazmin

On Wed, May 22, 2024 at 8:54 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Yes, that would be fine. Have you invited Ruqayya Jarad to be part of the listening sessions? She's a Palestinian teacher at Lincoln High School.

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 21, 2024 at 4:00 PM Jazmin Jinnah <jjinnah@pps.net> wrote:

Good evening,

I'm wondering if it would be alright with you if I invited another person who is also interested in speaking at the listening session to our 6pm meeting on Thursday? Let me know your thoughts, thanks!

Sincerely,

Jazmin

On Tue, May 21, 2024 at 2:00 PM Jazmin Jinnah <jjinnah@pps.net> wrote:

Great thank you!

On Tue, May 21, 2024 at 1:57 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi there,

Yes, I can connect briefly at 6pm. Can you please send me a calendar invite?

Thank you!

Suzanna

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 21, 2024 at 1:55 PM Jazmin Jinnah <jjinnah@pps.net> wrote:

Thanks for your response! Are you available to connect virtually or over the phone at 6pm on Thursday?

Would love to talk more as well about the anti-zionist Jewish voices present at PPS.

Thanks!

Jazmin

On Tue, May 21, 2024 at 1:34 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi there,

Yes, I would love to participate - thank you for reaching out.

Warmly,
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 21, 2024 at 1:19 PM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi Suzanna,

I hope this email finds you well. My name is Jazmin Jinnah and I am part of the racial equity social justice team at PPS. I heard you speak at the Palestine student rally. Thank you for sharing your experience.

Dr. Husk, the Interim Superintendent, and Dr. Adams, the Chief Accountability and Equity Officer, are looking to hold a listening session for Palestinian, Arab, and Muslim PPS staff. They are seeking to hear multiple perspectives beyond the various voices shared already by Jewish staff, families, and community members.

Would you be willing to participate and share your perspective with Dr. Husk and Dr. Adams in a listening session? I would love to talk more about the details of this listening session with you. If you are open to this, please let me know potential times this week you are available to connect. Also if you know other folx that would want to share their perspective please let me know. Thanks so much!

Sincerely,

Jazmin

--

Jazmin Jinnah
Pronouns: she, her, hers ([what is this?](#))
RESJ Professional Development Program Manager
Portland Public Schools
[PPS Partnership Website](#)
971-706-3475

--

Jazmin Jinnah
Pronouns: she, her, hers ([what is this?](#))
RESJ Professional Development Program Manager
Portland Public Schools
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971-706-3475

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Jazmin Jinnah
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Jazmin Jinnah
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RESJ Professional Development Program Manager
Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

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Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

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Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: Copy of Assignment... - Please include link!
Date: Thursday, May 23, 2024 1:10:38 PM

[redacted] replied to a comment in the following document

 Copy of Assignment: Essay

 1 comment

ionism: Could the Zionists have chosen another country?

 Suzanna Kassouf • 8:19 AM, May 23 (PDT)
Please include link!

 Suzanna Kassouf • 8:20 AM, May 23 (PDT)
Marked as resolved

 [redacted] 1:05 PM, May 23 (PDT) New
Re-opened

[Open](#)

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: [REDACTED] please come see me!
Date: Thursday, May 23, 2024 1:53:10 PM

Wonderful!!! Please include this in your paper!

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 1:51 PM [REDACTED] <[REDACTED]> wrote:

That's interesting thank you. I meant to convey more that in a society where ideas are constantly being reflected, false claims are also reflected at high levels. When oppression has been happening for so long, people fail to stop these false claims, even to the point when these claims are being spread everywhere. When we did the simulation (https://docs.google.com/presentation/d/1-NqJTРуVi7IHL7UHIn9w2Gw7-GljhzpbcUv7-pCPTwE/edit#slide=id.g26d08126429_0_53) it became very clear that when the person in charge convinces you that you are doing the right thing, it is very easy to believe, and very easy to convince others too. On the other hand, when you are being oppressed, it is easy to tell yourself that you are powerless and convince others too. In the laws of Israel lesson, we learned about a teacher who was arrested for trying to spread true information (<https://www.972mag.com/meir-baruchin-teacher-arrested-traitor/>), this act was the perfect example of how children in Palestine influences are heavily regulated. The act of punishing the one person the children look to for truth promotes the children's confusion. That in turn, continues the children's interior cycle of telling themselves that they are powerless and diminishes any sense of hope. On the other hand, the people who are arresting a teacher are rewarded for their work, and therefore telling themselves that what they are doing is right. When you believe something is right, you are naturally going to promote your work proudly. What people often forget is these massive governments are made up of individuals who are just being rewarded for small actions, but when added up, these actions do make a huge difference. This continues the echo chamber of everybody trying to spread their truth. These "truths" get soaked up by the children of these communities. We can see this in the movie "Promises" when the children are reflecting their parent's or caregiver's opinions.

On Thu, May 23, 2024 at 1:13 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Thank you! I see what you're saying. This works. One thing I'm wondering is: this paper makes it seem like both sides just have misguided understanding about the other: but is there more going on here? What laws/systems/etc are in place that privilege one group and

oppress another?



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 1:00 PM [REDACTED] <[REDACTED]>

wrote:

Of course, it should be on canvas but here's the link just in case:



On Thu, May 23, 2024 at 12:58 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Can you share your essay with me so I can look it over? I just want to make sure you are including learning from this unit about the systems these kids are living under.

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 12:53 PM [REDACTED]

<[REDACTED]> wrote:

Should I still come to see you?

On Thu, May 23, 2024 at 12:46 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Okay great, glad to hear it!

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 23, 2024 at 12:45 PM [REDACTED]

<[REDACTED]> wrote:

For sure, the excerpt I read was definitely off-topic, but if you read my paper you will see that it ties all back to the Promises movie and the perspective of the children. Ill come see you during the passing period.

On Thu, May 23, 2024 at 10:10 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi [REDACTED]

I'm so sorry I forgot to grab you before class ended today. When you shared in the circle today, I'm nervous you may have misunderstood the final essay assignment. It seems like you're writing about a topic from our first unit (Power, Identity, and Culture), but your paper needs to be about a topic from the Palestine-Israel unit.

Please come see me so we can chat about this.

Warmly,

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold



"Without hope we are lost." - Mahmoud Darwish

From: [redacted] (via Google Docs) on behalf of [redacted] (via Google Docs) <drive-shares-dm-noreply@google.com>
To: skassouf@pps.net
Subject: Document shared with you: "Palestine-Israel Unit Final Essay-[redacted]"
Date: Thursday, May 23, 2024 3:21:45 PM

shared a document



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Palestine-Israel Unit Final Essay-[redacted]

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Date: Thursday, May 23, 2024 6:59:34 PM

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Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 22 at 8:29pm

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Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 22 at 9:53pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 22 at 10:30pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 22 at 11:08pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 22 at 11:23pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 1:03am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 8:42am

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 23 at 8:52am

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 23 at 9:33am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 9:51am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 10:19am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 11:15am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 1:23pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 2:16pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 23 at 2:17pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 2:24pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 23 at 2:49pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 2:52pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 2:56pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 3:02pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 23 at 3:21pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 23 at 3:51pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 5:52pm

[Click to view](#)

Submission Comment: [REDACTED] Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

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Submission Comment: [REDACTED] Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

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Jessica Hayes accepted the Course Invitation

Jessica Hayes just accepted their invitation to participate in the course, 9th Grade Inquiry-P2-Kassouf. Course role: SPED/ESL/Support

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From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Pal... - Source for this?
Date: Thursday, May 23, 2024 10:25:20 PM

[redacted] replied to a comment in the following document

 [redacted] Palestine-Isreal Unit Final Essay

 1 comment

legal scholars have claimed the US is violating this law by providing aid to Israel.

 Suzanna Kassouf • 2:39 PM, May 23 (PDT)
Source for this?

 [redacted] 10:20 PM, May 23 (PDT) **New**
the same cfr article

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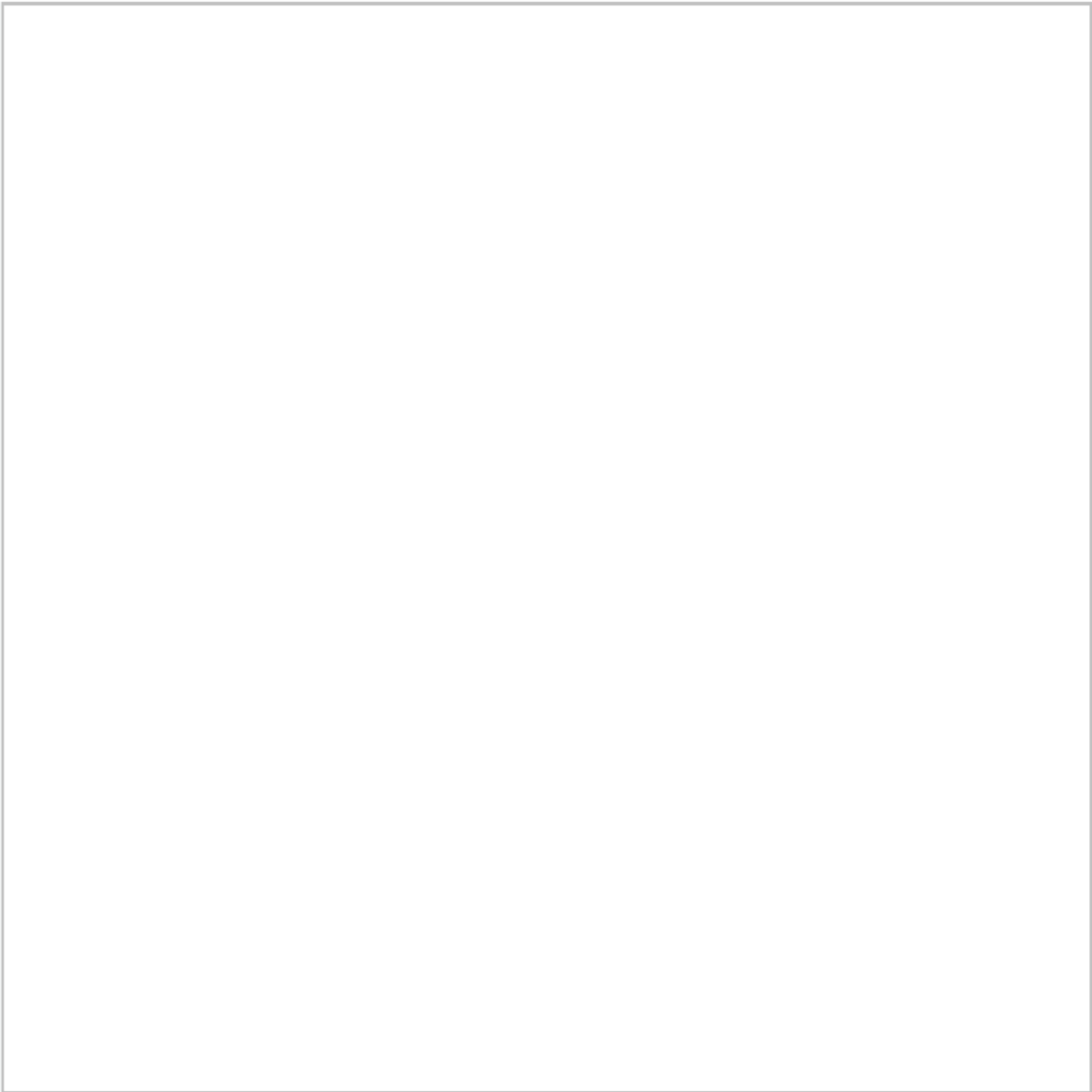
From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf](#) <[\[REDACTED\]](#)>
To: [Suzanna Kassouf](#)
Subject: Fwd: Repression.
Date: Thursday, May 23, 2024 10:45:36 PM

When it's over, I want to say: all my life I was a bride married to amazement. I was the bridegroom taking the world in my arms. // Mary Oliver

----- Forwarded message -----

From: JVP Wire <info@jewishvoiceforpeace.org>
Date: Wed, May 22, 2024 at 9:53 AM
Subject: Repression.
To: Suzanna Kassouf <[\[REDACTED\]](#)>

[Read and share the full Wire on our website.](#)



Repression.



Every day, more and more people are recognizing that U.S. support for Israel's genocide of Palestinians is indefensible. Our movement is larger than ever before.

And as we grow to truly historic proportions, we're also facing a new level of state repression. In response, we must be clear-eyed about the risks we now face, which can and will have repercussions for the U.S. left for decades.

Slanders against our movement are gaining momentum, and getting translated into anti-democratic legal and legislative attacks. Our opposition, with the weight and might of the U.S.-Israel alliance and mega-donor groups like AIPAC behind it, is building new tools in order to crush our growing power.

In this Wire, we'll run through the new right-wing playbook of repression — and how we can recognize these threats.

5 minute read

Tell Congress: Opposing genocide isn't antisemitic.

Jonathan Greenblatt and the ADL have been on a crusade for years to defend Israeli apartheid by stifling free speech.

Now, the ADL is lobbying Congress to pass a law adopting a controversial, dangerous definition of antisemitism that could criminalize calls for Palestinian freedom

Use this tool from our sibling organization JVP Action to tell your senators that opposing Israel's genocide isn't antisemitic.

Email now

What we're doing.



The "Not on Our Dime!" Act would end the stream of funding from New York State to violent settler organizations linked to increasing attacks on Palestinians in the West Bank. It was just reintroduced in NY State — and Rep. Alexandria Ocasio-Cortez just came out in support.

Read more

Find the Wire useful? [Support this work with a contribution today.](#)

Jewish Voice for Peace
P.O. Box 589
Berkeley, CA 94701
United States

If now isn't the right time, that's okay. Feel free to [unsubscribe](#).

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To: skassouf@pps.net
Subject: Document shared with you: "[redacted] Palestine-Israel Final Essay"
Date: Friday, May 24, 2024 9:39:51 AM

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Palestine-Israel Final Essay

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From: [REDACTED] on behalf of [REDACTED] <[REDACTED]>
To: skassouf@pps.net
Subject: Read Around Make Up
Date: Friday, May 24, 2024 11:17:18 AM

[REDACTED] Scrolling

I really like how she captured the feeling of not being able to do anything but watch. I also like when she talks about seeing things on the internet that you didn't know before.

[REDACTED] Interior Monologue: Israeli Settler

I like how he was writing as if the settler was trying to justify what they were doing was right. I like how he put the laws into it.

[REDACTED] Interior Monologue: Mohammed's Neighbors

I like how she described how terrifying getting your house taken in the middle of the night would be. I also like how she talks about how everything was left behind like all the memories.

Interior Monologue: The Sky

I like how the sky remembered Deir Yassin. I like how the sky cant do anything but watch

From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Friday, May 24, 2024 6:51:37 PM

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 10:30pm

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 23 at 10:41pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 24 at 8:32am

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 24 at 8:53am

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 24 at 9:40am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 24 at 10:10am

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Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 24 at 10:59am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 24 at 1:33pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 24 at 3:23pm

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Late Assignment: [REDACTED], **Palestine-Israel Unit Final Essay**

turned in: May 24 at 5:06pm

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Submission Comment: [REDACTED] **Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf**

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

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Submission Comment: [REDACTED] **Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf**

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

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To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Saturday, May 25, 2024 6:26:02 PM

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Late Assignment: [REDACTED], **Palestine-Israel Unit Final Essay**

turned in: May 25 at 1:11pm

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From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] Palestine/Israel Final Essay
Date: Sunday, May 26, 2024 10:50:46 AM

New activity in the following document

 [redacted] Palestine/Israel Final Essay

 4 resolved

Comments

they use stopping terrorism to cover that they are terrorists.

 Suzanna Kassouf • 9:18 AM, May 23 (PDT)

powerful thesis

 [redacted] 10:45 AM, May 26 (PDT) **New**

Marked as resolved

[Reply](#)

[Open](#)

Afghanistan

 Suzanna Kassouf • 9:18 AM, May 23 (PDT)

And Iraq

 [redacted] 10:45 AM, May 26 (PDT) **New**

Marked as resolved

[Reply](#)

[Open](#)

They didn't care about the people who lived there just the money and that was why they had cut costs to make more profits.

 Suzanna Kassouf • 9:19 AM, May 23 (PDT)
I like that you use this example of "economic terrorism"

  10:45 AM, May 26 (PDT) New
Marked as resolved

[Reply](#)

[Open](#)

breakfast

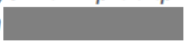
 Suzanna Kassouf • 9:51 AM, May 23 (PDT)
Pretty damning example

  10:45 AM, May 26 (PDT) New
Marked as resolved

[Reply](#)

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To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Sunday, May 26, 2024 6:01:51 PM

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 26 at 1:40pm

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From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Monday, May 27, 2024 6:23:11 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for May 27:

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 27 at 1:11pm

[Click to view](#)

Late Assignment: [REDACTED], **Palestine-Israel Unit Final Essay**

turned in: May 27 at 3:42pm

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: 0811FQ2-K8 - 9th Grade Inquiry ([REDACTED]) - [REDACTED] Passing Plan
Date: Tuesday, May 28, 2024 8:16:24 AM

Thank you for letting me know!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, May 27, 2024 at 7:47 PM [REDACTED]
<[REDACTED]> wrote:

Hello Mrs. Kassouf,
[REDACTED] worked on his paper over the long weekend, but has his tutor that was recommended tomorrow. They have said that it's due Monday but I wanted to let you know what is going on.
Thanks
K

Sent from Samsung Galaxy smartphone.

----- Original message -----

From: Suzanna Kassouf <[skassouf@pps.net](#)>
Date: 5/21/24 10:40 AM (GMT-08:00)
To: [REDACTED]
Subject: 0811FQ2-K8 - 9th Grade Inquiry ([REDACTED]) - [REDACTED] Passing Plan



Message sent from Portland Public Schools

Hi Team [REDACTED]

I hope you're having a nice week so far.

[REDACTED] you currently have a 68% in Inquiry, which means you are on the border of passing. **You can pass Inquiry if you work hard these last 4 weeks.**

Here is your plan:

- Complete the [Palestine-Israel unit Final Essay](#). I am available during flex to help you with this. You can write about ANYTHING you learned this unit.
- Make a strong effort to be in class every day for the rest of the year. We will be doing fun, engaging, "had to be there" activities that require your presence

I am available to help during flex and after school if you make an appointment.
I expect to see you at flex tomorrow or Thursday.

Warmly,
Ms. Kassouf
9th Grade Inquiry



From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: Inquiry Final Essay - I'm a confused by these numbers. Hama...
Date: Tuesday, May 28, 2024 4:17:20 PM

[redacted] resolved a comment in the following document

 Inquiry Final Essay

 1 resolved

Comments

Hamas killed 15 people, but Israel retaliated by attacking a civilian area and killing 62 civilians.

 Suzanna Kassouf • 1:53 PM, May 28 (PDT)
I'm a confused by these numbers. Hamas killed about 1200 and kidnapped about 240, Israel has responded by killing over 34,000 (as you mention later here)

 [redacted] 4:12 PM, May 28 (PDT) New
Marked as resolved

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To: skassouf@pps.net
Subject: Inquiry Final Essay
Date: Tuesday, May 28, 2024 5:26:26 PM

New activity in the following document

 Inquiry Final Essay

 2 resolved

Comments

The

 Suzanna Kassouf • 1:56 PM, May 28 (PDT)

[redacted] I left you some comments below. Don't forget an introduction and some highlighting!

 [redacted] 5:20 PM, May 28 (PDT) New

Marked as resolved

[Reply](#)

[Open](#)

armor

 Suzanna Kassouf • 1:54 PM, May 28 (PDT)

All true, but include a source!

 [redacted] 5:20 PM, May 28 (PDT) New

Marked as resolved

[Reply](#)

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To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Tuesday, May 28, 2024 6:31:45 PM

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Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 27 at 8:39pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 27 at 8:49pm

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 27 at 9:25pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 10:47am

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 11:01am

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Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 28 at 11:32am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 12:47pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 1:23pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 3:03pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 28 at 4:56pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 5:49pm

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From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: Inquiry Final Essay - Explain this more
Date: Tuesday, May 28, 2024 7:06:05 PM

[redacted] resolved a comment in the following document

 Inquiry Final Essay

 1 resolved

Comments

When Harry S. Truman became president he strongly wanted the Jews out of his country so he helped the Jewish people

 Suzanna Kassouf • 1:55 PM, May 28 (PDT)
Explain this more

 [redacted] 7:00 PM, May 28 (PDT) **New**
Marked as resolved

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To: skassouf@pps.net
Subject: Document shared with you: "Palestine israel final essay"
Date: Tuesday, May 28, 2024 8:59:07 PM

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 *Palestine israel final essay*

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From: [Saro Sabir](#) on behalf of [Saro Sabir <ssabir@pps.net>](#)
To: [Jazmin Jinnah](#)
Cc: [Mirna Ghamrawi](#); [Ruqayya Jarad](#); [Jihad Qutub](#); [Suzanna Kassouf](#); [Molly Katzman](#)
Subject: Re: Meeting tomorrow afternoon?
Date: Wednesday, May 29, 2024 10:31:17 AM

Dear Jazmin,

Thank you for that. I don't think I can make it due to a prior commitment; however, if anything changes, I most def want to attend and also days like Thursday or Friday at 4 pm seem to be working great for me at this time. Thanks

Sarkawt Sabir *He/Him/His*



Licensed Substitute Teacher

Licensed English Language Arts Teacher (ELA)

Arabic Teacher

Cell: 503-515-7856

E: ssabir@pps.net

Portland Public Schools

"In diversity, there's beauty and there's strength" Maya Angelou

On Wed, May 29, 2024 at 8:52 AM Jazmin Jinnah <jjinnah@pps.net> wrote:

It looks like most people can make it today. If you can't please let me know and I can schedule a time for us to meet!

Below are questions I've drafted and some pre-reading for folx who are listening. I'm not attached to anything and want to do what feels most supportive for y'all so if the following questions and sources don't work then we can change them!

Sincerely,

Jazmin

Questions:

1.
As a Palestinian, Arab, and/or Muslim person what have been your recent experiences in your role? (treatment and censorship)?
2.
How has the district supported or not supported you and how has that impacted you?
3.
What changes would you recommend the district take?

Pre Learning:

[Visual on Palestine](#)

[Parallels between Black Lives Matter and Palestine](#)

On Tue, May 28, 2024 at 6:00 PM Molly Katzman <mkatzman@pps.net> wrote:

I can be there tomorrow, as well! Looking forward to it.

And yay Mirna, congrats!!

Molly A. Katzman

(she/her)

On Tue, May 28, 2024 at 4:40 PM Ruqayya Jarad <rjarad@pps.net> wrote:

I will be there tomorrow!

Congratulations Mirna!

Thank you Jazine for your support!

Ruqayya Jarad

Arabic Teacher, Lincoln High School

rjarad@pps.net

*"Yesterday I was clever, so I wanted to **change the world**. Today I am wise, so I am **changing myself**." -Rumi*

On Tue, May 28, 2024 at 6:33 PM Mirna Ghamrawi <mghamrawi@pps.net> wrote:

Thank you Suzanna! ☺♥



Mirna Ghamrawi - أتكلّم العربية

Program Supervisor - Bilingual District Community Agents

Portland Public Schools

Student Learning & Family Engagement | Office of Student Support Services

Office: 503-916-3273 Cell: 971-201-2625

On Tue, May 28, 2024 at 3:30 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Congrats, Mirna, on getting the Torch award btw!!!

apple



Ms. Kassouf

9th Grade Inquiry

Grant High School

my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, May 28, 2024 at 3:28 PM Mirna Ghamrawi <mghamrawi@pps.net> wrote:
I'll be there for both.



Mirna Ghamrawi - أتكلم العربية

Program Supervisor - Bilingual District Community Agents

Portland Public Schools

Student Learning & Family Engagement | Office of Student Support Services

Office: 503-916-3273 Cell: 971-201-2625

On Tue, May 28, 2024 at 11:56 AM Jazmin Jinnah <jjinnah@pps.net> wrote:
Hi All,

I hope you are having a good day! Thank you so much for agreeing to speak at the listening session!! I am wondering if it is possible we can meet tomorrow anytime after 4pm to finalize details and vision for the listening session.

This morning I contacted the folx mentioned by Suzanna and Mirna, to see if they would be interested in participating. If they say yes, then I will invite them to this meeting as well.

I apologize for sending out a last minute invite. I have just gotten word right now that Dr. Husk would like the student listening session and staff session on different days, rather than having it all on one day as she is not available past 5:30pm. This would mean our listening session would need to be on June 5th from 4:30-5:30. Unfortunately the organizing for the student listening session is going slower, so they would need to be for June 10th.

I will send you the doc with the listening session questions and potential pre-reads later this afternoon. Thanks so much y'all!

Sincerely,

Jazmin

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager
Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

From: [redacted] (Google Docs) on behalf of [redacted] (Google Docs) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: [redacted] ... - Nice tie-in
Date: Wednesday, May 29, 2024 10:57:46 AM

[redacted] replied to a comment in the following document

 [redacted] Palestine-Israel Final Essay

 1 comment

change

 Suzanna Kassouf • 1:20 PM, May 28 (PDT)

Nice tie-in

 [redacted] 10:52 AM, May 29 (PDT)

New

Thanks

[Open](#)

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From: [Jazmin Jinnah](#) on behalf of [Jazmin Jinnah <jjinnah@pps.net>](mailto:jjinnah@pps.net)
To: [Mirna Ghamrawi](#); [Molly Katzman](#); [Suzanna Kassouf](#); [Ruqayya Jarad](#); [Jihad Outub](#); [Saro Sabir](#)
Subject: Student Demands
Date: Wednesday, May 29, 2024 4:28:42 PM

Here are the list of student demands

Dear members of the Racial Equity and Social Justice Committee,

Here is our student letter to PPS school board members and administrators discussing our demands related to Palestine. Please read:

On March 15th, hundreds of students in the Portland Public Schools district will be walking out of class to demand that you end your complicit silence in Israel's genocide in Gaza. As a school district, it is shameful that you choose to perpetuate ignorance, turning a blind eye to the [over 6100 letters sent to you](#) by the community you claim to represent. We have three primary demands:

- 1. Educate students and PPS staff members on the genocide occurring in Gaza, Zionism, the Israeli occupation, and settler colonialism.** This includes hosting mandatory training for educators where the voices of Palestinian and SWANA (Southwest Asian & North African) community members are uplifted. Anti-racist lessons about the causes of the Israeli occupation and the intergenerational trauma caused by settler colonialism in Palestine need to be incorporated into teachings in all schools and grade levels. This education needs to detach Judaism and Jewish people as a whole from the ideology of Zionism and its roots in white supremacy and imperialism. The standard approach, to buy the materials from an uncaring third party, is unacceptable. Here is a [list of lesson resources compiled by Oregon Educators for Palestine](#) which demonstrates how Palestinian liberation and social justice can be taught in all grade levels. District managers must involve students, parents, and educators from every school to organize the educational materials and events to uplift Palestinian perspectives.
- 2. Release a district-wide statement condemning the genocide in Gaza, honoring the [30,000+ Palestinian civilians killed by the state of Israel in the past five months](#), and calling for an immediate and permanent ceasefire.** On October 11th, 2023 [PPS released a statement recognizing the Israeli lives lost](#), but no mention of Israel's subsequent murderous attacks on Gaza or the Zionist systems of apartheid, militarism, and land theft that have oppressed Palestinians for over 75 years. According to the IPC report, [100% of Gazans are facing levels of starvation](#). Palestinian suffering is intentional; it is the product of Israel's starvation strategy, denying Palestinians food, water, and medical care. IDF soldiers have been recorded [exterminating families](#), [massacring civilians gathered at food trucks](#), and [destroying hospitals filled with sick children](#). We are angered at the racist hypocrisy of the PPS

administration which fails to recognise the state of Israel's goal is to [create an ethnostate from the river to the sea](#), by admission of its own prime minister.

3. **Cut all current and future ties with companies and organizations complicit in the violent settler colonial occupation of Palestine by Israel.** [PPS has contracts with companies like SHI International](#). SHI International is complicit in Israel's human rights abuses as one of HP Inc.'s top partners globally. HP aids Israeli police and state surveillance that [restricts the movement of Palestinians by implementing a racially segregated, biometric ID system](#). We demand that PPS refuse future contracts with companies on the [BDS Movement list](#), as well as products produced by those companies.

PPS policy states you are committed to adopting a “racial equity and social justice lens in all decisions,” yet your actions say otherwise. We are disappointed in the intentional silence and complicity which not only fails the international fight for justice, but more immediately, the Palestinian students, staff members, and families you have endangered within PPS. If these demands are not met, we can only promise a continual fight from an organized student body. Nothing we suffer can be worse than the plight of Palestinians and no action we take will be sufficient until the genocide ends.

Sincerely,

PPS Students for Justice in Palestine

PPSStudentsforCeasefire@gmail.com

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Wednesday, May 29, 2024 6:51:50 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for May 29:

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 6:51pm

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Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 28 at 7:54pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 28 at 8:59pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 28 at 9:29pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 9:40pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 9:50pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 10:31pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 28 at 11:25pm

[Click to view](#)



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From: [Bill Bigelow](#) on behalf of [Bill Bigelow](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Re: Document shared with you: "Why is it Important to be Educated? by [REDACTED] Palestine-Israel Final Essay"
Date: Wednesday, May 29, 2024 7:58:58 PM

Suzie, Yes. This is lovely. Great line: It felt good to help someone else be educated.

I love that. Thanks for sharing this. Bill

On Wednesday, May 29, 2024 at 04:04:04 PM PDT, Suzanna Kassouf (via Google Docs) <drive-shares-dm-noreply@google.com> wrote:

Suzanna Kassouf shared a document

 Suzanna Kassouf (skassouf@pps.net) has invited you to edit the following document:

Another student essay I loved :)

 [Why is it Important to be Educated? by \[REDACTED\] Palestine-Israel Final Essay](#)

[Open](#)

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: 1948 Essay
Date: Thursday, May 30, 2024 8:25:36 AM

Hi [REDACTED]

Thank you for working on your essay! [The lecture with that info is here](#)

Warmly,
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, May 29, 2024 at 8:42 PM [REDACTED] <[REDACTED]> wrote:
I'm just having time to complete my essay and I remember reading about how Great Britain promised Palestine to both sides and I was wondering where we read it so I can quote it. Please tell me if you remember.

From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Don't Let Fear Win
Date: Thursday, May 30, 2024 11:36:27 AM

[View as Webpage](#)

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[zep_header_3.0_tilted.png](#)

Teach Truth Day of Action

Defend the Freedom to Learn: June 8 and All Year Long

Baltimore_Group5-1027x534 image



Why a Day of Action?

Children's future depends on what they learn today.

However, across the country, **legislatures have passed laws to criminalize teaching honestly about U.S. history** and to restrict students' ability to ask questions and think critically. The laws' chilling effect reaches classrooms nationwide. Textbooks and high-stakes testing have also long distorted curricula.

In this election year, that is why educators are hosting more than 160 events to challenge the media silence and encourage everyone to defend the freedom to learn.

Kansas City high school teacher and event co-organizer Michael Rebne said,

Our students demand to learn the truth even if a small group of powerful, mostly wealthy, white adults is threatened by that.

At this moment we see a rise in both Islamophobia and antisemitism, stoked by the same right-wing forces that seek to further marginalize LGBTQIA+ students and the voices of Black, Indigenous, Latinx, Asian, and all people of color.

We need to set the record straight and remember that we are stronger united.

Why else?

SNCC veteran Judy Richardson said at a Teach Truth rally last year that we organize so that ["The fascists can't stop us!"](#)

This year many teachers and students are being attacked for speaking truthfully about Palestinians' human rights. **Mary Beth Tinker, *Tinker v. Des Moines* plaintiff**, [addresses the need](#) to defend "U.S. students who use their **free speech rights to stand up for Gaza and call for a ceasefire**, which is the road to peace for Israeli youth as well."

The **climate crisis threatens students' future**, yet gets scant attention in corporate media and textbooks. The anti-history laws and book bans make a bad situation worse, as Bill Bigelow describes in, [The Attack on Anti-Racist Teaching Attacks Environmental Justice Teaching](#).

Who and Where?

There are events in Albuquerque, Atlanta, Boston, Brooklyn, Charlottesville, Chicago, Cleveland, D.C., Fairbanks, Hartford, Indianapolis, Iowa City, Kansas City, Miami, Milwaukee, New Orleans, Newark, Richmond, San Juan, Seattle, Syracuse, Youngstown, and [dozens more cities](#). They are led by classroom teachers, teacher educators, librarians, NAACP chapters, unions, and more.

2024-Teach-Truth-Map-5 image

More than [65 organizations are co-sponsoring the Teach Truth Day of Action](#), including the Abolitionist Teaching Network, the African American Policy Forum, American Library Association, Black Lives Matter at School, Black Teacher Project, GLSEN, HEAL Together, Institute for Common Power, National Education Association, SNCC Legacy Project, and more.



How to Join the Day of Action

There are options for EVERYONE to defend the freedom to learn.

- Find an [event near you](#) and show up
 - Go to a historic site and take a photo with a Teach Truth sign that you make or [download](#). Share on social media with #TeachTruth
 - [Record a statement](#) and/or share [graphics](#) on social media about why YOU defend the freedom to learn
 - Wear a conversation-starting [Teach Banned History button](#)
 - Make a [#TeachTruth photo booth frame](#) for you and friends
 - Share and teach the [teach truth syllabus](#)
 - Teach about banned books and anti-history education laws. Read about a [4th-grade class's banned books study](#) and share your teaching stories
 - Get involved with the [school board](#). Attend meetings, vote, run for office. (Learn how at [HEAL Together](#) classes.)
 - [Donate](#) so that we can continue to organize events like these and defend the right of teachers across the United States to teach people's history.
-

What to Say?

Our [Teach Truth Media Guide](#) is for everyone seeking to communicate with the media or others about the dangers of anti-history education legislation and book bans, the importance of teaching truthfully, and the rights of LGBTQ+ students.

Although this guide was designed for the Teach Truth Days of Action, it can be used all year.

We include responses to frequently asked questions on systemic racism, LGBTQ identity, parents' rights, Critical Race Theory, and more. This year we've added FAQs on Palestine, antisemitism, and Project 2025.

[Media Guide](#)

And There Is More

Georgia-Truth-Walk-by-Dean-Hesse image



Teachers and students on the Truth Walk in Decatur. Photo by Dean Hesse, 2022.

We encourage everyone to support the Teach Truth Day of Action on June 8 and to defend the freedom to learn all year long. We can combat the chilling effect by speaking out. Don't let fear win.

Teach Truth Day of Action

We Need Your Help

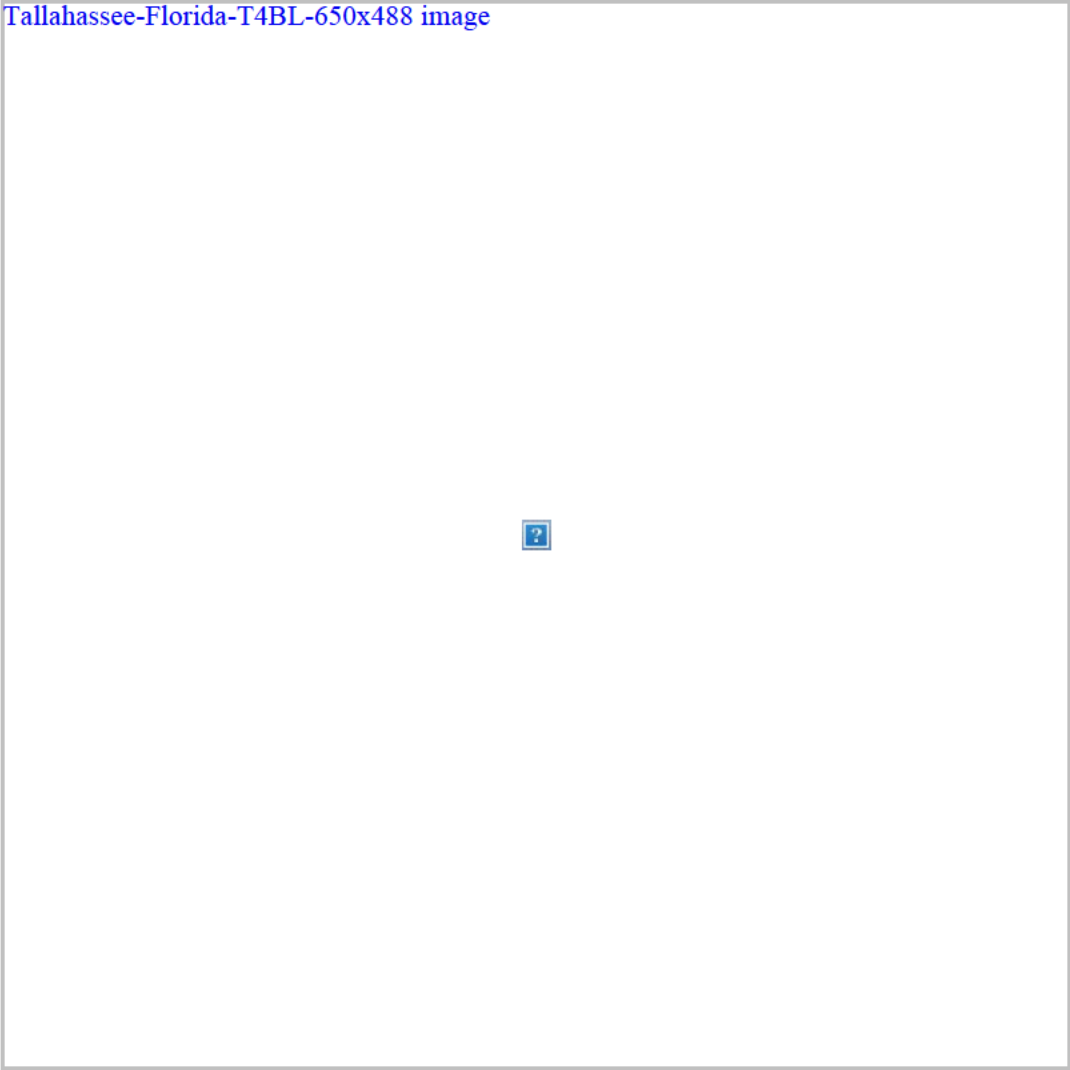
Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

Donate Today

Teaching for Black Lives

Study Group Applications Open

Tallahassee-Florida-T4BL-650x488 image



A Teaching for Black Lives study group in Tallahassee, Florida. By Bryan Williams.

Each year, the Zinn Education Project hosts [*Teaching for Black Lives study groups*](#) across the United States. Using the Rethinking Schools book *Teaching for Black Lives*, **educators explore how to teach about racism, resistance, and joy in free, teacher-led professional learning communities.**

The study groups can be in a school, district, or state. Each participant receives a copy of *Teaching for Black Lives*, a subscription to *Rethinking Schools* magazine, curriculum workshops, and access to a national network of social justice educators. The coordinator receives a study group facilitation guide and support.

Learn More and Apply

Conferences and Classes

6_BFS-June10Class_FBX-1017x534 image



Check out events hosted by the Zinn Education Project and our colleagues, including the [Teach the Black Freedom Struggle](#) online series, the [4th annual Teach Truth Day of Action](#) (June 8), and [more](#).

Events Calendar

COORDINATED BY:

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Subject: Recent Canvas Notifications
Date: Thursday, May 30, 2024 6:25:16 PM

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turned in: May 30 at 9:53am

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Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: May 30 at 12:43pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: May 30 at 3:26pm

[Click to view](#)



[Update your notification settings](#)

From: [Rethinking Schools](#) on behalf of [Rethinking Schools <marketing@rethinkingschools.org>](#)
To: skassouf@pps.net
Subject: Celebrating Asian American and Pacific Islander Heritage Month This Month & Beyond
Date: Friday, May 31, 2024 5:57:53 PM



Celebrating Asian American and Pacific Islander Heritage Month

Wayne Au and Moé Yonamine *write in [Rethinking Schools](#):*

As you learn or unlearn Asian American history, teach about the oppression from white supremacy, but also about the movements, activists, and solidarity across movements.

- **Teach about the long history of violence against Asian Americans, and how ignoring that history is itself a form of violence.**
- **Teach about Asian Americans and important moments in people's history.**
- **Teach about the true diversity of Asians and Asian Americans, from Indigenous Okinawans who have been colonized and resisted colonization by both Japan and the United States, to Filipinos who have struggled against the imperialistic regimes of Spain and the United States.**
- **Teach that it is time to retire the term Asian Pacific American, because it marginalizes Indigenous Pasifika Island peoples.**
- **Teach about the Asian American Movement, and the dynamic history of Asian American activism in the United States.**
- **Teach about the Third World Liberation Front, a multiracial coalition of Black, Native American, Latinx, and Asian American students in the San Francisco Bay Area who together, through protest, started the movement for Ethnic Studies.**
- **Teach about the Myth of the Model Minority as a form of anti-Asian racism and as a racist myth used as a “wedge” against other communities of color.**
- **Teach about Yuri Kochiyama, Grace Lee Boggs, and their solidarity work with the Black community.**
- **Teach about early instances of interracial solidarity, like when**

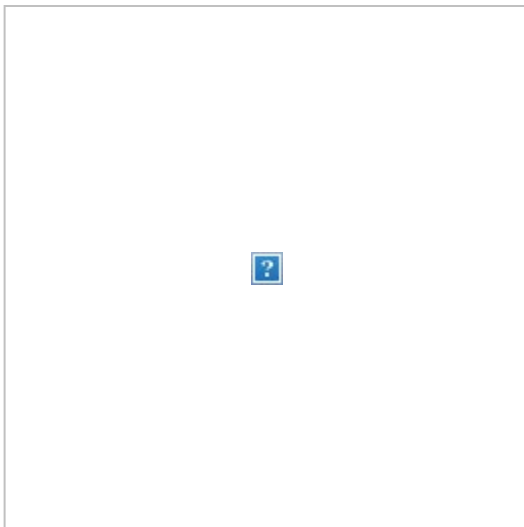
Frederick Douglass spoke out against growing anti-Chinese violence **in the United States and the movement for Chinese Exclusion.**

- **Teach across K–12 using [books by and about Asian Americans.](#)**

There is so much more to teach about Asian America, and we obviously don't have enough curriculum.

It is a fight that requires solidarity — not just solidarity among Asian Americans, but with all communities battling for racial justice. It is a fight that requires us to teach and learn about each other, together, in struggle.

[Read the Article](#)

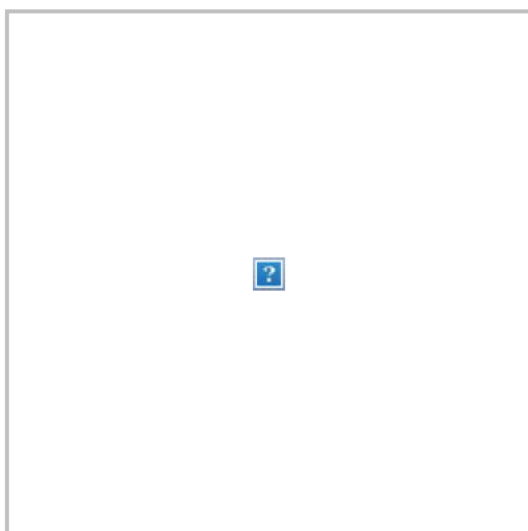


Asian Americans and Educational Justice

Fall 2023 Issue of *Rethinking Schools*

This issue highlights Asian American resistance, joy, and educational justice. Wayne Au interrogates the recent Supreme Court decision ending affirmative action in college admissions and dismantles conservative arguments that pit Asian Americans against other people of color. Another article celebrates a middle school book club on Asian American history and literature. A Philadelphia high school teacher writes a poignant letter to his Asian American students that critiques Asian Pacific Heritage Month.

[Order a copy](#)

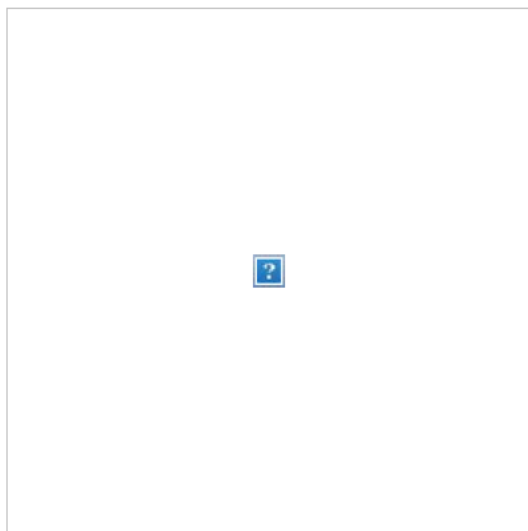


"Our Folks Were Badass!" Learning and Dreaming in Basement

By Sohyun An

Four Asian American middle school students connect during the pandemic through a virtual book club focused on Asian American history and literature.

[Read More](#)

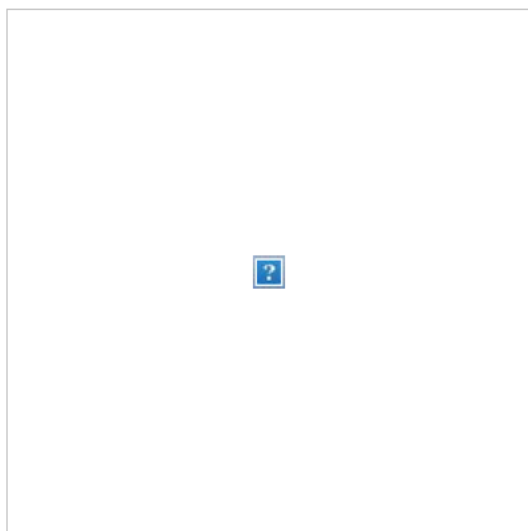


"Because Our Islands Are Our Life"

By Moé Yonamine

A high school ethnic studies teacher describes how students in the Pacific Island Club used poetry to refocus the narrative surrounding climate justice onto frontline communities.

[Read More](#)



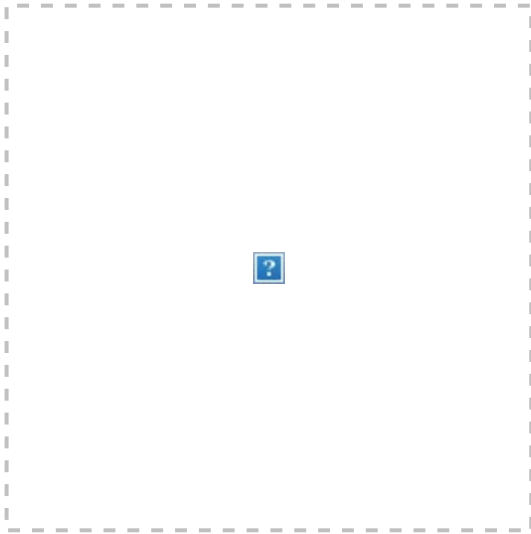
Letter to My Asian American Students

By Ken Hung

A high school social studies teacher critiques Asian Pacific American Heritage Month in a moving letter to his students.

[Read More](#)

Language Is a Human Right

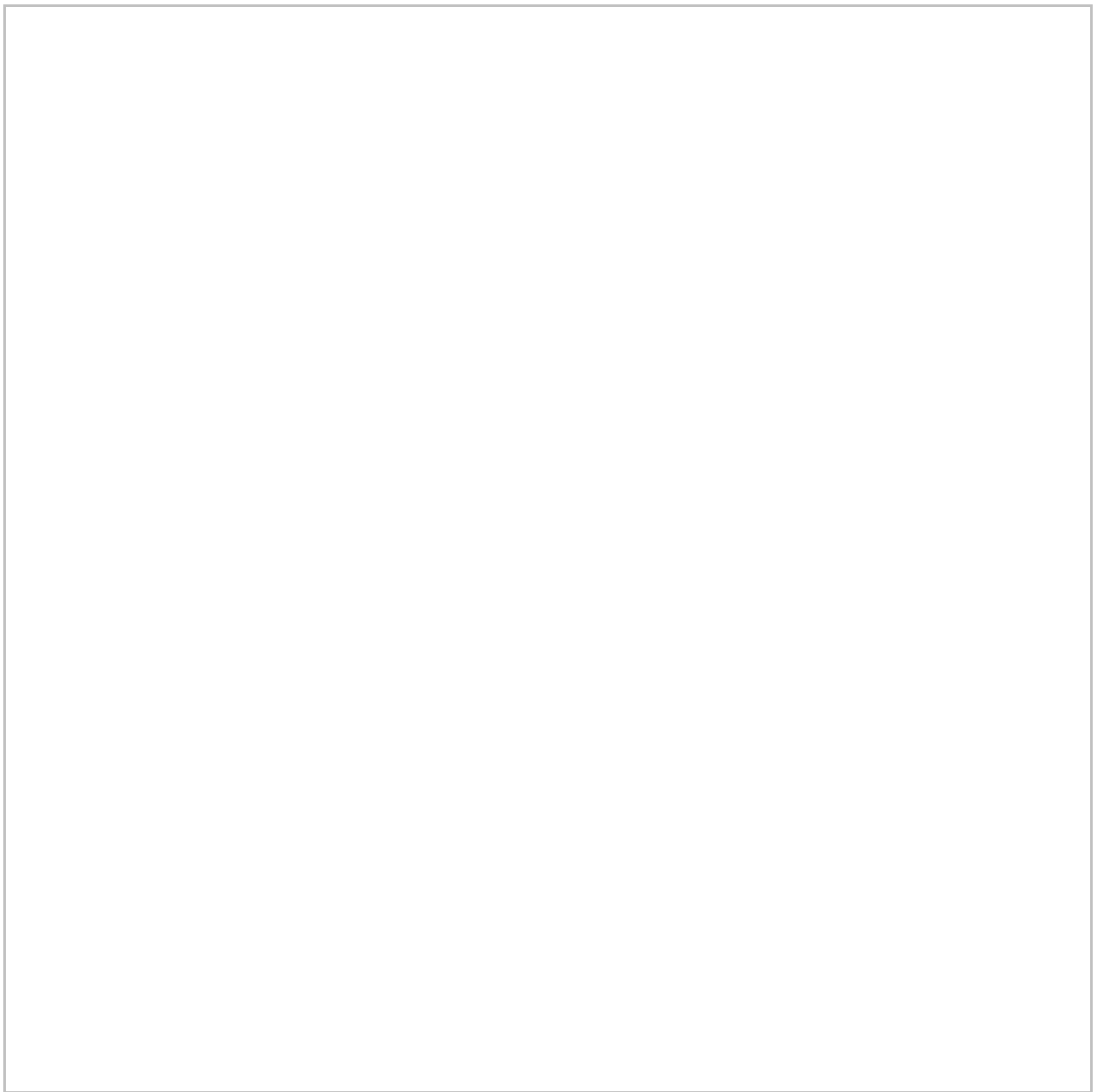


An Interview with Debbie Wei by Grace Gonzalez

Educator Debbie Wei, co-founder of a folk arts-based school in Philadelphia's Chinatown, describes her journey —from growing up as the child of Chinese immigrants who never spoke to her in their native language, to advocating for heritage language programs.

[Read More](#)





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From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Friday, May 31, 2024 6:27:23 PM

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Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: May 30 at 10:25pm

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From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Sunday, June 2, 2024 6:16:02 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 2:

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 2 at 11:58am

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 2 at 4:56pm

[Click to view](#)



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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Re: Israel-Hamas war and student writings/posters in hallway
Date: Monday, June 3, 2024 11:06:18 AM

Safe travels!

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, Jun 3, 2024 at 11:04 AM Bill Bigelow <[REDACTED]> wrote:

Suzie, I think that sounds fine. See you later this week. Linda and I are on the road back home. Bill

On Monday, June 3, 2024 at 10:05:35 AM PDT, Suzanna Kassouf <[skassouf@pps.net](#)> wrote:

Hey Bill!

Thanks for this reply. Also, wow so inspiring about that protest in Philly!

Michael thinks I should maybe just not reply to the email. I think I'd like to avoid this target right now - I'm trying to take a break from the stress!

<3

Suzie

apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Fri, May 31, 2024 at 3:31 PM Bill Bigelow <[REDACTED]> wrote:
Suzie,

Good question. I do not know her writing, and of course, the Oregonian is not to be trusted. It is hard to imagine that she would not turn whatever you said into a criticism of the Grant administration, which could have ramifications down the road. And it is hard to imagine that she could capture accurately what you were doing with students -- and what the posters grew out of. It's a complicated history and teaching, and her job is to play up the controversy, not be an educator. On the other hand, if she is going to be writing about this, it may be good to get your voice in there. I don't know. If you don't do it, probably best to decline in a way that doesn't give her a quote -- i.e., instead of saying, "I don't care to comment on this," saying, "This is the end of the school year, and I'm devoting every moment to commenting on student papers, so won't have time to talk." :) But a tough one.

Bill

On Friday, May 31, 2024 at 10:06:33 AM PDT, Suzanna Kassouf <skassouf@pps.net> wrote:

Hey Bill!

Do you think I should do this? I'm looking at her articles and [she mostly writes about crime](#). Even her framing of "Israel-Hamas War" makes me think this isn't the best person to talk to. I think it might be better to just pass on this? What do you think?

Warmly,
Suzie
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Aimee Green** <agreen@oregonian.com>
Date: Thu, May 30, 2024 at 1:37 PM
Subject: Israel-Hamas war and student writings/posters in hallway
To: skassouf@pps.net <skassouf@pps.net>

Hi Suzanna,

I'm a reporter with The Oregonian. I'm working on a story about controversy over discussions or displays having to do with the Israel-Hamas conflict. I have been told that you posted your students' writings about the history of the region and what is going on today, and that you were told by PPS to take them down.

And that you, in turn, posted "Censored" posters in their place.

I would like to talk to you and hear from you about what happened. And hear your perspective, as well.

Can you give me a call? Don't know if you're around today, but this afternoon or evening would be ideal. Sunday during the day is another option.

Sincerely,

Aimee Green
Reporter, The Oregonian
(503)294-5119 (land)
(503)913-4197 (cell)

From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Special Invitation: Hear from NEA, GLSEN, SNCC Legacy Project, renowned authors, and more.
Date: Monday, June 3, 2024 3:51:11 PM

[View as Webpage](#)

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Teach Truth Day of Action

[Press-Call-Announcement-2024-Teach-Truth-1-768x403 image](#)

If you are available on short notice, please join us for the [Teach Truth Day of Action Press Call](#) to hear from these wonderful speakers about why it is important to defend the freedom to learn.

Rocio Inclan, senior director, National Education Association Center for Racial and Social Justice

Michael Rady, senior education programs manager, GLSEN

Courtland Cox, board chair, SNCC Legacy Project

Julie Womack, head of organizing, Red, Wine, & Blue

Jocelyn Walker, vice president of communications, African American Policy Forum

Terry Ann Scott, executive director, Institute for Common Power

Gregory Wickenkamp, educator and Iowa City event host

Megan Madison, author of children's books, including *Our Skin*

Nikki Grimes, award-winning author of many children's/YA books, including *Ordinary Hazards*

Press-Call-Speakers-2024-1-768x403 image



Moderated by **Jesse Hagopian**, *Rethinking Schools* editor, high school teacher, and Zinn Education Project leadership team member.

The Press Call is on **Tuesday, June 4 from 12:00 pm ET to 12:50 pm ET** — less than an hour. Attendees will pick up key talking points to use on the Teach Truth Day of Action and all year long.

RSVP

Why a Day of Action?

Teach-Truth-Photo-Circle-Blue-2-768x384 image



Children's future depends on what they learn today.

However, across the country, **legislatures have passed laws to criminalize teaching honestly about U.S. history** and to restrict students' ability to ask questions and think critically. The laws' chilling effect reaches classrooms nationwide. Textbooks and high-stakes testing have also long distorted curricula.

In this election year, that is why educators are hosting more than 160 events to challenge the media silence and encourage everyone to defend the freedom to learn.

Kansas City high school teacher and event co-organizer Michael Rebne said,

Our students demand to learn the truth even if a small group of powerful, mostly wealthy, white adults is threatened by that.

At this moment we see a rise in both Islamophobia and antisemitism, stoked by the same right-wing forces that seek to further marginalize LGBTQIA+ students and the voices of Black, Indigenous, Latinx, Asian, and all people of color.

We need to set the record straight and remember that we are stronger united.

Why else?

SNCC veteran Judy Richardson said at a Teach Truth rally last year that we organize so that [“The fascists can’t stop us!”](#)

This year many teachers and students are being attacked for speaking truthfully about Palestinians’ human rights. **Mary Beth Tinker, *Tinker v. Des Moines*** plaintiff, [addresses the need](#) to defend “U.S. students who use their **free speech rights to stand up for Gaza and call for a ceasefire**, which is the road to peace for Israeli youth as well.”

The **climate crisis threatens students’ future**, yet gets scant attention in corporate media and textbooks. The anti-history laws and book bans make a bad situation worse, as Bill Bigelow describes in, [The Attack on Anti-Racist Teaching Attacks Environmental Justice Teaching](#).

Who and Where?

There are events in Albuquerque, Atlanta, Boston, Brooklyn, Charlottesville, Chicago, Cleveland, D.C., Fairbanks, Hartford, Indianapolis, Iowa City, Kansas City, Miami, Milwaukee, New Orleans, Newark, Richmond, San Juan, Seattle, Syracuse, Youngstown, and [dozens more cities](#). They are led by classroom teachers, teacher educators, librarians, NAACP chapters, unions, and more.

2024-Teach-Truth-Map-5 image

More than [65 organizations are co-sponsoring the Teach Truth Day of Action](#), including the Abolitionist Teaching Network, the African American Policy Forum, American Library Association, Black Lives Matter at School, Black Teacher Project, GLSEN, HEAL Together, Institute for Common Power, National Education Association, SNCC Legacy Project, and more.



How to Join the Day of Action

There are options for EVERYONE to defend the freedom to learn.

- Find an [event near you](#) and show up
 - Go to a historic site and take a photo with a Teach Truth sign that you make or [download](#). Share on social media with #TeachTruth
 - [Record a statement](#) and/or share [graphics](#) on social media about why YOU defend the freedom to learn
 - Wear a conversation-starting [Teach Banned History button](#)
 - Make a [#TeachTruth photo booth frame](#) for you and friends
 - Share and teach the [teach truth syllabus](#)
 - Teach about banned books and anti-history education laws. Read about a [4th-grade class's banned books study](#) and share your teaching stories
 - Get involved with the [school board](#). Attend meetings, vote, run for office. (Learn how at [HEAL Together](#) classes.)
 - [Donate](#) so that we can continue to organize events like these and defend the right of teachers across the United States to teach people's history.
-

What to Say?

Our [Teach Truth Media Guide](#) is for everyone seeking to communicate with the media or others about the dangers of anti-history education legislation and book bans, the importance of teaching truthfully, and the rights of LGBTQ+ students.

Although this guide was designed for the Teach Truth Days of Action, it can be used all year.

We include responses to frequently asked questions on systemic racism, LGBTQ identity, parents' rights, Critical Race Theory, and more. This year we've added FAQs on Palestine, antisemitism, and Project 2025.

[Media Guide](#)

And There Is More

Georgia-Truth-Walk-by-Dean-Hesse image



Teachers and students on the Truth Walk in Decatur. Photo by Dean Hesse, 2022.

We encourage everyone to support the Teach Truth Day of Action on June 8 and to defend the freedom to learn all year long. We can combat the chilling effect by speaking out. Don't let fear win.

Teach Truth Day of Action

We Need Your Help

Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

Donate Today

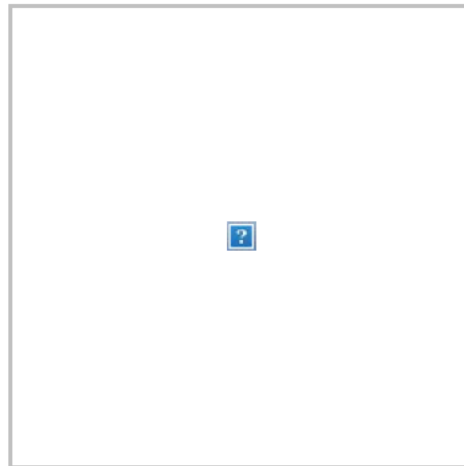
zep_logo_stacked.png



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202-588-7205 | zinnedproject.org



Teaching for Change | PO Box 73038 | Washington, DC 20056 US

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Constant Contact

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Re: NWT SJ
Date: Monday, June 3, 2024 4:53:04 PM

a

apple



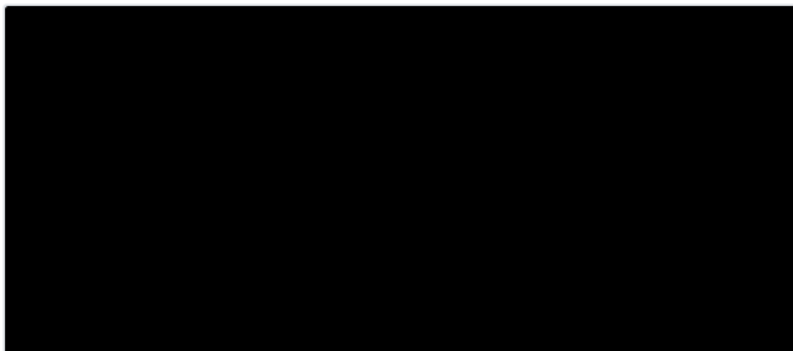
Ms. Kassouf
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Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, Jun 3, 2024 at 4:14 PM Bill Bigelow <[REDACTED]> wrote:

Hi Suzie, Workshop application is here: [Workshop Proposal Application | nwtsj.org | Northwest Teaching for Social Justice Conference](#)



Workshop Proposal Application | nwtsj.org |
Northwest Teaching for Soci...

Oddly, my photo comes up, I see. You're doing the Imagining the Future with Tim? I know that one thought from the organizing committee -- still not settled -- was to see about a Teach Palestine panel as a "keynote." Obviously, you'd be great for that. :)

Bill

On Monday, June 3, 2024 at 01:24:03 PM PDT, Suzanna Kassouf <skassouf@pps.net> wrote:

Hey Bill!

Can you send me the link to propose for NWTJSJ? I think I'd like to submit a proposal to teach the simulation!

<33
Suzie
apple



Ms. Kassouf
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Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

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From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Monday, June 3, 2024 6:21:42 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 3:

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 2 at 6:24pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: Jun 2 at 6:41pm

[Click to view](#)

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 3 at 8:32am

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: Jun 3 at 9:57am

[Click to view](#)

Submission Comment: [REDACTED] Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

[Click to view](#)



[Update your notification settings](#)

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Bill Bigelow](#)
Subject: Re: NWTSJ
Date: Tuesday, June 4, 2024 9:18:17 AM

Oh great :) That sounds good to me. It was a lot to do 2 last year!



Ms. Kassouf
9th Grade Inquiry
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On Mon, Jun 3, 2024 at 5:28 PM Bill Bigelow <[REDACTED]> wrote:

Suzie, I'll keep you posted. Depending on the year and the number workshop proposals, we try to accept only one workshop per presenter, but there are exceptions, too. Obviously, it would be great to have both the Palestine simulation as well as the Imagining the Future -- very different. Bill

On Monday, June 3, 2024 at 04:53:30 PM PDT, Suzanna Kassouf <[skassouf@pps.net](#)> wrote:

Oh that would be awesome! I'd love to do that! I was thinking of leading 2 workshops?



Ms. Kassouf
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From: [Jeremy Reinholt](#) on behalf of [Jeremy Reinholt <jreinhol@pps.net>](#)
To: [Michael Williams](#)
Cc: [Sara Deede](#); [Angela DiPasquale](#); [Mikaila Donaldson](#); [Donald Gavitte](#); [Jackson Gilbert](#); [Suzanna Kassouf](#); [David LaPorte](#); [Karen Lefere](#); [Abraham Maletz](#); [Carmel Ross](#); [Gerald Scrutchions](#); [Anne St Amant](#); [Russell Peterson](#); [Andee Short](#); [Morgan Hallabrin](#)
Subject: Re: Newest Social Studies State Standards Draft
Date: Tuesday, June 4, 2024 5:08:20 PM

"preparation for preparing" is my new favorite phrase

On Tue, Jun 4, 2024, 4:56 PM Michael Williams <mlwilliams@pps.net> wrote:

We shared the draft standards to reflect on in preparation for preparing for our assignments for next year. The purpose is to determine which standards are we each explicitly responsible to teach based on our teaching assignment. We decided to explore them independently and then share ideas at a later time. Below is what I suggest and my reasoning:

- **US History**

- Standards

- US History 1 through 12
 - World history 8 through 9
 - Cause and Effect
 - Determine the causes of World War I.
 - Analyze the political, social, economic, and cultural developments following World War I.
 - Communities and Pluralism
 - Identify the characteristics of fascism, militarism, and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Japan, Germany, and the Soviet Union during the 1920s and 1930s
 - Determine the causes of World War II.
 - Identify the causes and effects of Japanese, Soviet, and German colonial military occupation on civilians from 1910-1945.
 - Analyze the political, social, economic, and cultural developments following World War II.

- **Total standards for the year**

- 27

- **AP Human Geography**

- Standards

- Geography 1 through 11
 - World History 1 through 7
 -
 - Continuity and Change
 - Analyze the development of political identity associated with the nation-state and nationalism

- Analyze the political, social, and economic causes and effects of industrialization in Europe and North America between 1850 and the present
 - Conflict and Cooperation
 - Examine various means national and cultural groups used in attempts to combat the power of European Imperialism between 1750-1945.
 - Analyze and assess how superpower rivalries created new political alliances, led to proxy wars, and resulted in the rise of international organizations from 1945-1991.
 - Assess the effectiveness of organizations and institutions designed to foster collaboration, compromise, and development from 1945-present.
 - Analyze methods used by state and non-state actors in efforts to decolonize, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945 to the present.
 - Analyze causes and effects of political revolutions in multiple global regions from 1789 to the present
 - Communities and Pluralism
 - Identify and explain the significance of the origins of antisemitism.
 - Explain the significant events, public policies, and experiences of the Holocaust.
 - Analyze primary documents to examine the role individual bystanders, collaborators, and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of resisters in opposing the Nazis and their policies within Germanoccupied territory.
 - Evaluate the international community's responses to the persecution of Jews and other identity groups during the Holocaust.
 - Analyze the conditions and responses to genocides of the 20th century.
 - Analyze efforts among nation-states and in the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust and other acts of genocide.
- World History 14 through 19
- **Total standards for the year**
 - 24

- **Gov/Econ**
 - Standards
 - Economics 1 through 15
 - Civics 1 through 19
 - **Total standards for the year**
 - 34

Michael Williams

Currently reading Robert M. Sapolsky's, Behave: The Biology of Humans at Our Best and Worst

On Wed, May 1, 2024 at 8:31 AM Michael Williams <mlwilliams@pps.net> wrote:
Social Studies department folks,

Attached is the draft of the new standards that we will soon be responsible for.

I will be using the adoption of the new standards as an opportunity to reexamine the course content.

It would be nice if we could use this as an opportunity to create both rubrics and exam questions that we will use in concert with one-another in shared courses.

I would think the first step would be to assign standards to specific required courses and then draft the rubrics and exam questions to fit those courses.

Assigning the standard to a specific course does not limit that standard to just that one course, but rather assigns the teacher of that course the responsibility to prioritize those specific standards and ensure that students who earn credit for the course have met at least those standards.

Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Tuesday, June 4, 2024 6:16:43 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 4:

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 3 at 6:14pm

[Click to view](#)



[Update your notification settings](#)

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Carmel Ross](#); [Sara Deede](#); [Jackson Gilbert](#)
Subject: Fwd: Newest Social Studies State Standards Draft
Date: Wednesday, June 5, 2024 9:34:23 AM

I don't think we should have to do the World History standards. Especially considering how much we need to fit in just for US history! What do you guys think?

apple



Ms. Kassouf
9th Grade Inquiry
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my pronouns are she/hers

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From: **Michael Williams** <mlwilliams@pps.net>
Date: Tue, Jun 4, 2024 at 4:56 PM
Subject: Re: Newest Social Studies State Standards Draft
To: Sara Deede <sdeede@pps.net>, Angela DiPasquale <adipasquale@pps.net>, Mikaila Donaldson <mdonaldson@pps.net>, Donald Gavitte <dgavitte@pps.net>, Jackson Gilbert <jagilbert@pps.net>, Suzanna Kassouf <skassouf@pps.net>, David LaPorte <dalaporte@pps.net>, Karen Lefere <klefere@pps.net>, Abraham Maletz <amaletz@pps.net>, Jeremy Reinholt <jreinhol@pps.net>, Carmel Ross <cross1@pps.net>, Gerald Scrutchions <gscrutchions@pps.net>, Anne St Amant <astamant@pps.net>, Russell Peterson <rpeterso@pps.net>, Andee Short <ashort1@pps.net>, Michael Williams <mlwilliams@pps.net>, Morgan Hallabrin <mhallabrin@pps.net>

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those standards.

Michael Williams

Currently reading Elizabeth Strout's Olive Kitteridge

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jazmin Jinnah](#)
Cc: [Michelle Nicola](#); [Saro Sabir](#); [Jihad Qutub](#); [Ruqayya Jarad](#); [Mirna Ghamrawi](#); [Molly Katzman](#)
Subject: Re: Listening Session Questions
Date: Wednesday, June 5, 2024 12:22:14 PM

Hey everyone!

I'm working on my answers to the questions. I'm wanting to start by setting a little bit of the context for the room (the genocide, apartheid, etc). Are others working on this or is it alright with you if I just give a quick run down?

Warmly,
Suzie
apple



Ms. Kassouf
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Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, Jun 5, 2024 at 9:46 AM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi All,

Mirna just informed me that some of the bridges are being lifted from 2-6pm because of the ships for the Rose City festival, so if you are coming from the West side, your travel might take a bit longer.

In addition, there is construction at the PEC. It is best to enter the visitor lot through N Larrabee Ave to N Dixon St. You can also park at the Uhaul Storage area which is accessible through N Larrabee Ave or N Benton Ave. Reach out with any questions!

Sincerely,

Jazmin

On Fri, May 31, 2024 at 11:45 AM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi All,

Hope you are well! Wanted to let you know that Dr. Adams asked Margaret and Dr. Franco to attend the listening session. Unfortunately, Margaret is not able to attend due to

graduation ceremonies and we are awaiting Dr. Franco's response. The RESJ team will also be there.

Here are the edited questions:

1. As a Palestinian, Arab, and or Muslim person what have been your recent experiences in your role?
2. What support, if any, have you experienced from the district? What questions do you have?
3. What recommendations do you have for the district in terms of action steps?

Please let me know about pre-reading. I will be out of office on Monday and Tuesday but available by phone 971-706-3475. Lastly, you should have gotten a calendar invite with the location. Reach out with any questions.

Thanks everyone!

Jazmin

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

From: [Saro Sabir](#) on behalf of [Saro Sabir <ssabir@pps.net>](#)
To: [Jazmin Jinnah](#)
Cc: [Michelle Nicola](#); [Jihad Outub](#); [Ruqayya Jarad](#); [Mirna Ghamrawi](#); [Molly Katzman](#); [Suzanna Kassouf](#)
Subject: Re: Listening Session Questions
Date: Wednesday, June 5, 2024 12:43:22 PM

Hi all,

I hope this message finds you well.

First off, I want to express my apologies for missing the last meeting and to let you know that I will unfortunately be unable to attend today's meeting. As a Muslim, I feel deeply concerned about the current situation in Gaza and its impact on our communities. What I have been feeling is that when people talk with me, I could see it in their eyes, that they want to express what's going on, yet they choose to either show their support softly as in coming to me with a quiet voice to say "hey I am sorry for what's been happening over there" and I don't know how I feel about that as in was that how you show your support to other people because it feels like you're sort of ashamed to speak of it loudly and I believe it's crucial that we address how we interact with and support each other during these challenging times. So, I feel it's important to normalize how we interact with Arab and Palestinian individuals etc. We should avoid speaking to them in a tone that suggests they are hiding from being recognized by the public. This kind of approach, while well-intentioned, I am sure, can come across as the opposite of support rather than supportive. Perhaps there should be a workshop around that focused on normalizing these interactions as I believe that happens when there is a lack of education on what actually is happening over there. Such a workshop could guide people on how to check on our BIOPIC families in our community with the same respect and directness that people extend to their Jewish communities, etc. I hope that helps.

Please share my thoughts and feelings at today's meeting and I appreciate everyone for doing this.

Salaam (peace)

Sarkawt Sabir He/Him/His



Licensed Substitute Teacher

Licensed English Language Arts Teacher (ELA)

Arabic Teacher

Cell: 503-515-7856

E: ssabir@pps.net

Portland Public Schools

"In diversity, there's beauty and there's strength" Maya Angelou

On Wed, Jun 5, 2024 at 12:22 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Hey everyone!

I'm working on my answers to the questions. I'm wanting to start by setting a little bit of the context for the room (the genocide, apartheid, etc). Are others working on this or is it alright with you if I just give a quick run down?

Warmly,
Suzie
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, Jun 5, 2024 at 9:46 AM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi All,

Mirna just informed me that some of the bridges are being lifted from 2-6pm because of the ships for the Rose City festival, so if you are coming from the West side, your travel might take a bit longer.

In addition, there is construction at the PEC. It is best to enter the visitor lot through N Larrabee Ave to N Dixon St. You can also park at the Uhaul Storage area which is accessible through N Larrabee Ave or N Benton Ave. Reach out with any questions!

Sincerely,

Jazmin

On Fri, May 31, 2024 at 11:45 AM Jazmin Jinnah <jjinnah@pps.net> wrote:

Hi All,

Hope you are well! Wanted to let you know that Dr. Adams asked Margaret and Dr. Franco to attend the listening session. Unfortunately, Margaret is not able to attend due to graduation ceremonies and we are awaiting Dr. Franco's response. The RESJ team will also be there.

Here are the edited questions:

1. As a Palestinian, Arab, and or Muslim person what have been your recent experiences in your role?
2. What support, if any, have you experienced from the district? What questions do you have?
3. What recommendations do you have for the district in terms of action steps?

Please let me know about pre-reading. I will be out of office on Monday and Tuesday but available by phone 971-706-3475. Lastly, you should have gotten a calendar invite with the location. Reach out with any questions.
Thanks everyone!

Jazmin

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

--

Jazmin Jinnah

Pronouns: she, her, hers ([what is this?](#))

RESJ Professional Development Program Manager

Portland Public Schools

[PPS Partnership Website](#)

971-706-3475

From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Wednesday, June 5, 2024 6:22:31 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 5:

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: Jun 5 at 8:55am

[Click to view](#)



[Update your notification settings](#)

From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Thursday, June 6, 2024 6:21:59 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 6:

Late Assignment: [REDACTED], **Palestine-Israel Unit Final Essay**

turned in: Jun 5 at 10:31pm

[Click to view](#)

Late Assignment: [REDACTED], **Summative: 1948 Independence or Nakba?**

turned in: Jun 6 at 12:27am

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: Jun 6 at 1:03pm

[Click to view](#)

Late Assignment: [REDACTED], **Palestine-Israel Unit Final Essay**

turned in: Jun 6 at 3:02pm

[Click to view](#)



[Update your notification settings](#)

From: [redacted] (via Google Docs) on behalf of [redacted] (via Google Docs) <drive-shares-dm-noreply@google.com>
To: skassouf@pps.net
Subject: Document shared with you: "[redacted] Palestine- Israel final essay"
Date: Thursday, June 6, 2024 9:57:49 PM

shared a document



has invited you to edit the following document:



Palestine- Israel final essay

Open

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because [redacted] shared a document with you from Google Docs.



From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: Grade
Date: Friday, June 7, 2024 9:57:40 AM

Hi [REDACTED]

I just graded your Palestine essay - nice work!

I will grade all late work last so it'll take me a few more days to get to your interior monologue.

Thank you for your hard work!

Warmly,
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, Jun 6, 2024 at 11:08 PM [REDACTED] wrote:

Hello Mrs kassouf I am emailing you to ask if you graded my final essay and interior monologue because I got half of the full mark on both and or if I really just did that bad and if so could you look at the essay I fixed the grammar errors and the layout because it's weighing me my grades down and I'm trying my best to get an A please and thank you

Hope this finds you well.

[REDACTED]

From: [Ruqayya Jarad](#) on behalf of [Ruqayya Jarad <rjarad@pps.net>](#)
To: [Suzanna Kassouf](#)
Subject: Re:
Date: Friday, June 7, 2024 11:59:09 AM

This is perfect, yes, please send it and thank you so much!
Are you able to join in their next meeting?
Thank you

Ruqayya Jarad
Arabic Teacher, Lincoln High School
rjarad@pps.net

*"Yesterday I was clever, so I wanted to **change the world**. Today I am wise, so I am **changing myself**." -Rumi*

On Fri, Jun 7, 2024 at 10:36 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi Ruqayya,

Thank YOU. It was so moving to hear you speak on Wednesday.

Thank you for inviting me on Sunday! Normally, I would love to go but I'm actually really busy this Sunday. I'm happy to send along [what I prepared](#) and write up anything else you think could be helpful/

Warmly,
Suzanna



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, Jun 6, 2024 at 9:05 PM Ruqayya Jarad <rjarad@pps.net> wrote:

Hello Suzanna,

It was a great meeting yesterday. I am very proud of your courage and your ability to

Speak up!

I want to share with you information about a nonprofit organization called the American Council for Palestine (ACP) in Portland, Oregon. Their mission is: "We are a nonpartisan organization dedicated to advocating for the Palestinian people's right to live in peace and dignity."

Additionally, the board of the organization would like to hear from you about the listening session that we had yesterday. Are you available this Sunday 6/9 at 4:30 PM?

Please let me know if you are available so we can meet them at the Beaverton Library-Conferences room A

Thank you so much

Ruqayya Jarad

Arabic Teacher, Lincoln High School

rjarad@pps.net

*"Yesterday I was clever, so I wanted to **change the world**. Today I am wise, so I am **changing myself**." -Rumi*

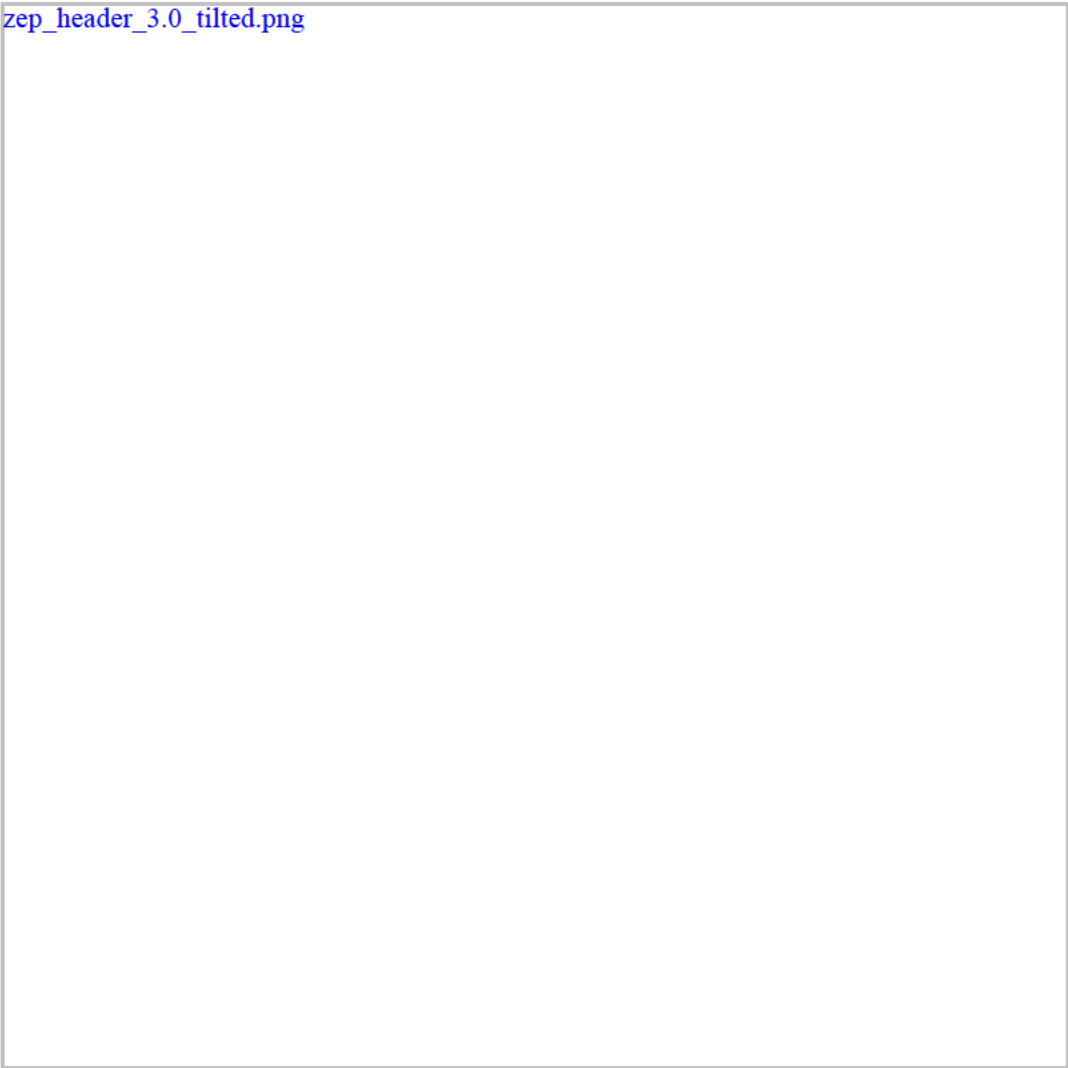
From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: How many history topics are censored?
Date: Friday, June 7, 2024 12:44:35 PM

[View as Webpage](#)

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Teach Truth Day of Action

Join Us on June 8

Make Some Noise: Counter the Chilling Effect



Lend your voice to counter the chilling effect of anti-history education laws and book bans.

More than half of students in the United States today are prevented from learning the truth about history by laws, corporate textbooks, and high-stakes testing. Here are just a few of countless topics that are frequently censored in classrooms.

- LGBTQ+ history and identity
- Systemic racism and sexism
- Resistance to enslavement
- Federal role in slavery
- Foundational role of enslavement and genocide of native people
- Reconstruction
- Voter suppression after 1965
- Black Freedom Movement
- Collective organizing for change (instead of just individual heroes)
- Contemporary Native Americans
- Environmental racism



- Climate change
- Policing and criminal justice
- U.S. foreign policy
- and **many more**.

Book bans are just the tip of the iceberg. Proponents of anti-history education bills argue they are protecting children from feeling guilty and from propaganda.

In truth, what concerns the right is young people learning to ask critical questions, to organize for social change, and about the power of interracial solidarity.

[Read More](#)

When and Where?

There are more than 170 Teach Truth Day of Action events across the United States: Albuquerque, Annapolis, Atlanta, Baltimore, Baton Rouge, Boston, Brooklyn, Charlottesville, Chicago, Cleveland, Detroit, D.C., Fairbanks, Hartford, Helena-West Helena (Arkansas), Indianapolis, Iowa City, Kansas City, Miami, Milwaukee, Montclair, New Orleans, Newark, Peekskill, Richmond, San Juan, Seattle, Syracuse, Topeka, Youngstown, and [dozens more cities](#).

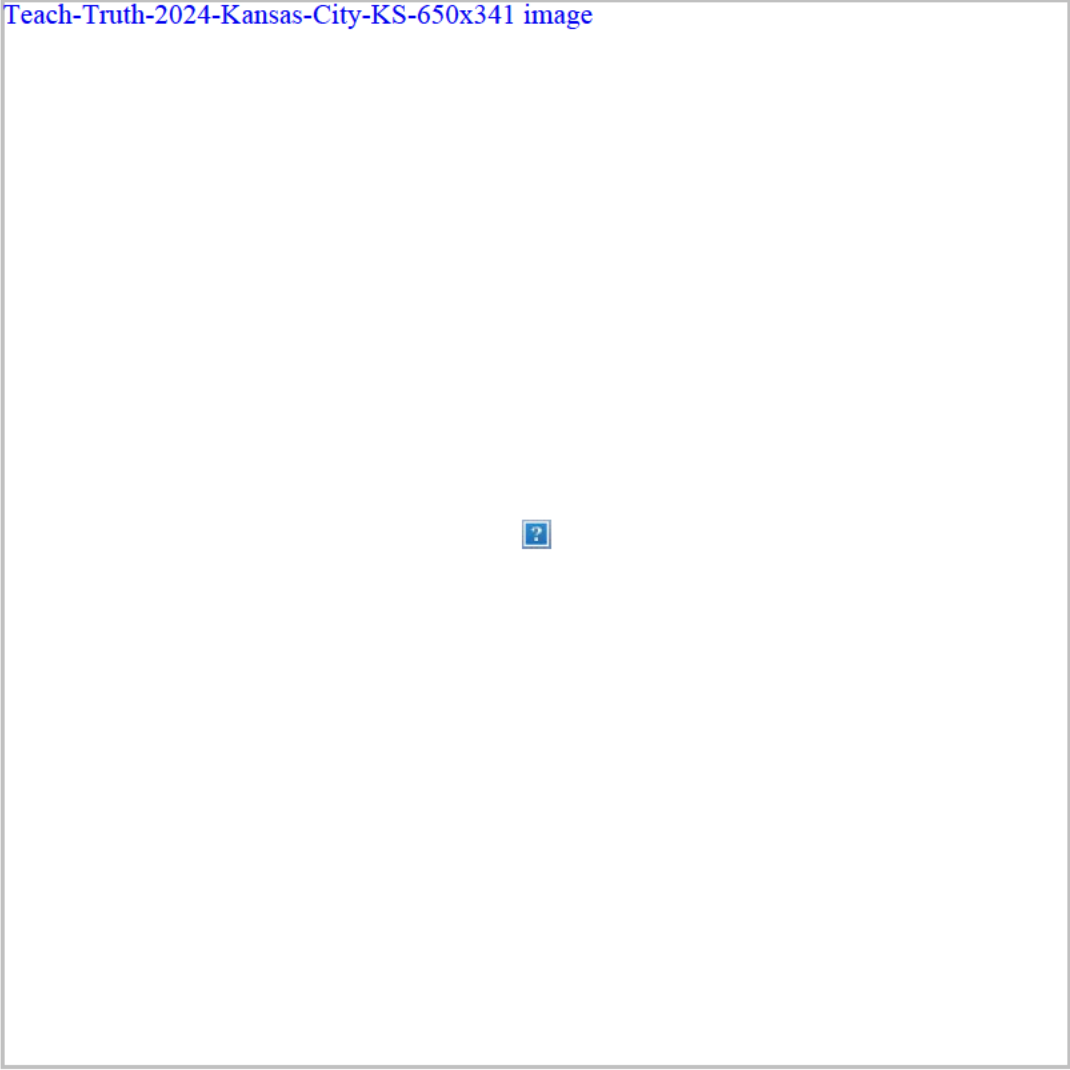
[170-sites-40-states-TT image](#)



Educators and allies are hosting events on June 8 and all month at libraries, bookstores, farmers' markets, Pride festivals, Juneteenth celebrations, schools, voting centers, and more. Below are a few examples.



Teach-Truth-2024-Kansas-City-KS-650x341 image

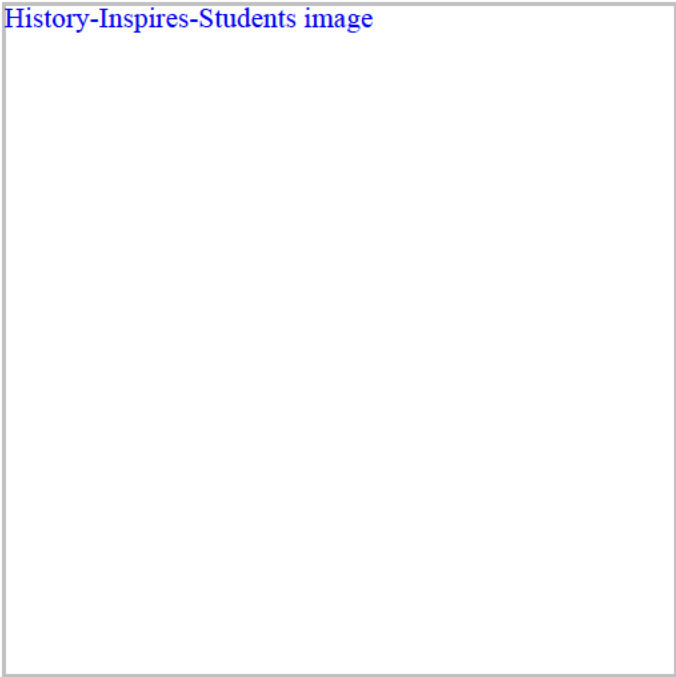


How to Join

We need **EVERYONE** to defend the freedom to learn on the day of action (June 8) and all year. See options below.

- Find an [event near you](#) and show up.

[History-Inspires-Students image](#)



- Share [graphics](#) (like the one above) on social media about why YOU defend the freedom to learn.
- Wear a conversation-starting [Teach Banned History button](#).
- Make a [#TeachTruth photo booth frame](#) (like the ones in the top photo) for you and friends.
- Go to a historic site and take a photo with a Teach Truth sign that you make or [download](#). Share on social media with #TeachTruth.

[Teach-Truth-Banner-1017x534 image](#)



- Share and teach the [teach truth syllabus](#).
- [Record a statement](#) of solidarity with teachers and students.
- Teach about banned books and anti-history education laws. Read about a [4th-grade class's banned books study](#) and share your teaching stories.
- Get involved with the [school board](#). Attend meetings, vote, run for office. (Learn how at [HEAL Together](#) classes.)
- [Donate](#) so that we can continue to organize events like these and defend the right of teachers to teach people's history.

[Donate](#)

Why?

Co-sponsors, children's authors, and event hosts spoke at our [Day of Action Press Call](#) on June 4 about why it is important to challenge the attacks on teaching history and book bans.

Press-Call-Teach-Truth-2024-768x403 image



One of the speakers, children's book author Megan Madison, said:

Attempts to ban books are a part of a larger multi-issue policy agenda that's being advanced by anti-democratic groups across the country.

They don't just want to ban books. They want to hurt trans kids. They want to silence Black progressive leadership, and they are preying on the trauma of Jewish people, weaponizing our community's fear and grief to beef up police budgets while cutting funding for public institutions, like libraries and parks and schools. **It's all**

h8t4l3kdrov286jfa4gjivu4au image



connected.

Audre Lorde taught us that there are no single issue struggles because we do not live single issue lives. **Our liberation is collective**, always has been and always will be.

Who?

Teach Truth Day of Action events are led by classroom teachers, teacher educators, librarians, NAACP chapters, unions, and more.

More than **65 organizations are co-sponsoring the Teach Truth Day of Action**, including the Abolitionist Teaching Network, the African American Policy Forum, American Library Association, Black Lives Matter at School, Black Teacher Project, GLSEN, HEAL Together, Institute for Common Power, National Education Association, SNCC Legacy Project, The New Republic, WEE Nation Radio, and more.



What to Say?

Our [Teach Truth Media Guide](#) is for everyone seeking to communicate with the media or others about the dangers of anti-history education legislation and book bans, the importance of teaching truthfully, and the rights of LGBTQ+ students.

The guide was designed for the Teach Truth Days of Action, but can be used all year.

We include responses to frequently asked questions on systemic racism, LGBTQ identity, parents' rights, Critical Race Theory, and more. This year we've added FAQs on Palestine, antisemitism, and Project 2025.

[Media Guide](#)

Conferences and Classes

[Freedom-Summer-Logo-2024-Full-Color image](#)



Check out events hosted by the Zinn Education Project and our colleagues, including the [Teach the Black Freedom Struggle](#) online series, the [4th annual Teach Truth Day of Action](#) (June 8), [Freedom Summer 60](#) (June 21-22), and [more](#).

[Events Calendar](#)

We Need Your Help

Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

[Donate Today](#)

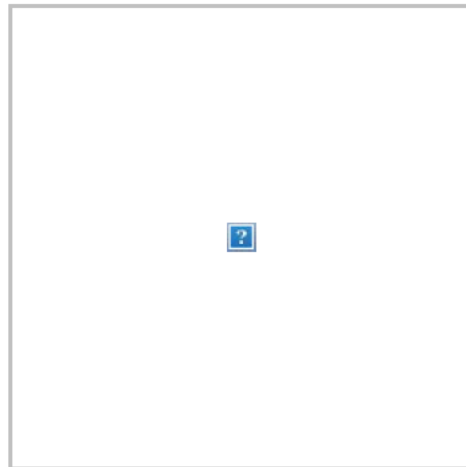
zep_logo_stacked.png



Donate Now

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PO BOX 73038, WASHINGTON, D.C. 20056
202-588-7205 | zinnedproject.org



Teaching for Change | PO Box 73038 | Washington, DC 20056 US

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Constant Contact

A diagram consisting of a horizontal line at the top. Below this line, on the left side, is a rectangular box with a thin black border. The text 'Constant Contact' is written in blue at the top-left corner of this box. The rest of the box is empty.

From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Friday, June 7, 2024 6:20:58 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 7:

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 6 at 9:54pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: Jun 6 at 9:59pm

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: Jun 7 at 9:44am

[Click to view](#)

Late Assignment: [REDACTED] Palestine-Israel Unit Final Essay

turned in: Jun 7 at 11:48am

[Click to view](#)

Submission Comment: [REDACTED] Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

[Click to view](#)



[Update your notification settings](#)

From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Saturday, June 8, 2024 6:25:31 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 8:

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: Jun 7 at 11:26pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: Jun 8 at 1:53pm

[Click to view](#)

Submission Comment: [REDACTED] **Palestine-Israel Unit Final Essay, 9th Grade Inquiry-P2-Kassouf**

[REDACTED] just made a new comment on the submission for [REDACTED] for Palestine-Israel Unit Final Essay.

[Click to view](#)



[Update your notification settings](#)

From: [REDACTED] on behalf of [REDACTED] <[REDACTED]>
To: skassouf@pps.net
Subject: Grading my essay
Date: Monday, June 10, 2024 8:44:33 AM

I have turned in my palestine-israel essay. I'm sorry it was so late I have had it done but just haven't turned it in. If you could grade that soon I would really appreciate it.

Thanks, - [REDACTED]

From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Monday, June 10, 2024 6:26:19 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 10:

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: Jun 9 at 10:11pm

[Click to view](#)

Late Assignment: [REDACTED] **GRADED small group discussion! (Promises)**

turned in: Jun 10 at 12:16pm

[Click to view](#)



[Update your notification settings](#)

From: [Mykhil Deych](#) on behalf of [Mykhil Deych <mdeych@pps.net>](#)
To: [Suzanna Kassouf](#)
Cc: [Alex Luboff](#); [Amaru Moon](#); [Christopher Lodore](#); [Daniel Gyu](#); [Greta West](#); [Hannah Fisher](#); [Holly Johnsen](#); [Jacob Romee](#); [Jeremy Reinholt](#); [Julia Kirkpatrick](#); [Lynn Yarne](#); [Martin Alvarez Ruberte](#); [Meghan Thornburg](#); [Michela Byrne](#); [Michelle Nicola](#); [Michelle Singler Nielsen](#); [Sara Deede](#); [Stephanie D'Cruz](#); [Tiffany Halsey](#)
Subject: Re: April Meeting Doodle Poll: EDUs 4 EQT
Date: Tuesday, June 11, 2024 9:16:55 AM

Sadly, I can't make it today either. I miss you all though! Thank you for all your persistence, Julia. Should we try again next year? Fresh start, bright eyes, bright hearts (that is my prayer).

Mx. Mykhil Deych. they | them
English Language Arts
QSA Adviser
Grant High School
Current Student Load: 187

On Tue, Jun 11, 2024 at 9:13 AM Suzanna Kassouf <skassouf@pps.net> wrote:

I can't make it anymore either! I hurt my neck and need to get some PT. Thank you for organizing us Julia!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, Jun 11, 2024 at 9:02 AM Lynn Yarne <lyarne@pps.net> wrote:

I have another meeting scheduled at that time but hope to catch up with you all next year!

Lynn Yarne

Grant High School Visual Arts
I work with 212 students // Target number of students is 160

On Tue, Jun 11, 2024 at 9:00 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:

Hi all! Checking in about the meeting today. There's only 2 people who have RSVP'd yes. If more people can make it, I think we should still hold the meeting. If not, let's

cancel. Let me know!

On Tue, Jun 4, 2024 at 8:39 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:
I scheduled it for next week, since we have department meetings today.

On Mon, Jun 3, 2024 at 6:21 PM Mykhiel Deych <mdeych@pps.net> wrote:
Is the EDU4EQT meeting still on even though we are supposed to meet with our departments tomorrow?

Mx. Mykhiel Deych. they | them
English Language Arts
QSA Adviser
Grant High School
Current Student Load: 187

On Mon, Jun 3, 2024 at 3:39 PM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:
I'll send a calendar invite for the 11th, and Holly we can take notes!

On Fri, May 31, 2024 at 1:29 PM Holly Johnsen <hjohnsen@pps.net> wrote:
I have a 504 meeting that afternoon (6/11), but you don't need to work around me if I'm the only one who can't make it.

On Fri, May 31, 2024 at 9:00 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:
That would work for me!

On Fri, May 31, 2024 at 8:48 AM Michelle Nicola <mnicola@pps.net> wrote:
Next Tuesday there is a staff meeting.
But Tuesday the 11th- could we meet then?

On Thu, May 30, 2024 at 10:51 AM Michelle Singler Nielsen <msinglernielsen@pps.net> wrote:
I will unfortunately be out next week on FMLA. Sorry to miss it but I hope the meeting goes well!

~Michelle

On Thu, May 30, 2024 at 10:31 AM Suzanna Kassouf <skassouf@pps.net> wrote:
Sounds good to me!



Ms. Kassouf

9th Grade Inquiry
Grant High School
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 30, 2024 at 10:25 AM Julia Kirkpatrick

<jkirkpatrick@pps.net> wrote:

I love all of these ideas! I'll also add that the hearing about the cease fire posters is going to be next week during 7th period on Friday (6/7), and the Teach for Palestine know your rights info session this week on Tuesday was so amazing (shout out Amaru and Holly) and inspiring!

How about we meet next Tuesday after school to talk about next year, goals, and communications, and I put together a "button lunch" for Wednesday to strategize about the grievance?

On Tue, May 28, 2024 at 9:21 AM Michelle Nicola

<mnicola@pps.net> wrote:

I would suggest having a meeting where we set up norms (things like: how do we challenge each others' thinking and give feedback, what info do we text v. what is an email) and set goals for ourselves for next year. I believe the more organized we are, the stronger we are, so we may want to meet and talk about roles and what everyone is able to contribute so it doesn't fall to one person AND ALSO people are giving at a level that is sustainable to them.

I have childcare issues, but I could potentially pick up [REDACTED] and bring him back here for an after school meeting. Otherwise, any Tuesday we don't have a staff meeting would work for me.

THANK YOU Julia, for continuing to organize a time to gather us!

On Wed, May 22, 2024 at 3:13 PM Holly Johnsen

<hjohnsen@pps.net> wrote:

I could meet again, but I'm not sure what the meeting would be about.

On Wed, May 22, 2024 at 1:16 PM Julia Kirkpatrick

<jkirkpatrick@pps.net> wrote:

Do folks want to have one more paid after school meeting this year? If so, I can put together a doodle poll for timing. Let me

know! Hope y'all are surviving the long haul that is May.

On Wed, Apr 10, 2024 at 1:13 PM Julia Kirkpatrick

<jkirkpatrick@pps.net> wrote:

Hi friends! A few things:

- Please fill out [this doodle poll](#) for our April 1 hour (paid) meeting. We talked about using this meeting to have a "know your rights" session, share resources for talking about genocide and other racially charged topics, and support/amplify APIA's student fundraiser for Palestine. You don't have to have attended previous meetings to go to this one.

- Do you want to help facilitate the April meeting on this topic? It means an extra hour of paid time to plan. If so, reply all to the email thread, and we can figure out our facilitators. I'll volunteer myself as one

- Next week button lunch on Wednesday!

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Crook Manifesto, Colson Whitehead (audiobook via [Libby](#))

Loaners: The Making of a Street Library, Ben Hodgson & Laura Moulton

Pleasure Activism, adrienne maree brown

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Worthy, Jaida Pinkett Smith (audiobook via [Libby](#))

In the Future There Are No Hospitals: Writings by Care Workers

--

[Michelle Nicola](#)

Instructional Coach

Grant High School

pronouns: she/her/hers

office: 220

email: mnicola@pps.net

phone: 503.916.5160 x85220

website: aberturas.culturales

"Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing." — Arundhati Roy

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

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In the Future There Are No Hospitals: Writings by Care Workers

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she/her

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Current case load: 136

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Worthy, Jaida Pinkett Smith (audiobook via [Libby](#))

In the Future There Are No Hospitals: Writings by Care Workers

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Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Worthy, Jaida Pinkett Smith (audiobook via [Libby](#))

In the Future There Are No Hospitals: Writings by Care Workers

From: [Linda Christensen](#) on behalf of [Linda Christensen <lmc@lclark.edu>](#)
To: [Suzanna Kassouf](#)
Cc: [Rebecca Hawk](#)
Subject: Re: Repeat your workshop at NWTSJ in Seattle?
Date: Tuesday, June 11, 2024 10:02:12 AM

Thanks for your responses. July 1 is the proposal deadline. Becca, you could definitely do the workshop on your own, especially now that it's been test driven. But you could also invite another OWP teacher to co present or a colleague.

Happy slide into summer!

Linda Christensen
Editor, *Rethinking Schools*
Pronouns: She/Her
lmc@lclark.edu

On Tue, Jun 11, 2024 at 8:25 AM Suzanna Kassouf <skassouf@pps.net> wrote:
Hi Becca and Linda!

Becca: happy last week of school!!

Linda, I'm already presenting a workshop with Tim. I was considering submitting a proposal for a simulation lesson I made this year on Israel's apartheid, but Bill told me NWTSJ usually likes to only select presenters for one workshop a year. That sounded good to me since leading 2 last year was sort of a lot.

Becca, how would you feel about presenting our workshop on your own? :)

Warmly,
Suzanna
apple



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, Jun 11, 2024 at 7:01 AM Rebecca Hawk <rhawk@pps.net> wrote:

Hi Linda!

You definitely did email us about this- sorry for my slow response- the end of the year is really swirling!

I'm open to facilitating our session again but am waiting on finding out our fall schedule at Sunnyside- We have a few special events in October whose dates have not been announced yet (Harvest Fair, Outdoor school, etc.) When is your deadline for knowing if we can make it?

In other news, I taught our session to my class a few weeks ago so now I have insights from middle schoolers (and middle school poem examples!)

On Mon, Jun 10, 2024 at 8:44 PM Linda Christensen <lmc@lclark.edu> wrote:

Hi Becca and Suzanna,

I could swear that I wrote and asked the two of you to resubmit your amazing workshop on humanizing homelessness for the upcoming NWTSJ conference in Seattle. It is a wonderful workshop and our group would love for you to teach it again this year if you are willing.

Hope the end of your year is a love fest.

Be well,

Linda
Linda Christensen
Editor, *Rethinking Schools*
Pronouns: She/Her
lmc@lclark.edu

--

Rebecca Hawk
She, her, hers

From: [Michelle Nicola](#) on behalf of [Michelle Nicola <mnicola@pps.net>](#)
To: [Meghan Thornburg](#)
Cc: [Lynn Yarne](#); [Alex Luboff](#); [Amaru Moon](#); [Christopher Lodore](#); [Daniel Gyu](#); [Greta West](#); [Hannah Fisher](#); [Holly Johnsen](#); [Jacob Romee](#); [Jeremy Reinholt](#); [Julia Kirkpatrick](#); [Martin Alvarez Ruberte](#); [Michela Byrne](#); [Michelle Singler Nielsen](#); [Mykhil Deych](#); [Sara Deede](#); [Stephanie D'Cruz](#); [Suzanna Kassouf](#); [Tiffany Halsey](#)
Subject: Re: April Meeting Doodle Poll: EDUs 4 EQT
Date: Tuesday, June 11, 2024 12:46:05 PM

Meghan!

I will so miss seeing you in the halls and chatting. You have such a bright spirit and I know that the school that hires you is a very lucky school! Please stop by and visit us from time to time! I am so grateful for all that you and Yvonne did to streamline study hall, and for the communication about kids.

all my best to you friend,
Michelle

On Tue, Jun 11, 2024 at 12:38 PM Meghan Thornburg <mthornburg@pps.net> wrote:

Hi everyone!

I also won't be able to make it today :(

I also want to express my appreciation for each of you! It has been lovely to get to know you all, thanks for all you do here at Grant. This is my last year at Grant as I am seeking a full-time social work position.

Good luck with the group next year!
Meghan

On Tue, Jun 11, 2024 at 9:02 AM Lynn Yarne <lyarne@pps.net> wrote:

I have another meeting scheduled at that time but hope to catch up with you all next year!

Lynn Yarne

Grant High School Visual Arts

I work with 212 students // Target number of students is 160

On Tue, Jun 11, 2024 at 9:00 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:

Hi all! Checking in about the meeting today. There's only 2 people who have RSVP'd yes. If more people can make it, I think we should still hold the meeting. If not, let's cancel. Let me know!

On Tue, Jun 4, 2024 at 8:39 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:

I scheduled it for next week, since we have department meetings today.

On Mon, Jun 3, 2024 at 6:21 PM Mykhil Deych <mdeych@pps.net> wrote:

Is the EDU4EQT meeting still on even though we are supposed to meet with our departments tomorrow?

Mx. Mykhiel Deych. they | them
English Language Arts
QSA Adviser
Grant High School
Current Student Load: 187

On Mon, Jun 3, 2024 at 3:39 PM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:
I'll send a calendar invite for the 11th, and Holly we can take notes!

On Fri, May 31, 2024 at 1:29 PM Holly Johnsen <hjohnsen@pps.net> wrote:
I have a 504 meeting that afternoon (6/11), but you don't need to work around me if I'm the only one who can't make it.

On Fri, May 31, 2024 at 9:00 AM Julia Kirkpatrick <jkirkpatrick@pps.net> wrote:
That would work for me!

On Fri, May 31, 2024 at 8:48 AM Michelle Nicola <mnicola@pps.net> wrote:
Next Tuesday there is a staff meeting.
But Tuesday the 11th- could we meet then?

On Thu, May 30, 2024 at 10:51 AM Michelle Singler Nielsen <msinglernielsen@pps.net> wrote:
I will unfortunately be out next week on FMLA. Sorry to miss it but I hope the meeting goes well!

~Michelle

On Thu, May 30, 2024 at 10:31 AM Suzanna Kassouf <skassouf@pps.net> wrote:
Sounds good to me!



Ms. Kassouf
9th Grade Inquiry
Grant High School
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca

and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, May 30, 2024 at 10:25 AM Julia Kirkpatrick

<jkirkpatrick@pps.net> wrote:

I love all of these ideas! I'll also add that the hearing about the cease fire posters is going to be next week during 7th period on Friday (6/7), and the Teach for Palestine know your rights info session this week on Tuesday was so amazing (shout out Amaru and Holly) and inspiring!

How about we meet next Tuesday after school to talk about next year, goals, and communications, and I put together a "button lunch" for Wednesday to strategize about the grievance?

On Tue, May 28, 2024 at 9:21 AM Michelle Nicola

<mnicola@pps.net> wrote:

I would suggest having a meeting where we set up norms (things like: how do we challenge each others' thinking and give feedback, what info do we text v. what is an email) and set goals for ourselves for next year. I believe the more organized we are, the stronger we are, so we may want to meet and talk about roles and what everyone is able to contribute so it doesn't fall to one person AND ALSO people are giving at a level that is sustainable to them.

I have childcare issues, but I could potentially pick up Javi and bring him back here for an after school meeting. Otherwise, any Tuesday we don't have a staff meeting would work for me.

THANK YOU Julia, for continuing to organize a time to gather us!

On Wed, May 22, 2024 at 3:13 PM Holly Johnsen

<hjohnsen@pps.net> wrote:

I could meet again, but I'm not sure what the meeting would be about.

On Wed, May 22, 2024 at 1:16 PM Julia Kirkpatrick

<jkirkpatrick@pps.net> wrote:

Do folks want to have one more paid after school meeting this year? If so, I can put together a doodle poll for timing. Let me know! Hope y'all are surviving the long haul that is May.

On Wed, Apr 10, 2024 at 1:13 PM Julia Kirkpatrick

<jkirkpatrick@pps.net> wrote:

Hi friends! A few things:

- Please fill out [this doodle poll](#) for our April 1 hour (paid)

meeting. We talked about using this meeting to have a "know your rights" session, share resources for talking about genocide and other racially charged topics, and support/amplify APIA's student fundraiser for Palestine. You don't have to have attended previous meetings to go to this one.

- Do you want to help facilitate the April meeting on this topic? It means an extra hour of paid time to plan. If so, reply all to the email thread, and we can figure out our facilitators. I'll volunteer myself as one

- Next week button lunch on Wednesday!

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Crook Manifesto, Colson Whitehead (audiobook via [Libby](#))

Loaners: The Making of a Street Library, Ben Hodgson & Laura Moulton

Pleasure Activism, adrienne maree brown

--

Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

[Check out my classroom library wish list!](#)

Currently reading:

Worthy, Jaida Pinkett Smith (audiobook via [Libby](#))

In the Future There Are No Hospitals: Writings by Care Workers

--

[Michelle Nicola](#)

Instructional Coach
Grant High School
pronouns: she/her/hers
office: 220
email: mnicola@pps.net
phone: 503.916.5160 x85220
website: [aberturas culturales](http://aberturas.culturales)

"Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing." — Arundhati Roy

--

Julia Kirkpatrick

she/her
English Language Arts
Grant High School
Current case load: 136
[Check out my classroom library wish list!](#)

Currently reading:

Worthy, Jaida Pinkett Smith (audiobook via [Libby](#))
In the Future There Are No Hospitals: Writings by Care Workers

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Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

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Julia Kirkpatrick

she/her

English Language Arts

Grant High School

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Julia Kirkpatrick

she/her

English Language Arts

Grant High School

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In the Future There Are No Hospitals: Writings by Care Workers

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Julia Kirkpatrick

she/her

English Language Arts

Grant High School

Current case load: 136

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Currently reading:

Worthy, Jaida Pinkett Smith (audiobook via [Libby](#))

In the Future There Are No Hospitals: Writings by Care Workers

--

Meghan Thornburg (she/her/hers)

Social Work Intern & Study Hall Monitor at Grant High School

Where to find me in the building:

-Counseling Center 8 a.m.-12 p.m.

Office 120L Mondays and Wednesdays

Office 120K Tuesdays and Fridays

-Upper Commons 12 p.m.-3:30 p.m. Monday through Friday

--

[Michelle Nicola](#)

Instructional Coach

Grant High School

pronouns: she/her/hers

office: 220

email: mnicola@pps.net

phone: 503.916.5160 x85220

website: [aberturas culturales](#)

"Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing." — Arundhati Roy

From: PPS K-12 Canvas Admin on behalf of PPS K-12 Canvas Admin <notifications@instructure.com>
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Tuesday, June 11, 2024 6:23:07 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 11:

Late Assignment: [REDACTED] **Summative: Interior Monologue**

turned in: Jun 10 at 10:45pm

[Click to view](#)

Late Assignment: [REDACTED] **Palestine-Israel Unit Final Essay**

turned in: Jun 11 at 1:58pm

[Click to view](#)



[Update your notification settings](#)

From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Wednesday, June 12, 2024 6:21:34 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 12:

Late Assignment: [REDACTED], **Palestine-Israel Unit Final Essay**

turned in: Jun 12 at 5:24pm

[Click to view](#)



[Update your notification settings](#)

From: [Bill Bigelow](#) on behalf of [Bill Bigelow](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Re: Folder shared with you: "Student Essays"
Date: Thursday, June 13, 2024 3:11:56 PM

Thanks, Suzie. Wonderful to hear. I will look forward to reading these. You sent me a couple before, but I don't think I had the full folder. -- It's great to have you along on this work. Bill

On Thursday, June 13, 2024 at 02:22:33 PM PDT, Suzanna Kassouf (via Google Drive) <drive-shares-dm-noreply@google.com> wrote:

Suzanna Kassouf shared a folder

 Suzanna Kassouf (skassouf@pps.net) has invited you to contribute to the following shared folder:

Hi Bill!

I can't remember if I shared these with you or not. Lots of great student essays.

Also, in students' final reflections for the class, many are sharing how grateful they are to have learned about Palestine-Israel and how it's helped them combat some of the misinformation they've been seeing <3 Feels really good!

Thank you again for all your support this year!!!!

*Warmly,
Suzie*

 [Student Essays](#)

 [Suzanna Kassouf](#) is outside your organization.

[Open](#)

If you don't want to receive files from this person, [block the sender](#) from Drive

Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043,
USA

You have received this email because skassouf@pps.net shared a file
or folder located in Google Drive with you.



From: [PPS K-12 Canvas Admin](#) on behalf of [PPS K-12 Canvas Admin <notifications@instructure.com>](#)
To: skassouf@pps.net
Subject: Recent Canvas Notifications
Date: Saturday, June 15, 2024 6:17:58 PM

You're signed up to receive a daily report of some notifications from your Canvas account. Below is the report for Jun 15:

Late Assignment: [REDACTED], Palestine-Israel Unit Final Essay

turned in: Jun 14 at 8:17pm

[Click to view](#)



[Update your notification settings](#)

From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Not Allowed to Teach About Juneteenth
Date: Monday, June 17, 2024 11:30:16 AM

[View as Webpage](#)

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[zep_header_3.0_tilted.png](#)

Juneteenth

Celebrate. But We Can't Teach?



Juneteenth — June 19th, also known as Emancipation Day — is one of the commemorations of people seizing their freedom in the United States.

This beautiful tradition of Black freedom should be taught in school.

Yet, if the right wing has its way, it will be illegal to teach students about Juneteenth. At least 44 states have passed or proposed legislation to prohibit teaching about structural racism, and books are being banned from school libraries in record numbers. The goal of conservative legislators: to outlaw teaching about the founding of this country on slavery and genocide, as well as the long Black freedom struggle.

Some statewide bills ban teaching about the structures and systems that led to enslavement and how these structures continue to manifest in policing, redlining, voter suppression laws, and more.

But educators around the country continue to pledge to teach truthfully about structural racism. They are doubling down on their commitment to teach young people about institutionalized racism and how to organize for justice.

This month, [educators around the country are joining the national #TeachTruth](#) campaign to defend the right to teach truthfully about U.S. history and Palestine, to protest book bans, and to defend LGBTQ+ rights.

[Continue Reading](#)

Teach Outside the Textbook About Juneteenth

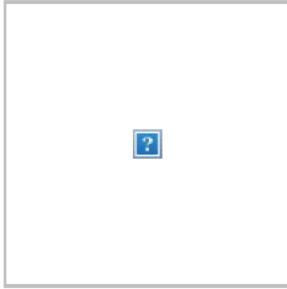
We offer articles and lessons to teach outside the textbook about Juneteenth.

[It Was Not the “News” That Traveled Slowly — It Was “Power”](#) by Christopher Wilson

[Long History of Commemorations](#) by Clint Smith

[Black Troops Spreading the Word with Every Marching Foot](#) by Greg Carr

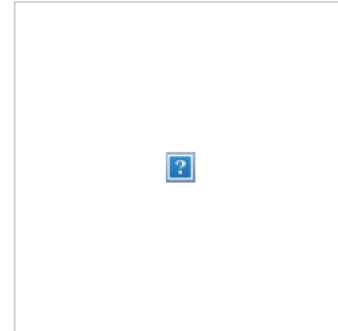




How the Word Is Passed [book](#) and [teaching guide](#)



[Poetry of Defiance: How the Enslaved Resisted](#)



[Repair: Students Design a Reparations Bill](#)

[More Resources](#)

How the Word Is Passed

Free Copies for Teaching Stories

[How-the-Word-is-Passed_Book-Giveaway_2-2048x1076 image](#)



Share a story about using any of the lessons or discussion questions for Clint Smith's *How the Word Is Passed* and in appreciation we'll send you more copies of his book for your class.

Share Your Teaching Story

Monument Lab Podcast

Jesse Hagopian on #TeachTruth



This [episode of Monument Lab](#), hosted by Li Sumpter in conversation with Zinn Education Project team member Jesse Hagopian, is a great introduction to why we need the #TeachTruth campaign.

[Listen to Podcast](#)

Teach Truth

Posters and Buttons



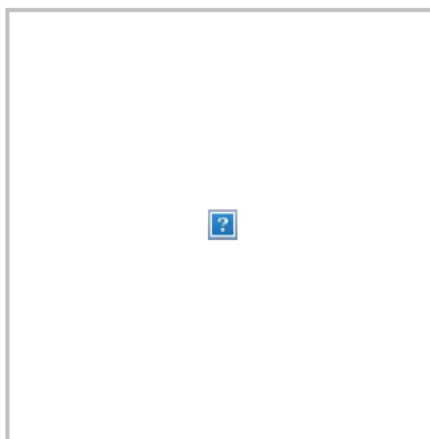
TeachBannedHistory image



Make your defense of truthful education visible all year long.

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including [Freedom Summer 60](#) (June 21–22), the [Teaching Black History Conference](#) (July 26–28), the [Indigenous Peoples' Day Curriculum Teach-In](#) (Sept. 28), the [Native Knowledge 360° Teach-In](#) (Nov. 2), and more.



Events Calendar

Defend Teaching People's History



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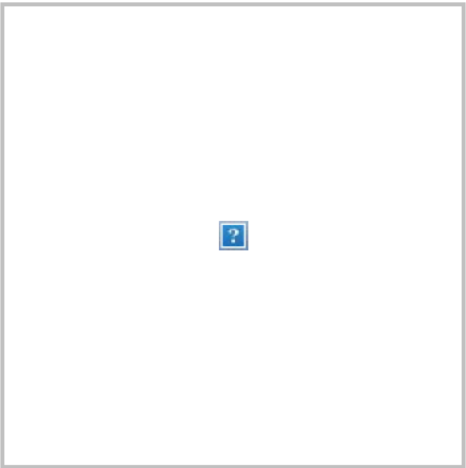
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From: [Jess Diez](#) on behalf of [Jess Diez <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | What is Eid al-Adha
Date: Tuesday, June 18, 2024 1:30:59 PM



Bring Middle Eastern news right to your classroom

What is Eid al-Adha?

It is one of the two major holidays and celebrations (“Eid”) in the Islamic calendar year. To Muslims around the world, the holiday is a commemoration of devotion and a testament to sacrifice as the bedrock of Islamic ideas of commitment to Allah and His teachings.

The name “Eid al-Adha” translates to “celebration of sacrifice” in Arabic. The holiday occurs on the third day of the Islamic pilgrimage to Mecca (*hajj*), one of the Five Pillars of Islamic teachings. Eid will typically last three days, commencing also on the 10th day of the Islamic month, “Dhul-Hajj.”

For most of the Muslim world this year, Eid al-Adha was observed on Sunday, June 16, 2024. However, much of South and East Asia such as Indonesia, Malaysia, Bangladesh, and India, observed the holiday on Monday, June 17.

What are the Religious Origins of the Holiday? What Does the Holiday Mean According to Islamic Beliefs?

Eid al-Adha conscientiously draws the attention of Muslims to the story of Abraham and Ismail—a retelling also found in Judaism (in the Torah) and in Christianity (in the biblical New Testament).

According to standard understanding in Islam, Abraham (“Ibrahim” in Arabic) is ordered by Allah to sacrifice his son Ismail. But just before Abraham is going to follow the command, the act is halted by the angel Gabriel, who praises his submission to godly will and gives him a sheep as a replacement for his son and as a gift for his devotion. To be understood allegorically, the story emphasizes a dramatic instance of devotion in question: does Abraham, a metaphor for all followers, abide by individual instinct or subdue his personal interests for Allah? Eid al-Adha commemorates the story as a reminder of sacrifice as a part of devotion, but also the unabiding benevolence of Allah.

In fact, Muslims globally will sacrifice a sheep, cow, goat, or another animal on the day of Eid Al-Adha to symbolically honor Abraham’s commitment to the Islamic moral of sacrifice as a form of devotion. This tradition is referred to by the Arabic words “*Qurban*” or “*udhiya*” for Muslims around the world, which imply the sacrifice of cattle. Meat will be divided amongst families and individuals. A portion of the symbolic sacrifice is typically reserved by families for charity (*Zakat*).



How is Eid al-Adha Celebrated?

The celebratory traditions are a key part of the holiday for many Muslim communities.

Universally, festivities and religious commemoration begin with the Eid prayer. This takes place between the times of sunrise and before the *Zuhr* prayer— one of the five daily Islamic prayers that usually occurs around midday.

In the Saudi Arabian city of Mina, pilgrims—en route to the holy Islamic destinations of Mecca and Medina—will engage in “stone the devil,” where they throw rocks at a holy mound, representing an Islamic refute towards the Devil [*Shaytan*] who tried to obstruct Abraham’s sacrifice of his son.

Gift-giving is also a common tradition; after Eid prayer, families will often give children money, new clothes, and other items in celebration.

In Iraq and Saudi Arabia, sweet date-filled cookies, or “kleichas,” are baked and shared amongst families in an Eid-specific celebration. In Yemen, *bint al-Sahan*, a type of cake, is a staple of the holiday for many families.

While often a time for Muslim communities around the world to find an escape from daily stresses, Eid al-Adha celebrations are sometimes impacted by economic and political turmoil in their countries. In Gaza, this Eid was not able to circumvent persisting violence. [Read more](#) about how Palestinian celebrations came face to face with mourning, prevention of entry of sacrificial animals in Gaza, and mosque restrictions in Jerusalem.

This article can be found on our website: [HERE](#)

Further Reading

- [How South and East Asia Celebrate Eid al-Adha](#)
- [Meaning of Eid al-Adha](#)
- [Mindfulness in Eid al-Adha](#)
- [Inflation and Financial Insecurity Impacting Eid in Lebanon](#)
- [Pilgrims' Rites to Hajj](#)

Please direct all educational and cultural inquiries to: jdiez@mepc.org

*Our mission is to provide policymakers and the public with credible, comprehensive information and analysis on political, economic, and cultural issues pertaining to U.S.-Middle East relations. Our goal is to foster more effective policy solutions to current and future challenges. We accomplish this through three core programs: 1. our world-renowned, quarterly journal **Middle East Policy** (one of the most cited publications on the region in the world); 2. our **Policy Products and Programming Series** designed for senior policymakers and their staffs, and 3. our acclaimed international educational outreach program, **TeachMideast**, designed for students, educators, and other civic leaders.*

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For individual donations, please click [here](#)

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From: [Jess Diez](#) on behalf of [Jess Diez <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Middle East in Focus | MENA Countries in World Cup Qualifiers
Date: Thursday, June 20, 2024 9:19:44 AM



MENA Countries in World Cup Qualifiers

After more than 100 games over seven months, the second round of the Asian Football Confederation (AFC) qualifiers for the 2026 FIFA World Cup came to an end on Tuesday, June 11.

What is the Format of the World Cup? How Many Teams from Asia Can Qualify?

The World Cup has had 32 teams compete in the tournament since 1998, when it increased from 24. Now, FIFA, the governing body of soccer, is further expanding the field to 48 teams for the 2026 edition. As a result, the AFC will have eight spots to fill, with the opportunity for one more through an extra playoff game.

Who are the Teams that Made it to the Third Round of Qualifying?

The broader Middle East is well represented in the upcoming 2026 tournament. Ten out of 18 teams that made it out of the second round are from the region: Qatar, Kuwait, Oman, Iran, Iraq, Jordan, Saudi Arabia, the UAE, Bahrain, and Palestine.

Alongside these countries are: Japan, North Korea, South Korea, China, Kyrgyz Republic, Uzbekistan, Indonesia, and Australia.

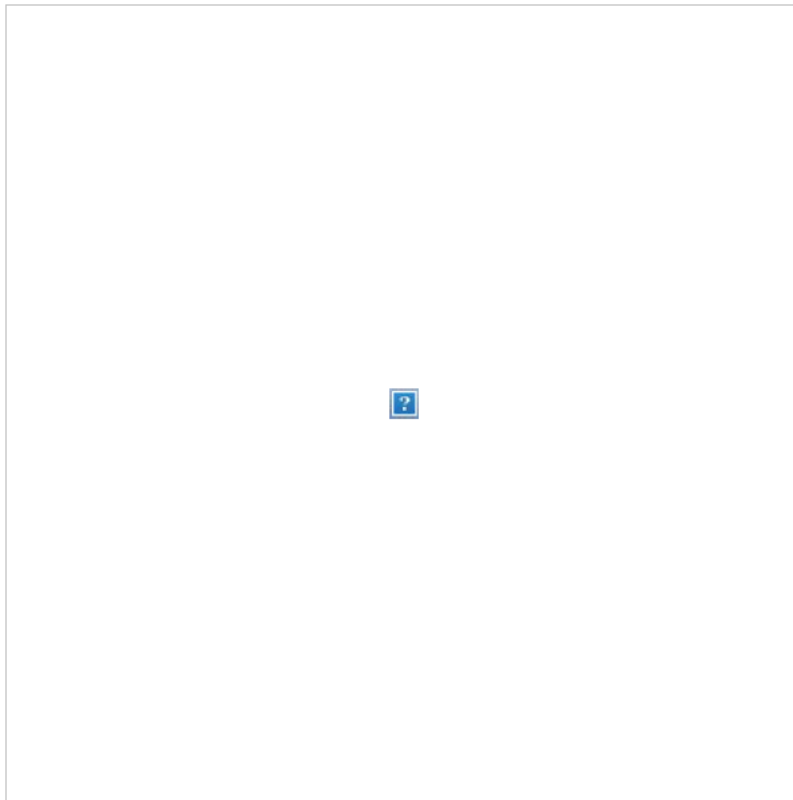
The third round will see much of the final selection determined, as the top six teams will qualify directly for the World Cup while the next best two will go to another playoff round. The draw for the round, where the 18 countries will be sorted into three groups of six, will be held on June 27.

Key Facts

Almoez Ali, a striker for the Qatar national team, leads the field so far as the top scorer of qualifying with seven goals.

Iraq had one of the best campaigns of the entire 36-team field, winning a perfect six out of six games, while the UAE, Iran, and Qatar also went undefeated.

This was an especially notable victory for the Palestine national team, as they advanced to the third round for the first time in history despite their inability to host home games.



How Else has the Middle East been Involved with Soccer?

While the region has a long history of sport, recent years have seen a rise in commitment,

especially in investment from Gulf states.

In 2008, the Abu Dhabi United Group for Development and Investment (ADUG) took over a controlling stake in the club Manchester City in England. Since the change in ownership, the club has spent almost \$2 billion on players. ADUG, a private equity company based in the UAE, is owned by Sheikh Mansour bin Zayed Al Nahyan, the country's vice president and deputy prime minister, chairman of two sovereign wealth funds, and member of the royal family. The company has also founded or purchased clubs in the United States, Spain, France, Australia, India, Japan, China, Brazil, and Uruguay.

In 2011, Qatar Sports Investment, a subsidiary of the country's massive sovereign wealth fund, followed suit and bought a majority stake in Paris Saint-Germain, a club team based in Paris, France. Since the purchase, the club has spent more than \$2 billion on player transfers, including the massive purchases of Neymar and Kylian Mbappe for \$240 million and \$190 million, respectively, which are the two most expensive transfers in history.

After winning the bid to host the 2022 World Cup in 2010, Qatar spent the next decade **investing more than \$200 billion** into building the stadiums and other infrastructure necessary for putting on the international tournament. The massive construction efforts also came with a public relations cost, as reports of worker deaths and rights concerns surrounded the months building up to the first whistle.

Since 2022, Saudi Arabia has spent more than a billion dollars **buying internationally-recognized soccer players** and bringing them to state-owned teams in the country's domestic league to increase interest in Saudi soccer and the country as a whole.

- The most well-known buy is the Portuguese attacker Cristiano Ronaldo, who joined the club Al Nassr in late 2022 for a reported salary of **over \$200 million per year**, the highest in history.
- Other notable players who made the move include Neymar, who **cost Al-Hilal \$100 million**, and Karim Benzema, who is also making close to **\$200 million annually**.
- Also notable is the reported offer made to Lionel Messi: **over \$1.5 billion**, which the Argentinian player declined.

Furthermore, in 2021, Saudi Arabia's Public Investment Fund led a purchase of the Premier League club Newcastle United, to much criticism in England **amid concerns of the country's human rights record**. Riyadh also recently won the rights to **host the 2034 World Cup**.

While the rapid rise in investment has cooled down as of late, there is an obvious commitment from countries in the region to boosting their profiles through sport.

This article can be found on our website: [HERE](#)

Further Reading

- **Cost of the Cup: The Toll and Cost of Qatar 2022**
- **Can Saudi Arabia Buy Soccer?**
- **Deep Dive into the 19 Qualifying Teams**
- **The Odds Coming into Play in the Asia Rounds**
- **Gulf States are Vying for Sports Fans' Hearts and Minds**
- **The Middle East's Play to Rule Global Sports**
- **The Rise of Gulf States' Investments in Sports**

Please direct all educational and cultural inquiries to: jdiez@mepc.org

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From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Good News: Teachers Won't Be Silenced
Date: Tuesday, June 25, 2024 9:46:14 AM

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Popular Lessons

People's History IS in the Classroom

The right is doing all they can to suppress the teaching of history, **but they are not succeeding**.

How do we know?

Check out the **lessons that were most frequently downloaded** from the Zinn Education Project website this past school year.

Topics include:

- Palestine-Israel
- Environmental Racism
- McCarthyism
- COINTELPRO

- Reconstruction
- Black Panthers
- and more.

Read about the lessons and [donate so that we can provide more teachers with these lessons](#) next school year.



[Read More](#)

Teacher Testimonials



The [Teaching the Seeds of Violence in Palestine-Israel lesson](#) not only deepened students' understanding of these complex issues but also encouraged critical thinking and engagement with contemporary global and local events. — **Kelly Houle, high school social studies teacher, Livonia, Michigan**

I used the [Deportations on Trial lesson](#) with my Virginia history class. The students were shocked to learn that hundreds of thousands of Mexican Americans were deported during the Great Depression, even though they were U.S. citizens. — **Deana Forbes, high school social studies teacher, Woodbridge, Virginia**



[Reconstructing the South: A Role Play](#) was not merely a lesson in history; it was an invitation to empathy, a challenge to critical thinking, and a testament to the power of education to bridge past and present. — **Sara Paul, high school social studies teacher, Niles, Michigan**

What I and my students appreciated about [Teaching the Seeds of Violence in Palestine-Israel](#) was the wide breadth it provided for them to see for themselves the complex history leading to the injustices happening

today. — **Megan Capes, high school social studies teacher, Tacoma, Washington**



Zinn Education Project resources help me stay honest and focused and ensure that I am checking for a biased narrative in my classroom. When I couldn't find materials related to Mexican American studies, the Zinn Education Project had those lessons done, and done well, like the [Deportations on Trial lesson](#). — **Rian Spellman, high school social studies teacher, Houston, Texas**

New Resources

This school year we added more free resources to the Zinn Education Project website, including those below.

Teaching the Seeds of Violence in Palestine-Israel

PPPA-Palestine-lesson-367x550 image

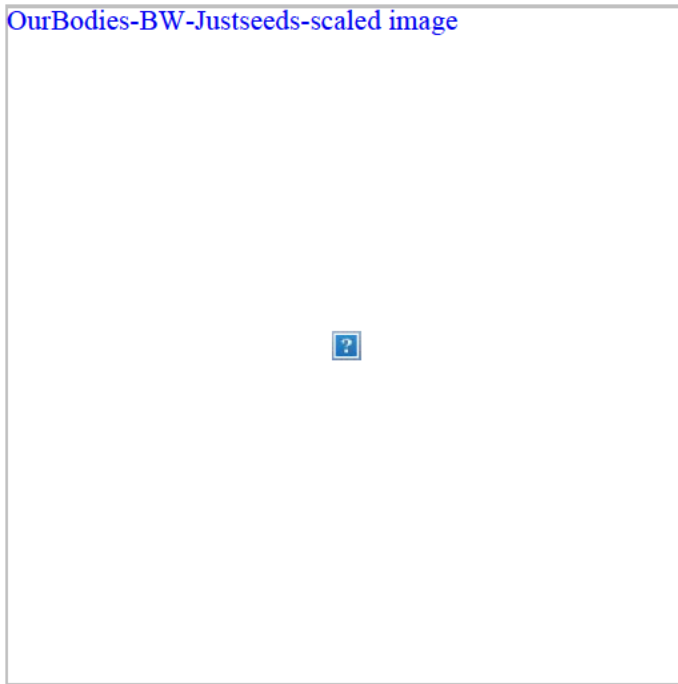


[Teaching the Seeds of Violence in Palestine-Israel](#), a lesson by Bill Bigelow, helps students understand Zionism, anti-Zionism, peasant resistance, the Great War, the British Mandate, and more.

Lesson

People's History of Abortion Care in the United States

OurBodies-BW-Justseeds-scaled image



A **collection of primary sources** by Wesley Hogan that illustrates **the history** of abortion care in the United States.

[Read More](#)

Five Films for Teaching the Rebellions of the 1960s

Five-Films-for-Teaching-the-Rebellions-of-the-1960s image

Between 1964 and 1972, 300 cities across the United States erupted in rebellion. Despite the scale of these rebellions, with more than half a million people participating, 60,000 arrests, and 250 deaths, their history is often flattened. These uprisings still shape our national identity and policies, but are often misremembered as irrational or rage-filled outpourings. — **greg wickenkamp**

To provide context for these rebellions, greg wickenkamp describes **five films for teaching about the uprisings of the 1960s**.

[Read More](#)

[More New Resources](#)

Climate Emergency

Media Silence Compounds the Risk

As [*Democracy Now!*](#) reported, last month was the hottest May in recorded history.

The Earth is changing in frightening ways. However, the climate crisis receives scant mainstream media coverage and context.

[Hurricane-Otis-damage-via-satellite image](#)



To help break that silence in the classroom, we offer [Teach Climate Justice campaign resources](#), including free downloadable lessons, a climate crisis timeline, recommended books and films for the classroom, articles, and a sample school board climate justice resolution.

Teach Climate Justice

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including the [Teaching Black History Conference](#) (July 26–28), the [D.C. Social Justice Curriculum Fair](#) (Aug. 17), the [Indigenous Peoples' Day Curriculum Teach-In](#) (Sept. 28), the [Northwest Teaching for Social Justice Conference](#) (Oct. 26), the [Native Knowledge 360° Teach-In](#) (Nov. 2), and more.



More Events

We Need Your Help

Donate Today

Teachers are under attack for teaching truthfully about U.S. history, racism, foreign policy, the climate, and gender justice.

[zLclST90ghcqOglLQ3W13ZmT7OAEUFwYQLPIId4e3](#) image



[Please donate](#) so that we can continue to offer **free people's history lessons** and resources and **defend teachers' right to use them**.

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From: [Karen Wolfgang](#) on behalf of [Karen Wolfgang <mail@networkforgood.com>](#)
To: skittr@pps.net
Subject: OR Climate Action Hub: Summer Newsletter!
Date: Friday, June 28, 2024 11:04:38 AM

Image



****Oregon Climate Action Hub Newsletter - Summer 2024****

Hello ORCAH community,

Summer is here, and we're excited about the changes and new opportunities it brings! Let's come together to take meaningful actions that contribute to a greener, healthier Oregon. Here's what's happening in the world of climate action.

Upcoming Events:

[An Evening with Bill McKibben](#)

Friday, July 5th | 6:30 PM - 8:30 PM

*First Unitarian Church Eliot Center, Southwest 12th Avenue & Southwest Salmon Street,
Portland, OR 97205*

Join us for an inspiring evening with Bill McKibben, the renowned climate activist, author, and journalist. This event, presented by Third Act Oregon (TAO), is a unique opportunity to engage in an intimate conversation with Bill about the urgent actions we can take to save our planet and our democracy.

Event Highlights:

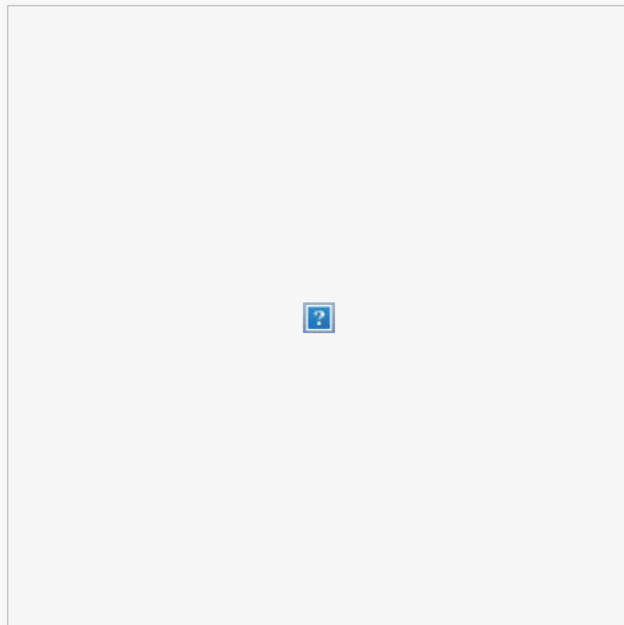
- **Main Presentation:** Bill will share his insights on climate action, what brings him joy, what gives him hope, and how collective efforts can create a significant impact.
- **Youth Q&A Session:** An intergenerational discussion with youth from across Oregon.
- **Networking:** Mingle with fellow climate activists and Third Actors while enjoying light refreshments.

This event is free and open to the public, with a livestream option available. Don't miss the chance to connect with one of the world's leading environmentalists and gain valuable perspectives on how we can make our world a better place.

Register Now: [REGISTER HERE](#)

Can't attend in person? Host or join a watch party in your neighborhood! Email us at thirdactoregon@gmail.com to get involved.

This special event is sponsored by the following (ORCAH partners linked): [Third Act Oregon \(TAO\)](#). In association with [350PDX](#), [350Eugene](#), [350WashCo](#), [Braided River Campaign](#), [Consolidated Oregon Indivisible Network \(COIN\)](#), [Divest Oregon](#), [Elders Climate Action - Oregon Chapter \(ECA-OR\)](#), [Extinction Rebellion PDX \(XRPDX\)](#), [Havurah Shalom Climate Action Team](#), [Metro Climate Action Team \(MCAT\)](#), [Oregon Climate Action Hub \(ORCAH\)](#), [Partners for Sustainable Schools](#), [Portland Citizens Climate Lobby](#), [Rogue Climate](#), [Southern Oregon Pachamama Alliance](#), [Stop The Money Pipeline \(STMP\)](#), [SunrisePDX](#)



[Summer 2024 Listening Tour for Oregon Joint Committee on Transportation](#)

The Oregon Joint Committee on Transportation is launching a 12-stop listening tour this summer to gather input on funding and investing in transportation for 2025. This is a crucial

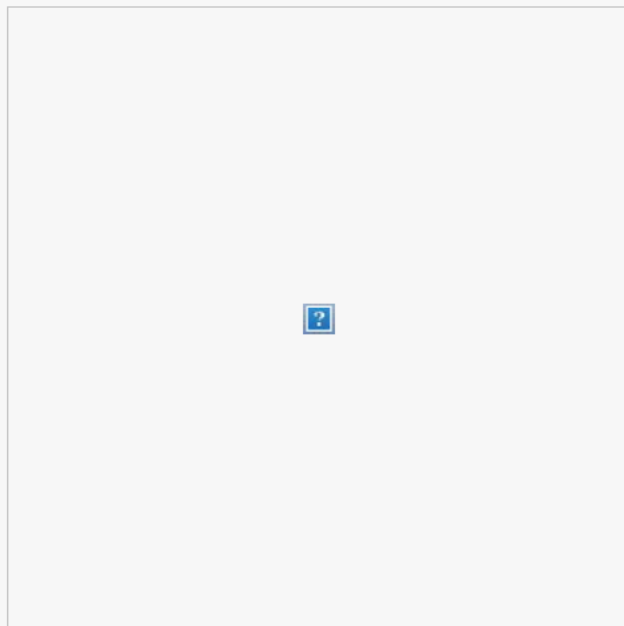
opportunity to shape the future of Oregon's transportation system.

Here are the dates and locations:

- **Portland:** Tuesday, June 4, 2024
- **Tillamook:** Tuesday, June 18, 2024
- **Albany:** Tuesday, July 16, 2024
- **Eugene:** Wednesday, July 17, 2024
- **Coos Bay:** Wednesday, August 7, 2024
- **Medford:** Thursday, August 8, 2024
- **Ontario:** Wednesday, August 28, 2024
- **Hermiston:** Thursday, August 29, 2024
- **Bend:** Thursday, September 12, 2024
- **The Dalles:** Friday, September 13, 2024
- **Salem (Virtual):** Wednesday, September 25, 2024
- **Happy Valley:** Thursday, September 26, 2024
- **Hillsboro:** Friday, September 27, 2024

For more details, including times and how to participate, please refer to the full [testimony guide](#). Join us to share your thoughts and help shape the future of Oregon's transportation system. If you have the capacity to lend, fill out the [Move Oregon Forward Interest Form](#).

This special event is sponsored by the following (ORCAH partners linked): [1000 Friends of Oregon](#), [BEST](#), [Climate Solutions](#), [Oregon Environmental Council](#), [Oregon Trails Coalition](#), [Oregon Walks](#), [Verde](#)

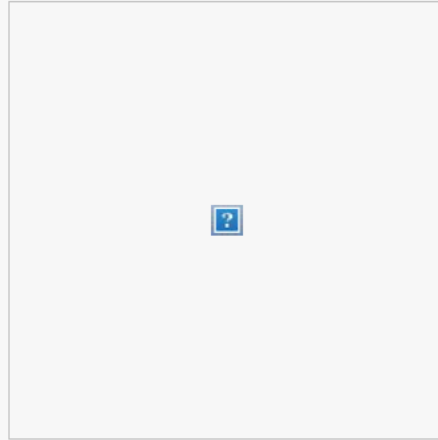


EJ Trainings by the [Northwest Environmental Justice Center](#)

The Northwest Environmental Justice Center is hosting a series of trainings throughout the year focused on key areas such as water, climate, land, and energy.

To achieve their goal of meeting environmental justice needs, the Center believes that connecting and learning from each other is crucial. Their monthly events and trainings are designed to provide the necessary resources, information, and networking opportunities.

Stay informed about [upcoming events and training sessions](#) hosted by the Center.



Share Your Climate Action Stories:

Show Others What Climate Action Looks Like!

Do you have a climate action story to share? We want to hear from you! Whether it's about your volunteering or work experiences, how climate action has enriched your life, or the connections you've made along the way. Your story could inspire others to take action for our planet and fellow people.

Submit your story and you'll be entered into a giveaway raffle for exciting ORCAH partner prizes!

How to Submit: Send us a video or photos with short narrative via orclimatehub@gmail.com or [@orclimatehub](#). Don't miss this opportunity to showcase your impact and potentially win some fantastic prizes! And -- you might also consider [submitting to the Drawdown Climate Solutions Diary](#), too.

Next Up:

We're Updating Our Website!

Exciting news! We're undergoing some major website changes to bring you a more seamless and user-friendly experience. Our goal is to make it easier for organizations to connect with each other and for you to access the resources you need. This upgrade will significantly enhance our capabilities and we are thrilled to share it with you soon!

Volunteer With Us: To make this vision a reality, we need your help. We're currently looking to expand our team during this transition. **Are you interested in climate action and eager to expand your skills? Looking for unique volunteering and skill-building opportunities?** Join us and enhance your abilities in grant writing, communications, administration, tech and more. [Fill out this form](#) to get started or reach out to orclimatehub@gmail.com. Join us in making a meaningful impact on climate action!

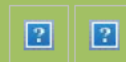
Join Our Team as an Admin Convener: ORCAH is seeking a dedicated and organized Admin Convener to join our dynamic, all-volunteer team. The Admin Team Convener acts as primary point of contact for fiscal sponsor, and handles contracts with them; explores and proposes fundraising strategies; identifies organization partners; acts as treasurer for organization during fiscal sponsorship phase; coordinates regularly with Technical and Communications teams. 4-6 hrs./week. Email us! (Remember...orclimatehub@gmail.com.)

Support Our Website Upgrade: Additionally, we are raising funds to support this vital upgrade. Your contributions will help us build a well-connected, efficient website that will better serve our community and amplify our collective impact. If you can, please consider [donating to ORCAH here](#) and share with those in your community. Together, we can build a more connected and effective platform for climate action.



And As Always, Explore Opportunities: Visit our website to see a list of current action opportunities. Ready to start your journey? Contact us at orclimatehub@gmail.com or visit [Oregon Climate Action Hub](#) for more information.

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From: [Teach Mideast](#) on behalf of [Teach Mideast <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | Presidential Debate, Biden and Trump on Gaza
Date: Tuesday, July 2, 2024 8:46:31 AM



Bring Middle Eastern news right to your classroom

Presidential Debate, Biden and Trump on Gaza Differences in Policy and How Each Hopes to See the War on Gaza Resolved

The presidential debate on Thursday, June 27, offered a look into the differences between the two candidates, former President Donald Trump and President Joe Biden. As the United States' response to and financial and military support for the war on Gaza has made an impact on large blocs of voters, especially younger groups, the topic was a contentious but briefly discussed issue.

Take a look at what each candidate said about the ongoing conflict and how their rhetoric at the debate compares to their previous commentary on the war and humanitarian crisis.

What did Biden say about Addressing the Conflict in a Possible Second Term?

In previous statements, Biden has desired to remain a mediator between Israel and Hamas leadership, exhibited in his **“three-stage”** ceasefire proposal from May 31. There are a few pressure points for Biden that push him to see the ceasefire through, including alleviating **domestic** and international dissent over the U.S. role in the war and preventing violence from spreading regionally, particularly in **Lebanon**. His rhetoric in Thursday’s debate seemed to reaffirm these central tenets.

In the debate, he touted the success of his aforementioned **ceasefire proposal**, a deal that bears **significant resemblance** to a plan put out by Hamas earlier this year. When it was proposed, both Israeli and American government officials quickly cast doubts about the plan’s chances of being implemented.

His rhetoric on the supposed success of the deal, however, elicits some skepticism. Biden claims that the United Nations Security Council and G7 states agree on the plan, as does Israel, and that there is only one caveat to peace: Hamas’s refusal to agree and its desire to continue the war. However, Israeli and Hamas officials state otherwise. Two contrary pieces of evidence are that 1) Hamas officials have said several times that they are **willing to engage in negotiations** that seriously consider their demands and 2) Israeli Prime Minister Benjamin Netanyahu has said he will only support a temporary pause and is **“committed to continuing the war.”**

Biden continued by asserting that “Hamas must be eliminated.” This will likely manifest in policy in a next term after a ceasefire is potentially established. This is in line with the standing **U.S. condemnation of Hamas** since 2007, issued a year after the last democratic election in the Gaza Strip, which Hamas won. Today, almost half of the Gazan population* are children (under the age of 18). Thus, many of the Palestinians in Gaza facing destruction currently did not elect Hamas nor have the opportunity to vote.

How does Former President Donald Trump see the U.S.’s Role in the Conflict?

There are more similarities than differences between Trump’s and Biden’s positions on Gaza. Both decry Hamas’s continued control over Gaza and both want to resolve the carnage in the enclave to some extent. But while their larger agendas for the war largely overlap, Trump has often criticized Biden’s approach, including dismissing the validity of the May 31 ceasefire plan.

He said that Hamas, the only party Biden claims that has not agreed to the proposal, is not the issue with achieving peace; instead, Israel is the stumbling block. Trump sees justification in continuing Netanyahu’s war, having previously said that the U.S. should “let him finish his job,” a reference to the Israeli Prime Minister’s oft-repeated goal of eliminating Hamas.

Trump continued with his criticism by calling Biden a “bad Palestinian, a weak Palestinian.” The comment can be read as him diminishing Biden’s hardline approach to Israel; Biden is a “Palestinian” in the same way that a Palestinian is negatively stereotyped as a subversive radical who undermines Israel’s stability.

Trump has not been without critique of Israel, most of which have revolved around its strategy. In a **previous statement** from April 4, Trump urged Israel to “finish up the war” and said that the country is “losing the PR war,” pointing out his concerns for Israel’s protracted and bloody conduct over the conflict.

Additionally, in response to whether Trump hopes for a Palestinian state, he said he will “have to see.” Biden has supported a two-state solution, as has mostly been U.S. policy since the 1990s.

*More than 75% of Gaza’s current population are refugees or descendants of refugees who either fled or were forced in 1948 out of present-day Israel; Palestinians call the mass displacement and dispossession the **Nakba** (“the catastrophe” in Arabic).

This article can be found on our website: [HERE](#)

Further Reading

- **Biden and Trump, Supporters of Israel in Presidential Debate**
- **The History of Gaza's Last 75 Years**
- **Israel-Palestine Brief History in Maps and Charts**

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From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: People's History of the Fourth of July
Date: Tuesday, July 2, 2024 3:33:06 PM

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People's History Stories

July 4th: Beyond 1776

Peoples-History-July-4_071322 image

There are many people's history events of note for July 4th beyond 1776.

The stories include when **slavery was abolished in New York** (1827), Frederick Douglass's speech (on July 5) "**The Meaning of July Fourth for the Negro**" (1852), the Reconstruction era attack on a Black militia that led to the **Hamburg Massacre** (1876), **protest of segregation at an amusement park** in Baltimore (1963), prisoners at Marion staged a **hunger strike** (1976), and many more.

[Read More](#)

New Issue of *Rethinking Schools* Transgender Justice in the Classroom

The [summer issue](#) of *Rethinking*

Schools features several articles from the forthcoming book, [*Transgender Justice in Schools*](#).

The editorial makes the urgent case for **transforming schools into safe and liberatory spaces for transgender youth**. A nonbinary educator reflects on the difficulty and the power of being out in school.

Bill Bigelow describes teaching **a new lesson on the roots of violence in Palestine-Israel**. Read these and many more articles — and subscribe to *Rethinking Schools*!

RS-2024-38 image

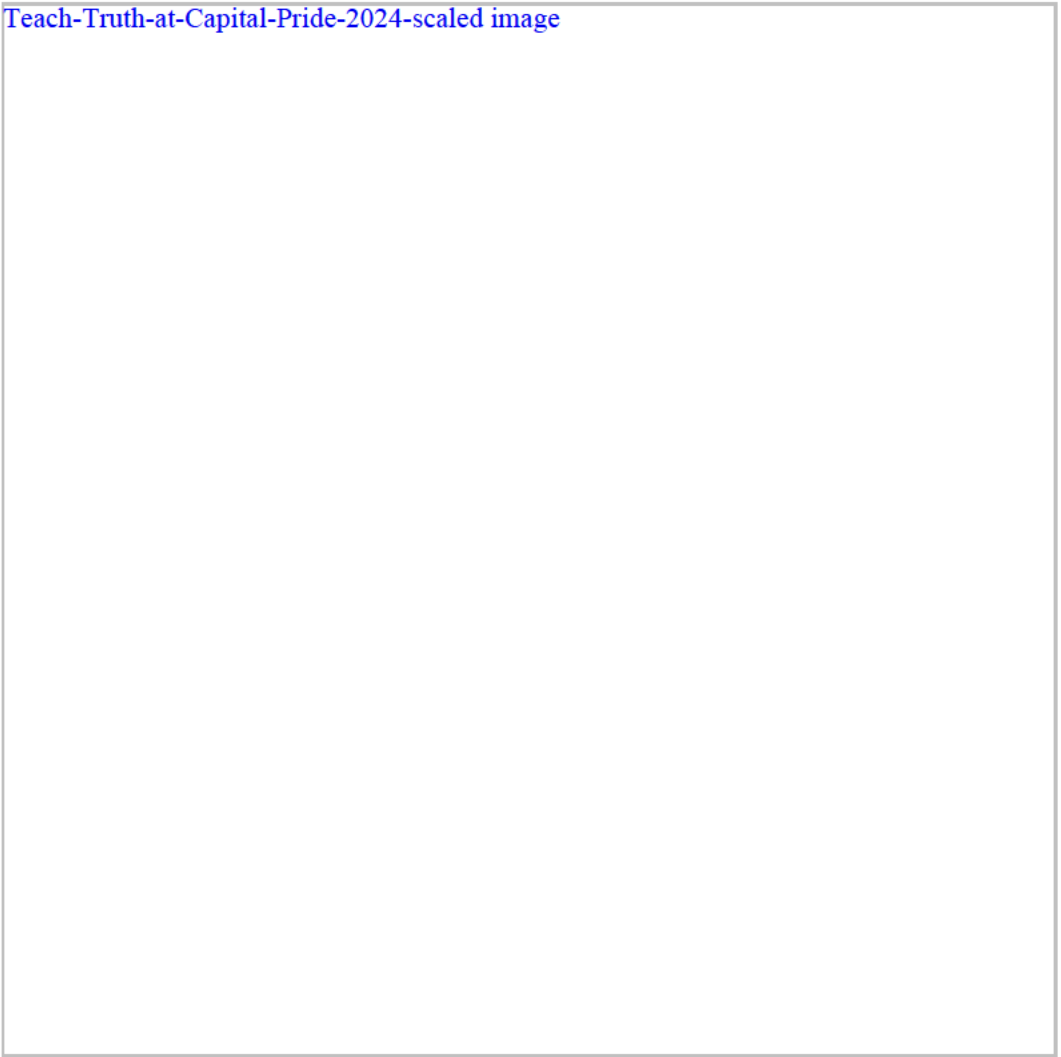


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Teach Truth Campaign

Day of Action Report Back

Teach-Truth-at-Capital-Pride-2024-scaled image



For the 2024 Teach Truth Day of Action, we shipped interactive pop-up displays to sites all over the United States, with educators sharing the display at Pride festivals, bookstores, farmers' markets, schools, Juneteenth celebrations, and more. These displays helped to raise awareness about the growing threat of anti-history education laws and book bans.

The events continue throughout the summer. See some [photos](#) shared to date.

[See Photos](#)

Howard Zinn

Website and Newsletter

While our Zinn Education Project is named for Howard Zinn, our lessons and classes draw on the scholarship of

countless historians.

To find timeless analysis from Howard Zinn, check out [HowardZinn.org](https://howardzinn.org) for articles, interviews, primary documents, and more. These include stories about his role as a teacher, such as [My Grades Will Not Be Instruments of War](#).

[howardzinn_peacerally image](#)



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Conferences and Classes

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[More Events](#)

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From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Reminder: People's History of the Fourth of July
Date: Thursday, July 4, 2024 1:33:17 PM

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Peoples-History-July-4_071322 image

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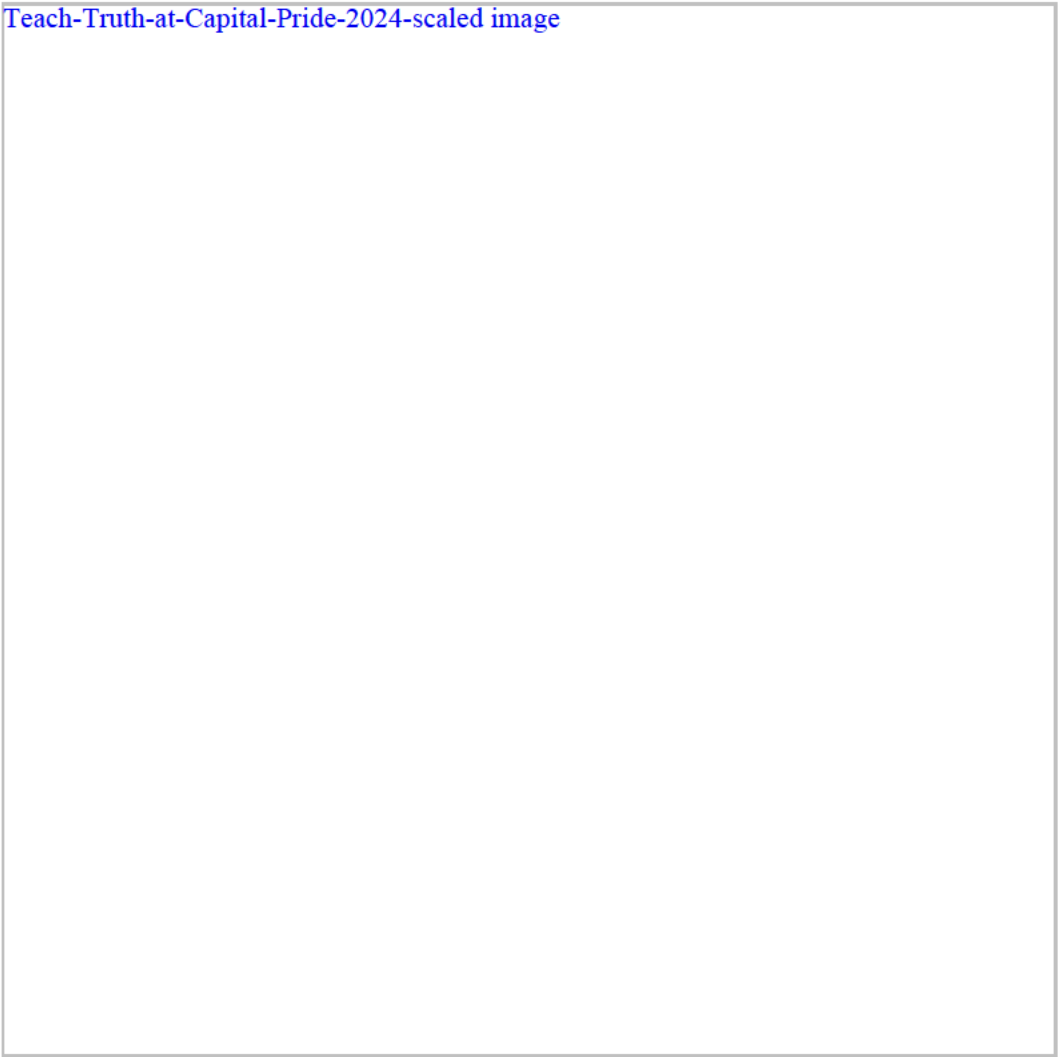


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From: [Ruqayya Jarad](#) on behalf of [Ruqayya Jarad <rjarad@pps.net>](mailto:rjarad@pps.net)
To: [Naiwa Sweilem](#); [Saro Sabir](#); [Jihad Qutub](#); [Jazmin Jinnah](#); [Mirna Ghamrawi](#); [Suzanna Kassouf](#); [Molly Katzman](#); [Michelle Nicola](#)
Subject: PCRF - Portland: At The Park For a Cause
Date: Monday, July 8, 2024 5:31:21 PM

Hello,

Please help us to achieve our goal and buy an ultrasound machine for a hospital in Palestine!

We really appreciate your support

<https://www.pcrf.net/event/portland-atthepark-2024.html>

Ruqayya Jarad

From: [Wendy & Diana, Forward Together](#) on behalf of [Wendy & Diana, Forward Together <communications@forwardtogether.org>](#)
To: [Suzanna Kassouf](#)
Subject: Big changes at Forward Together
Date: Thursday, July 11, 2024 10:31:16 AM





Dear Suzanna,

At Forward Together, our commitment to reproductive justice has always been anchored in innovation. As we navigate an evolving landscape of challenges and opportunities, the call for fresh, experimental approaches grows ever louder. We find ourselves at a critical juncture where traditional methods alone may not suffice in dismantling barriers and creating new realities.

In this edition of our quarterly newsletter, we wanted to share with you some of our programming that explores why experimentation is not only beneficial but necessary. The interview with a co-creator of Building Irresistible Movements explores how art can reinvigorate our movements, while the recap of the Black Reconstruction School delves deeper into the lessons of the Reconstruction Era. Through experimentation, we can uncover new pathways to justice and empower communities.

Join us as we delve into inspiring stories, insights from our partners, and a vision for the future where experimentation leads us closer to our shared goals. Let's ignite a dialogue, challenge assumptions, and forge ahead with creativity and courage.

Thank you for your unwavering support and dedication to reproductive justice. Together, we can innovate, experiment, and build a future where every individual has the power to make informed decisions about their bodies and lives.

In solidarity,

Wendy Calimag & Diana Lugo-Martinez, Co-Directors
Forward Together

Welcoming Our New Individual Giving Manager

We recently welcomed a new addition to Forward Together! Kelly Hubbell-Hinton (she/her) joins our Development Team as our Individual Giving Manager. We asked Kelly what drew her to our work, below is what she said:

"It is a joy to join movement leaders and culture workers in continuing to build cultures of care that uplift the lived experiences of our Queer, Trans, Black, Indigenous and POC communities while honoring the emotional, physical and spiritual labor of our ancestors. I am joining Forward Together with an open heart and eager spirit to support a way forward to liberation and belonging for our Peoples."

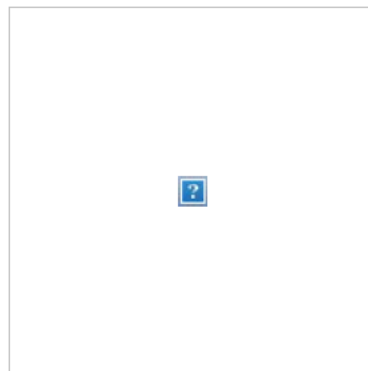


Photo courtesy of Kelly Hubbell-Hinton

[Get to know Kelly more by reading the rest of her bio on our website!](#)

Culture Convo: Building Irresistible Movements with Micah Bazant

Earlier this year, we launched [Building Irresistible Movements](#), a guide developed first-hand by artists and cultural workers to help organizations, artists, funders, and grassroots groups develop more impactful relationships and collaborations.



In addition to our virtual events held as a continuation and celebration of this tool, our Media Strategist, ChaKiara Tucker sat down with one of the co-creators, Micah Bazant to learn about what inspired the guide.

[Dive into the interview and learn more about how Building Irresistible Movements can be used to further our culture strategy work.](#)

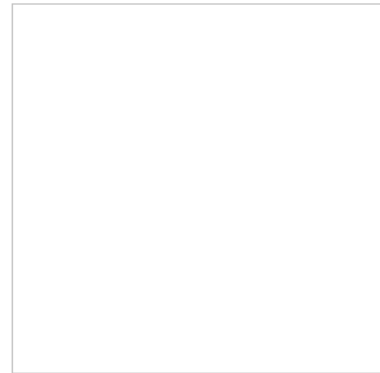
Calling All Movement Artists Looking For Community

Are you a visual artist interested in using your skills to further our movements? We know of just the opportunity for you!

Artists for Radical Imagination — a network of artists working in liberation spaces supported by Forward Together — is looking for folks to join. This group is open to emerging and seasoned artists from marginalized communities and is for all visual artists including animators, graffiti artists, quilters, cultural workers, photographers, and more.

[To learn more about what to expect and how to join,](#)

[visit Artists for Radical Imagination's website.](#)

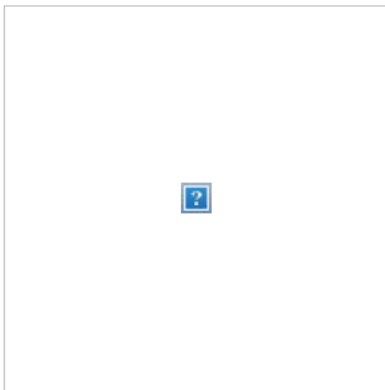


Art by Shirien Creates

Recapping Black Reconstruction School Part 2

"Reproductive Justice demands autonomy over our bodies and our futures. For too long, Black people had access to neither."

- Adwoa Agyepong, Network Organizer



At the beginning of the year, we convened a group of 13 organizers and artists to engage in weekly readings and discussions of W.E.B. DuBois' foundational text, *Black Reconstruction in America*. Over the course of 7 weeks, participants dove deep into the Reconstruction Era, a time when Black people went from property to people, and connected it to our current moment where we see our bodily autonomy being stripped away.

Today, we are continuing our multi-series overview of the program by diving into the lessons learned from Black Reconstruction and how they relate to our struggle towards Reproductive Justice. [Head to our blog today and read parts 1 and 2.](#)

Movement Partner Spotlight: MediaJustice & Mijente

Members of our Network team recently attended [Take Back Tech II](#), a gathering for organizers, advocates, academics, and workers to build relationships and develop strategies in an effort to reclaim technology for our communities. This conference was hosted by two of our movement partners who we are highlighting today.

[MediaJustice](#) is an organization that builds movements by boldly advancing communication rights, access, and power for communities harmed by persistent dehumanization, discrimination, and disadvantage.

[Mijente](#) is a political, digital, and grassroots hub for Latinx

and Chicanx organizing and movement-building seeking racial, economic, gender and climate justice.



Together, they created a space to deepen strategies needed to combat technology's worst harms and advances used in weapons for war and genocide, the violence of digital surveillance, and connections to reproductive justice, migration, education systems, and more.

[Visit our Instagram to relive a weekend of amazing panels, cool swag, and fun outfits at Take Back Tech II!](#)

What We're Watching, Reading, & Listening To:

- In this post-Roe era where technology feels more dangerous than ever, abortion seekers are finding themselves tracked from their first missed period to post-procedure. **That's why we're watching Techies 4 Reproductive Justice's pre-recorded workshop, [Values Driven Development: Reproductive Justice Values in Tech](#) where they discuss what tech that incorporates RJ values, and keeps us all safe, can look like.** (P.S. [Follow these instructions to sign up for an account and access many of the workshops and plenaries held during Take Back Tech II!](#))
- **This Disability Pride Month, we are reading [Disability Justice: An Audit Tool](#) written by Leah Lakshmi Piepzna-Samarasinha, envisioned by Stacey Park Milbern and Leah Lakshmi Piepzna-Samarasinha with graphics by @lizar_tistry, and available via the Northwest Health Foundation.** Whether you're completely new to the Disability Justice framework or simply want to learn how other BIPOC organizations have leaned into access tools, this tool is 50 pages of wisdom and we can't recommend it enough.
- Speaking of Pride — June may be over but that doesn't mean we can't continue to lean into queer joy by listening to our personally curated **[Forward Together Pride Playlist](#)**.

[Donate to Forward Together](#)

Founded in 1989, Forward Together envisions a future where all people have what they need to live in dignity, freedom, and joy, and to self-determine the shape and direction of their lives and families. In our liberated future, we exist in thriving communities interdependent with the

Earth, where we radically love, respect, and share leadership and power with each other.



[Visit our website at forwardtogether.org »](http://forwardtogether.org)

Forward Together
1423 Broadway #1098
Oakland, CA 94612
United States

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From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Teachers Challenge Anti-History Education Laws and Book Bans
Date: Thursday, July 11, 2024 10:57:57 AM

[View as Webpage](#)

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Teach Truth Days of Action

Snapshots

tt2024_dc_pridefestival image

Teach Truth Day of Action at Capital Pride Festival in Washington, D.C.

These days, a complaint by one individual can lead to a book being pulled from the shelves.

During our 4th annual Teach Truth Day of Action, participants modeled that **a different response is possible**. Instead of buckling to a well-funded hate campaign, **we can defend the freedom to learn**.

In dozens of cities, teachers and allies rallied to raise awareness about the threats to public education, LGBTQ+ students, and democracy.

The anti-history education legislation and book bans are led by the same forces passing laws against voting rights, gun reform, trans rights, climate justice, and more. These laws and policies endanger the wellbeing of students, staff, and communities.

As **Megan Madison**, author of children's books including *Our Skin*, said,

Attempts to ban books are a part of a larger multi-issue policy

agenda that's being advanced by anti-democratic groups across the country. They don't just want to ban books. They want to hurt trans kids. They want to silence Black progressive leadership, and they are preying on the trauma of Jewish people, weaponizing our community's fear and grief to beef up police budgets while cutting funding for public institutions, like libraries and parks and schools. It's all connected. **Audre Lorde taught us that there are no single-issue struggles because we do not live single-issue lives. Our liberation is collective, always has been and always will be.**

Teachers, families, students, and allies are speaking out to say that these attacks on education are a threat to us all. **Our future depends on an informed public to address the crises in the world today.**

Below are photos from the more than 170 Teach Truth Day of Action events.

[tt2024_berkeleyca_lorinking image](#)



Casa de Cultura, Berkeley, California
Capoeira Brasil East Bay and Capoeira Brasil San Francisco Peninsula

Miami-TT-Right-to-Read-2024 image

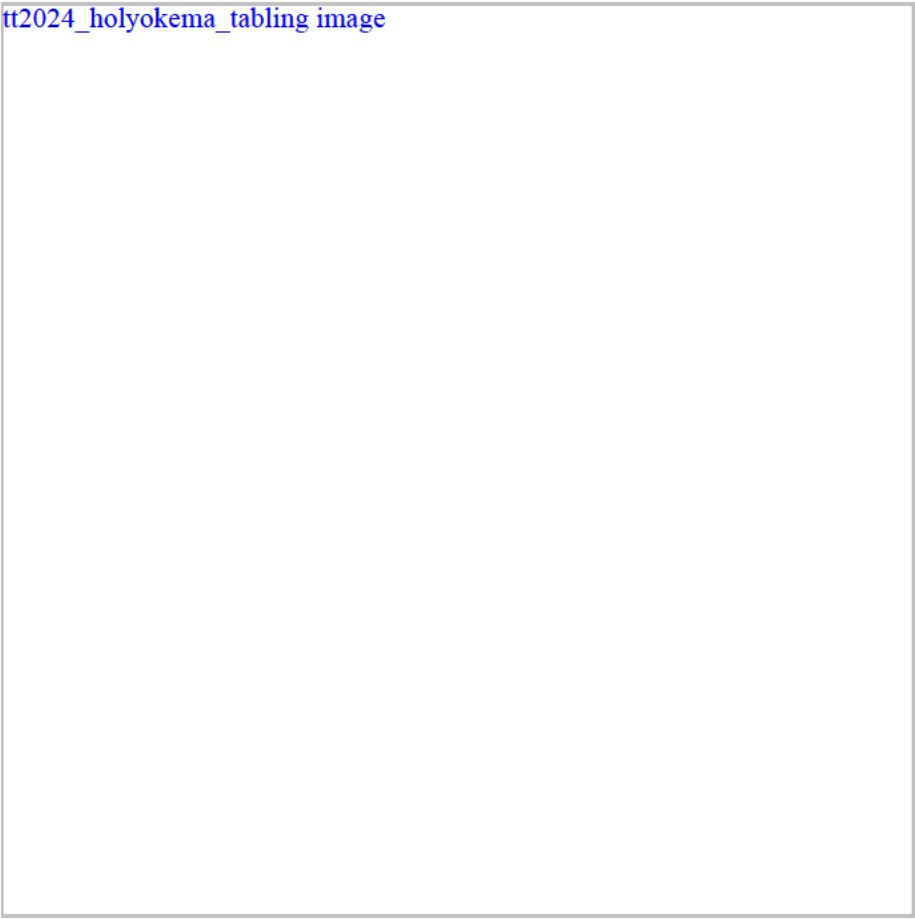


Right to Read Celebration, Pérez Art Museum, Miami, Florida
The New Republic

tt2024_annapolismd_surj image

Juneteenth Festival, Annapolis, Maryland
Showing Up for Racial Justice (SURJ) Annapolis and Anne Arundel County

[tt2024_holyokema_tabling image](#)



Odyssey Bookshop, South Hadley, Massachusetts
Mount Holyoke College and Sojourner Truth Memorial Park/David Ruggles Center

tt2024_patersonnj_tjwhitaker image

Palestine Teach-In, Paterson, New Jersey
MapSO Freedom School, Teaching While Muslim, and more

tt2024_brooklynny_zipporiahmillsschool image

PS 261 Zipporah Mills School, Brooklyn, New York
Brooklyn *Teaching for Black Lives* Study Group

tt2024_clevelandoh_ctu image



Cleveland Public Library, Cleveland, Ohio
Cleveland NAACP Ed. Comm., Cleveland Teachers Union, & Honesty for Ohio Education

tt2024_puertorico_infotable image

Callejón Del Carmen, Río Piedras, San Juan, Puerto Rico
Teaching for Black Lives Study Group: Puerto Rican Matter(s)

tt2024_blacksburgva_blacksburgmiddleschool image

Spring Fling, Blacksburg, Virginia
Montgomery County Democratic Committee

tt2024_richmondva_vea image

bbgb Bookstore, Richmond, Virginia
Virginia Education Association and Black Lives Matter at School

tt2024_bainbridgeislandwa_museumtour image



Bainbridge History Museum, Bainbridge Island, Washington
Bainbridge Island School District Multicultural Advisory Council and more groups

Many More Cities and Photos

Read more about the 2024 Teach Truth Day of Action in the [NEA Today](#) and [Word in Black](#).

Cosponsors

More than [70 national cosponsors](#) supported the Teach Truth Day of Action.

74e084cc-2075-4fa3-ada4-5e5243ec3488 image



Teaching for Black Lives
Host a Study Group



Teaching for Black Lives study group in Camillus, New York.

Each year, the Zinn Education Project hosts [*Teaching for Black Lives study groups*](#) across the United States. Using the Rethinking Schools book *Teaching for Black Lives*, **educators explore how to teach about racism, resistance, and joy in free, teacher-led professional learning communities.**

The *Teaching for Black Lives* study group provided me with a constant source of optimism, connection, and community during a particularly difficult year for education in Florida. Our facilitators showed up with joy and responded to current events within our state, nationally, and globally. I appreciated the opportunities to make connections between active anti-racism in the context of our schools and larger patterns on a national and global scale. Having a space to process current events, analyze our readings, and share ideas and support to push me in my teaching practice was an incredibly valuable experience. — AnnElise Acosta, Miami, Florida

The study groups can be in a school, district, or state. Each participant receives a copy of *Teaching for Black Lives*, curriculum workshops, a subscription to *Rethinking Schools* magazine, and access to a national network of social

justice educators. The coordinator receives a study group facilitation guide and support. Read more [reflections from last year's participants](#).

Learn More and Apply

A People's History of the Supreme Court



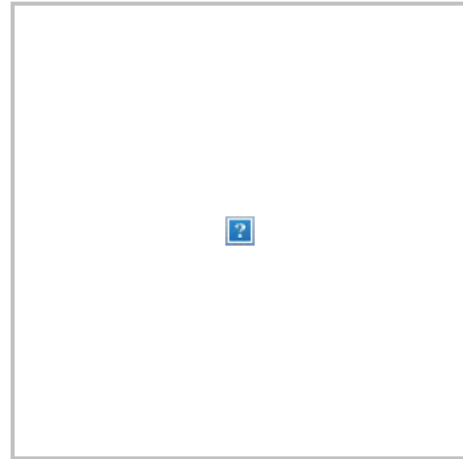
The Supreme Court rulings in the last few weeks are among the worst since the Reconstruction era, and they are **a call to action**. In his essay [Don't Despair About the Supreme Court](#), Howard Zinn said, "**It would be naïve to depend on the Supreme Court** to defend the rights of poor people, women, people of color, dissenters of all kinds. Those **rights only come alive when citizens organize**, protest, demonstrate, strike, boycott, rebel, and violate the law in order to uphold justice."

For background reading, we recommend [*A People's History of the Supreme Court: The Men and Women Whose Cases and Decisions Have Shaped Our Constitution*](#) by Peter Irons.

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including:

- [Summer Institute for Climate Change Education](#) (July 15–19)
- SNCC Legacy Project [Freedom School Course](#) (July 16–Aug. 1)
- [2nd annual Freedom Teaching Summer Institute](#) (July 19)
- [D.C. Social Justice Curriculum Fair](#) (Aug. 17)
- [Indigenous Peoples' Day Curriculum Teach-In](#) (Sept. 28)
- [Northwest Teaching for Social Justice Conference](#) (Oct. 26)
- [Native Knowledge 360° Teach-In](#) (Nov. 2)
- and [more](#).



[More Events](#)

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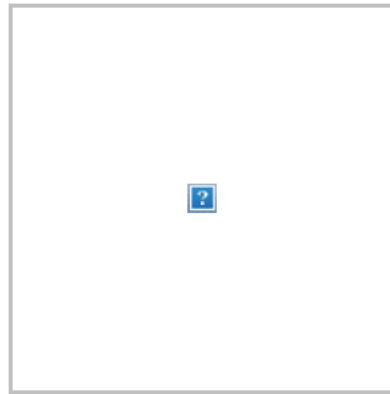
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From: [Teach Mideast](#) on behalf of [Teach Mideast <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | The Lancet Report: Gaza Death Toll Could Exceed 186,000
Date: Thursday, July 18, 2024 7:28:56 AM



Bring Middle Eastern news right to your classroom

In the midst of ongoing civilian massacres in Gaza, *The Lancet* medical journal emerged with a jarring statistic earlier this month on the immensity of deaths in Gaza. According to researchers who have studied the rising death toll in Gaza, it is plausible that up to **186,000 people** have been killed or will die as a result of Israel's campaign in the Strip and its aftermath. This number would account for nearly **8%** of Gaza's pre-war population of 2.1 million people— about 1 in every 12 Gazans murdered in less than a year. The statistic is more than five times higher than the death toll currently reported by the Gaza Health Ministry, which, as of last week, estimated that over **38,000 Palestinians** have been killed so far. Due to factors unaccounted for by other counts, *The Lancet* conservatively suggests that for every one reported death, there are likely **four more associated with the war**. Take a look at how Lancet researchers derived this new statistic, how previous death tolls were estimated, and recent criticism of the validity of the count.

How Did Scientists Determine This Number?

The death toll reported by various Lancet scientists and researchers accounts for variables other statistics do not consider, including diseases, famine, and depleted medical infrastructure. Fatalities in Gaza caused by Israeli offensive forces are not only isolated to those deaths recorded by hospitals or morgues. The ruin of Gaza's infrastructure after months of unrelenting war compounds **added factors** that lead to more deaths than originally speculated.

According to the study, **35% of Gaza's buildings** were destroyed as of April—a value that is now estimated to be **over 50%**. As a result, thousands of people are currently unaccounted for, unable to be identified as dead or alive under the rubble. The researchers claim that this number is at least **10,000 people**—more than 25% of the official death toll that is currently excluded from the ministry's statistics.

Other causes of death are as of yet unmeasurable, as Gaza's infrastructure and healthcare systems rapidly deteriorate under bombardment and overexhaustion. **Famine** is rampant, aid supplies arrive in inadequate levels, and crops are demolished by war. The infrastructure that provides **clean drinking water** is becoming brackish and undrinkable; damaged sewage systems and other forms of contamination, such as seawater **poured by Israeli forces affecting groundwater**, make what water is available a hazard for the spread of disease.

Additionally, the study observes that healthcare infrastructure won't be able to meet the needs of Gazan civilians because of continued bombings of hospitals and medical centers. **Severely diminished funding to UNRWA**, one of the main organizations providing humanitarian aid in Palestine, along with limited shelter and safe zones also keep Palestinians vulnerable. With all these factors compounding, deaths will continue to rise—even in the aftermath of a ceasefire—before Gazan society has the time and capacity to rebuild.

How Does the Gaza Health Ministry Calculate Their Current Estimate?

In the first months of the war, the ministry tallied deaths only through the bodies of victims who were identified upon arrival at hospitals or morgues. However, the intensity of the war has complicated this; an overwhelming number of murdered Palestinians were unidentified. By May, the ministry **included unidentified dead** in their count.

Unlike the Lancet report, the ministry does not include people who are missing or those believed to have died from other causes related to the war.

Criticism of The Lancet's Estimate

Israeli media has quickly denounced the 186,000 death toll estimate, arguing that the report is not peer-reviewed. However, this skepticism is not shared globally. UN officials, such as UN Special Rapporteur on Palestinian Territories **Francesca Albanese**, expressed their belief in the report's determination. The **UN Human Rights Office and Humanitarian Research Lab at Yale University** agree that the true figure is likely higher than the current estimate of nearly 40,000.

This article can be found on our website: [**HERE**](#)

Further Reading

- **The Guardian: Researchers Fear Death Toll Could Reach 186,000**
- **France 24: How Credible are the Estimates?**
- **Al Jazeera: Death Toll Could Exceed 186,000**

Please direct all educational and cultural inquiries to: jdiez@mepc.org

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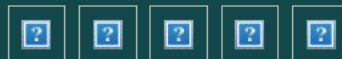
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From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Teach About Immigration
Date: Wednesday, July 24, 2024 11:09:29 AM

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Teach About Immigration

[no-human-being-is-illegal-flickr-1536x1152 image](#)



The airwaves are full of inflammatory rhetoric about immigrants and calls for “mass deportations.” Politicians are fear mongering about an “invasion” at the Southern border. They ignore the invasions by the United States in countries around the world — as well as the U.S. economic and climate policies that have turned so many people into refugees.

The United States has invaded politically and militarily, removing elected leaders and imposing dictators. And the United States has invaded environmentally with the devastating climate crisis. The dire conditions caused by decades of colonialism, militarism, “free trade” policies, and drought are forcing many people to make the desperate and dangerous trek North.

That is why it is important to teach about immigration. Students are impervious to lies when they know the history and can think critically.

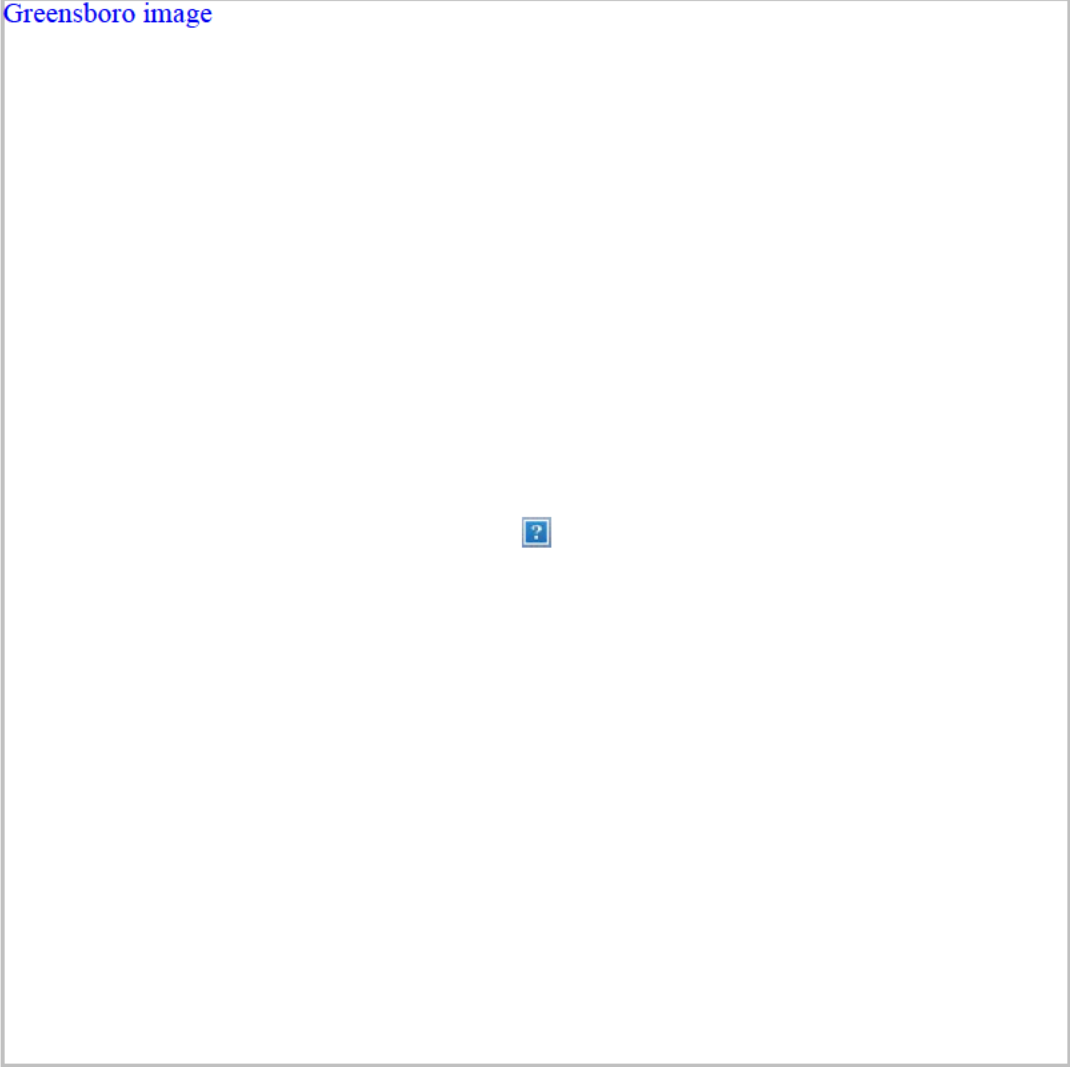
We offer free lessons, teaching guides, and other resources for teaching about immigration.

Immigration Teaching Resources

Host a Study Group

Teaching for Black Lives

Greensboro image



All my preservice teachers are Black women. The *Teaching for Black Lives* study group has given them room to think, study, and discuss topics that matter dearly to their spirits. It is really great to see how the group has motivated them to think deeply about their role in schools. — Dr. Charnell Long, education professor, Greensboro, North Carolina

Study group applications are open for the 2024–2025 school year. Each participant receives a copy of *Teaching for Black Lives*, a subscription to *Rethinking Schools* magazine, a year-long menu of workshops and seminars to choose from, and access to a national network of social justice educators across the United States.

Learn More and Apply

¡Presente!

Bernice Johnson Reagon

[Bernice_Johnson_Reagon image](#)



Photo by [Jim Harrison](#)

When we did those marches and went to jail, we expanded the space we could operate in. That was echoed in the singing. The voice I have now, I got the first time I sang in a Movement meeting after I got out of jail. —
Dr. Bernice Johnson Reagon (October 4, 1942 – July 16, 2024)

Reagon was an influential song talker, composer, scholar, and activist. Listen to a powerful clip of [Reagon speaking about the Albany Movement](#).

[Read More](#)

John Avery Dittmer

[JohnDittmer_FB_JS072324-650x340 image](#)



Photo from [DePauw University](#)

Historian John Avery Dittmer (October 30, 1939 – July 19, 2024) was the author of key texts on SNCC and grassroots organizing, including *Local People: The Struggle for Civil Rights in Mississippi* and *The Good Doctors: The Medical Committee for Human Rights and the Struggle for Social Justice in Health Care*.

The Margaret Walker Center shared on word of his passing:

John Dittmer's legacy will continue to inspire us thanks to his profound dedication to spreading knowledge about the Civil Rights Movement and chronicling the bravery and hard work of local Mississippi activists.

Read More

Free Books

Our History Is the Future

[ZEP-free-book-native-resistance image](#)



Thanks to a donation from Haymarket Books, we can offer you a copy of the new edition of Nick Estes' [*Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*](#) (with a new afterword by Estes) for your story on teaching with one of these lessons: [Standing with Standing Rock: A Role Play on the Dakota Access Pipeline](#), [‘Don’t Take Our Voices Away’: A Role Play on the Indigenous Peoples’ Global Summit on Climate Change](#), or [Teaching Climate Disobedience: Using the Film *Necessity* in the Classroom](#).

Share Your Story

War Made Invisible | I Found Myself in Palestine

[ZEP-free-book-teach-war-650x340 image](#)



We can offer Norman Solomon's [*War Made Invisible*](#) or [*I Found Myself in Palestine*](#), edited by Nora Lester Murad, in appreciation for stories about using any of the lessons at the Zinn Education Project on war, anti-war campaigns, or Palestine.

Share Your Story

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including [D.C. Social Justice Curriculum Fair](#) (Aug. 17), [Indigenous Peoples' Day Curriculum Teach-In](#) (Sept. 28), [Racism and Resistance in](#)

[the North During the Civil Rights Movement](#) (Oct. 7), [Northwest Teaching for Social Justice Conference](#) (Oct. 26), [Native Knowledge 360° Teach-In](#) (Nov. 2), and [more](#).

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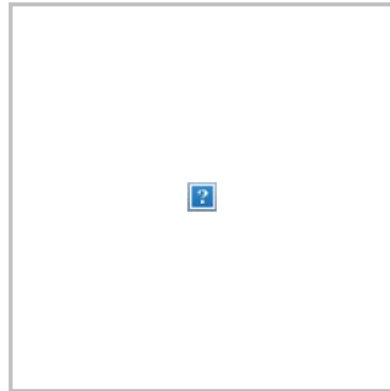
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From: [Teach Mideast](#) on behalf of [Teach Mideast <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | Vice President Kamala Harris on Gaza War
Date: Thursday, August 1, 2024 2:32:02 PM



Bring Middle Eastern news right to your classroom

Vice President Kamala Harris is expected to take the title of Democratic presidential nominee after **President Biden's withdrawal** on Sunday, July 21. Less than a week after her ascendancy to candidate, pro-Palestinian protests **broke out** in Washington, D.C. on July 24 as Israeli Prime Minister Benjamin Netanyahu **spoke in front of Congress** and **planned** to meet with Harris the following day. The ongoing war on Gaza ensures that focus remains on the vice president's views of Israel's campaign in Gaza and the U.S.-Israel relationship.



Photo Credit: [Senate Democrats](#)

Harris on the Humanitarian Crisis

Following her meeting with Netanyahu last Thursday, July 25, Harris released a **televised statement** in which she reiterated that “Israel has a right to defend itself, and it matters how.” She lamented the continued carnage in Gaza and **reaffirmed support** for President Biden’s **three-stage ceasefire proposal**. She expressed that the leveling of Gaza is a “tragedy” and there is “serious concern about the scale of human suffering in Gaza, including the death of far too many innocent civilians.”

Harris’ swiftness in condemning the humanitarian crisis suggests to some that her policies may shift the current U.S. approach to the conflict. In contrast to President Biden, who has remained unwilling to weaken unwavering support for Israel, she critiqued military violence in Gaza by emphasizing empathy and concern over the unfolding humanitarian crisis. As one *Washington Post* headline read: **“Harris created distance from Biden on Gaza by emphasizing Palestinian suffering.”**

Harris on Support for Israel

On Sunday, July 28, her national security adviser Phil Gordon announced that Harris’ support for Israel’s security is **“ironclad.”** Her statement follows rising tensions between Hezbollah and Israel on the country’s border with Lebanon. On Sunday, rockets widely believed to be **fired by Hezbollah** hit a football ground in the Golan Heights, a Syrian province that Israel occupies, and killed at least twelve children. The strike is part of a series of exchanges since October 7 that risks escalation.

During her televised speech last Thursday, she also affirmed her support for **Israel's right to defend itself**.

Harris denounced via **Twitter** some demonstrators' **actions** at the recent pro-Palestinian protest on July 24 outside Union Station in Washington DC, criticizing various individual acts, including pro-Hamas graffiti and the burning of an American flag, as "unpatriotic" and "dangerous hate-fueled rhetoric." Harris emphasized the importance of condemning displays of antisemitism and "any individuals associating" with Hamas. Concurrently, among the protestors were hundreds of activists from **Jewish Voice for Peace**, a Jewish-led organization created to work towards Palestinian liberation.

Pro-Palestinian Groups' Reactions to Harris' Stance on the Gaza War

While Harris has expressed empathy for civilian suffering in Gaza, some **pro-Palestinian activists** believe she does not scrutinize Israel's actions in Gaza enough.

Some activists have argued that Harris' empathy for Palestinians enduring humanitarian catastrophe in Gaza can be dismissed as empty rhetoric if she is elected and does not put more pressure on the root issues of Israel's occupation of Gaza and the West Bank or reform Washington's relationship with Israel.

Harris has indicated she does not plan to withdraw U.S. support for Israel or deny Israel's right to security. But her language—though vague and not addressing specific policies—suggests she may take a more proactive approach to the ongoing tragedy and high death tolls in Gaza.

TeachMideast has also examined the differences between Biden and Trump's stances on Gaza: <https://teachmideast.org/presidential-debate-biden-and-trump-discuss-gaza-war/>

This article can be found on our website: [HERE](#)

Further Reading

- Harris on Ceasefire Proposal
- Harris' Previous Comments on Israel and Palestine

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From: [Teach Mideast](#) on behalf of [Teach Mideast <info-meptc.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | Highlighting MENA Athletes at the Paris Olympics
Date: Friday, August 9, 2024 1:47:58 PM



Bring Middle Eastern news right to your classroom

As the Olympics draw to a close this weekend in Paris, many athletes have seized the opportunity to bring landmark medals home with them. Arenas, fields, and pools have also become the backdrop of political discourse, bringing attention to issues affecting their home countries. Take a look at the major wins by countries across the Middle East and the Arab world, and read about the intersection of politics and protests making their way into this summer's Games.

Key Historic Wins

1. First 2024 Gold Medal Won by an Arab State

17-year-old Algerian gymnast Kaylia Nemour took home gold in the uneven bars on

August 4, the Arab world's first gold at the 2024 Paris Games and the eighth in Algeria's Olympic history. She **outperformed China's Qiu Qiyuan**—the reigning world champion—with a score of 15.600. Her win holds added significance as the **first African Olympic champion in gymnastics**.

Nemour, born in France, was initially **medically suspended** from competing for the French national team after knee surgeries three years ago. After a lengthy legal process, Algeria welcomed the player, who began representing the North African state in late 2023.

2. North Africa's Historic Soccer Show

Both the Egyptian and Moroccan men's national soccer teams "**broke new ground**" as they won their way into the semifinals for the first time in history. Egypt had never been able to get past the quarterfinals, losing four times previously, and Morocco had made it out of the group stage only once before.

The teams lost to Spain and France, respectively. Morocco and Egypt went head-to-head on August 8 to **compete** for the bronze medal, a match that ended in a 6-0 victory for Morocco. This is the **first Olympic medal** for the Moroccan men's soccer team.

More Major Wins for Teams from MENA and the Arab World:

- July 29: Tunisia's **Fares Ferjani** won the first medal for the Arab world, receiving the silver in men's fencing.
- July 29: Egyptian fencer **Mohammad Elsayed** won bronze, losing to Ferjani in the semifinals.
- July 30: Longtime Olympian marksman **Yusuf Dikec** of Turkey won a silver medal in mixed team air pistol, going viral for his "cool, calm performance" in the process.
- August 3: Israeli **Tom Reuveny** won gold in the men's iQFoil windsurfing final, and **Sharon Kantor** took silver in the women's.
- August 3: Israeli gymnast **Artem Dolgopyat** won silver in the men's floor exercise in artistic gymnastics, just fractions of a second from achieving the gold.
- August 7: Iranian taekwondo fighter **Mobina Nematzadeh** won bronze in the women's 49kg weight class. She is the second Iranian woman in history to win an Olympic medal.
- August 8: Turkish boxer **Hatice Akbas** won silver in the women's 54kg weight class.
- August 8: Jordanian taekwondo fighter **Zaid Kareem** won silver in the men's 68kg weight class.



Eiffel Tower sporting the Olympic logo. Photo Credit: Unsplash

Facing Misconceptions About Gender in Women's Boxing

Algerian fighter Imane Khelif went up against Italian Angela Carini in the women's 66kg preliminary fights on August 1. After just **46 seconds**, Carini abandoned the fight after taking a blow from Khelif that rendered her unable to continue, saying afterward that her loss was "**unfair**."

What seems to have been a straightforward victory for Khelif has prompted a controversy over biological sex and transgender identity in sports. Some on social media, such as former president **Donald Trump** and **author J.K. Rowling**, have questioned her gender. While she is a cisgender woman, never having undergone a gender transition, Khelif has a disorder called **Complete Androgen Insensitivity Syndrome**, which means she has XY chromosomes rather than the characteristic XX pairs of a female. This does not mean she is transgender or somehow a biological male; she was **born and raised a woman** with female secondary characteristics.

Khelif was previously disqualified from the **2023 World Athletic Championships** after failing a gender eligibility test. However, the International Olympic Committee denounced the eligibility test as "**arbitrary**."

Others on **social media decried the backlash** the boxer has experienced. They argue

that women of color are often unfairly masculinized compared to their white female peers.

On August 6, Khelif won the semifinals, moving her one fight away from taking home Algeria's first gold medal in women's boxing. The title fight will be held on August 9.

Palestine and Israel at the Olympics

Palestinian Waseem Abu Sal, who received a wildcard spot, was the **first-ever Palestinian boxer** to earn his way to the Olympics. Israel broke its own Olympic record with **three medals won on a single day** on August 3, bringing the total medals won by the country to a historic six.

Eight Palestinian athletes from the West Bank, Gaza, and the diaspora competed this year. At the **Olympic opening ceremony**, Palestinian athletes wore traditional clothing symbolic of resistance and were met by audience members unfurling Palestinian flags in support. Waseem Abu Sal, who was one of the flag bearers, donned a **shirt** depicting warplanes bombing children representing the ongoing war and carnage in Gaza. Palestinian-American swimmer **Valerie Tarazi** has been a vocal representative; she revealed that four of her family members were **killed** when a church was hit by Israeli bombs.

Over 400 Palestinian senior and youth athletes, coaches, and technical staff have been **killed** since the start of the Gaza war, according to the Palestinian Olympic Committee and Palestine Football Association. This toll includes athletes like **Nagham Abu Samra**, a black belt in karate, and soccer player **Ahmad Abu Al-Atta**; also, Shabab Khan Yunis Football Club goalkeeper **Shadi Abu Al-Araj** was killed last month.

Israeli athletes have met intense scrutiny as conflict persists in Gaza. During a **soccer match** between Israel and Mali on July 25, protesters jeered at the team's players. Other athletes have **refused to compete** against Israelis because of the war in Gaza, and three Israeli athletes received **death threats** over their participation. French anti-cybercrime officers concluded that **Iranian hackers** were responsible for the threats, publishing athletes' personal information on fake social media accounts.

Some protesters objected to Israel's participation in the Games. They have argued that **Israel should be banned** from participation like **other states** that have engaged in aggressive war, such as Russia following its invasion of Ukraine. The **theme of protest** continues to leave its mark on this year's Games.

This article can be found on our website: [**HERE**](#)

Further Reading

- Arab Athletes Who Have Won Gold Medals
- Beacon of Hope: MENA Women at the Paris Olympics

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current and future challenges. We accomplish this through three core programs: 1. our world-renowned, quarterly journal **Middle East Policy** (one of the most cited publications on the region in the world); 2. our **Policy Products and Programming Series** designed for senior policymakers and their staffs, and 3. our acclaimed international educational outreach program, **TeachMideast**, designed for students, educators, and other civic leaders.

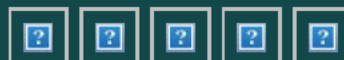
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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Matt Reed](#)
Subject: Fwd: Grievance response - Just Cause
Date: Sunday, August 11, 2024 3:50:48 PM
Attachments: [Grant HS Just Cause Level 1 Grievance Response July 8, 2024.pdf](#)



Ms. Kassouf
9th Grade Inquiry
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

----- Forwarded message -----

From: **Genevieve Rough** <grough@pps.net>
Date: Fri, Aug 9, 2024 at 2:33 PM
Subject: Grievance response - Just Cause
To: Julia Kirkpatrick <jkirkpatrick@pps.net>
CC: Sunshine McFaul-Amadoro <smcfaulamadoro@pps.net>, Michelle Nicola <mnicola@pps.net>, Suzanna Kassouf <skassouf@pps.net>, James McGee <jmcgee3@pps.net>

Hi, everyone,

I am attaching the response to the grievance you filed in the Spring of 2024. I would be happy to talk through any remaining questions you have, but hope most of them were answered in this response.

Thank you,

Genevieve Rough, SHRM-CP

Senior Director, Employee and Labor Relations

Portland Public Schools

Office: 503-916-3042

Cell: 971-678-6302

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From: [Teach Mideast](#) on behalf of [Teach Mideast <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | Democratic Vice Presidential Candidate Tim Walz on Israel, Gaza, and other MENA Issues
Date: Tuesday, August 13, 2024 10:35:43 AM



Bring Middle Eastern news right to your classroom

On August 7, Democratic presidential nominee Vice President Kamala Harris **announced** the selection for her running mate, the Democratic Governor of Minnesota Tim Walz. Since **2007**, he has established his career as a moderate and spokesman for **rural America**: a champion for issues such as gun control, opposition to the Iraq war, labor rights, and affordable care that are crucial for millions along the Rust Belt. Continuing American involvement in Middle East conflicts, however, ensures that his views on the region, including a stance on the U.S. approach to Israeli and Palestinian relations, are at the forefront of discussions about Harris' newly-minted running mate.

Walz on U.S.-Israeli Relations Amidst Gaza War

Unlike the other finalists for the vice president slot on the ticket, Walz has been able to

walk a less controversial line. He has expressed support for Israel, congruous with most Democratic Party **views** on the region, while not alienating pro-Palestinian protesters and progressives. Conversely, Pennsylvania governor Josh Shapiro's name as a possible running mate quickly provoked criticism for more **controversial takes**; Shapiro previously made **analogies** between pro-Palestinian protesters and the Ku Klux Klan and denounced anti-Israel divestment demands from advocates.

Gov. Walz swiftly **condemned the October 7 attacks** by Hamas on Israel but has also emphasized the importance of not demonizing Palestinians in Gaza. Additionally, he lamented the persistent carnage against civilians in verbiage similar to statements made by Harris: **"the situation in Gaza is intolerable."** Like other Democrats, Walz stated the importance of a **two-state solution**, the **bedrock of U.S. policy** towards the Israel-Palestinian conflict for decades.

In March, Walz voiced understanding to a growing uncommitted movement of progressives who decry what they view as the Democratic party's failure to respond to the assault on Gaza and attending human rights abuses. He described the movement pressuring Biden back in March for a ceasefire as **"engaged"** and acknowledged their concerns.

In his 12 years as a member of the House of Representatives, he supported pro-Israel resolutions, such as a memorandum that would promise **Israel billions in U.S. military aid for ten years**, and pledged his vote to **condemn a UN resolution** denouncing Israeli West Bank settlements as illegal. However, most nations and international bodies such as the European Union have long stated that Israeli settlements are illegal under international law and believe these Israeli actions constitute **"an obstacle to peace"** and threatens to make a two-state solution impossible.

The **Democratic Majority for Israel**, an advocacy group that supports pro-Israel policies in the Democratic Party, praised Walz after **he met with Israeli Prime Minister Benjamin Netanyahu** during a visit to the region in 2009. Various pro-Palestinian activist groups have critiqued Walz and Netanyahu's meeting, especially now that the ICC has requested an **arrest warrant** for Netanyahu for war crimes and crimes against humanity.

It is also noteworthy that, despite his support for Israel as a congressman, he has defended fellow Minnesota Representative Ilhan Omar, who has faced intense scrutiny for her pro-Palestinian views.

Views on Other U.S.-MENA Issues

During his tenure in the House, Walz addressed various policies affecting the Middle East. A common theme that emerges from his support for past legislation, on issues that range from Iran to Syria, is reducing the U.S. role in the region.

In 2006, Walz won his election on a platform calling for the **withdrawal of U.S. troops from Iraq**. On the ongoing **Syrian civil war**, he dissented from President Barack Obama's decision to launch airstrikes in Syria. Additionally, he co-sponsored legislation that would **retract U.S. support for Saudi Arabia's war on Yemen**. On the U.S. approach to Iran, Walz, along with other Democrats under Obama, supported the **2015 Joint Comprehensive Plan of Action**, also known as the Iran nuclear deal, that lifted sanctions on Iran in return for restrictions on its nuclear program.

Further Reading

- VP Kamala Harris on Gaza War
- Presidential Debate, Trump and Biden Discuss Gaza War

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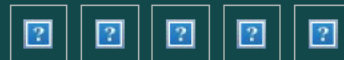
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From: [Tara Harding \(via Google Docs\)](#) on behalf of [Tara Harding \(via Google Docs\) <drive-shares-dm-noreply@google.com>](#)
To: skassouf@pps.net
Cc: astegner@pps.net; bharrison@pps.net; bhennessy@pps.net
Subject: Document shared with you: "US Unit 2 - US Expansionism (settler colonialism & imperialism)"
Date: Wednesday, August 14, 2024 1:35:23 PM

Tara Harding shared a document



Tara Harding (tharding@pps.net) has invited you to edit the following document:



US Unit 2 - US Expansionism (settler colonialism & imperialism)

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You have received this email because tharding@pps.net shared a document with you from Google Docs.



From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: The History We Weren't Taught
Date: Thursday, August 15, 2024 11:11:55 AM

[View as Webpage](#)

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[zep_header_3.0_tilted.png](#)

Teach the Black Freedom Struggle

2024–2025 Class Series

2024-25-TBFS-season-graphic-2-650x340 image



Professional Development to Look Forward To

We are thrilled to announce the 2024–2025 Teach the Black Freedom Struggle season of online classes — a series unlike any other professional development.

This approach to professional development **recognizes teachers as intellectuals** and brings people together from across the country to deepen their understanding of the vital history of the Black Freedom Struggle.

These classes focus on **uncovering the Black history that we all should have been taught** and equip teachers with the knowledge to bring these lessons into classrooms.

Unlike many other online courses, these classes



give educators an opportunity to meet with one another in breakout rooms, share strategy across classroom contexts, and discuss how to apply the information with other educators dedicated to social justice.

This new season of classes focuses on the theme of organizing resistance to anti-Blackness, with classes covering powerful subjects, including **resistance to racist education, racism and resistance in the North, prison resistance, Reconstruction, transportation, stories of Black Panther women**, and more.

These interactive classes provide participants space to reflect, engage, and share insights, fostering a community of antiracist educators committed to teaching truthfully. Since launching these during the isolation of the COVID quarantine, this remarkable series has grown into a learning network dedicated to social justice and collective action.

Register today to reinvigorate your practice of teaching critically about issues of race, justice, and equity.

Join us one Monday a month to be part of this growing community.

Class Schedule

Two-Minute History Lessons

People's History Audiograms

Check out the audiograms from our Teach the Black Freedom Struggle classes.

They can be used as prompts for classroom discussion on reparations, climate justice, slavery, Reconstruction, voting rights, music, the Black working class, healthcare, criminal justice, the Young Lords, SNCC, sports, fugitive pedagogy, and more.



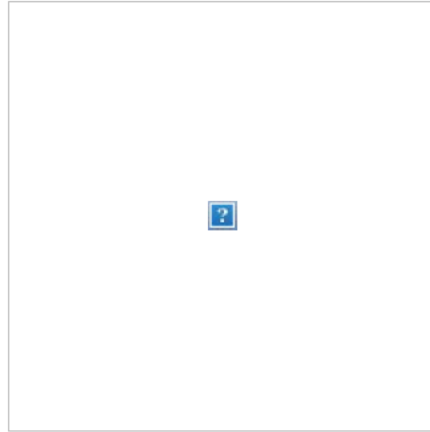
Seeds of Violence

[Teaching the Seeds of Violence in Palestine-Israel](#), by Bill Bigelow, is our most frequently downloaded lesson this year. We've heard wonderful stories about the impact of the lesson, such as this one:

The most amazing aspect of this lesson was **my students' ability to recognize the common themes presented in the story of Palestine with stories of other colonial projects** we had studied, including in India, the United States, Sudan, and the Congo.

Overall, this lesson helped my students understand the roots of the political issue that is Palestine and evaluate many of the common misconceptions of where the conflict comes from.

— **Rodrigo Palacios Tenorio, high school social studies teacher, Tempe, Arizona**



Check out the [lesson and more teaching stories](#).

Lesson

More Classes and Conferences

d4e8d76cb5095a0d1ea9c292f6135d05-CR-NEH_SNCCBanner_20240123052422PM image



Check out events hosted by the Zinn Education Project and our colleagues, including [SNCC and Grassroots Organizing](#) (Sept. 12–13), [Indigenous Peoples' Day Curriculum Teach-In](#) (Sept. 28), [Racism and Resistance in the North During the Civil Rights Movement](#) (Oct. 7), [Northwest Teaching for Social Justice Conference](#) (Oct. 26), [Native Knowledge 360° Teach-In](#) (Nov. 2), and [more](#).

Events Calendar

Job Opening

Communications and Development Manager

We seek to hire a communications and development manager for the Zinn Education Project, coordinated by Rethinking Schools and Teaching for Change.

[Learn More](#)

We Need Your Help

Defend-Teachers-5 image



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From: [Russell Peterson](#) on behalf of [Russell Peterson <rpeterso@pps.net>](#)
To: [Angela DiPasquale](#); [Carmel Ross](#); [Karen Lefere](#); [Sara Deede](#); [Suzanna Kassouf](#)
Subject: Historiography
Date: Friday, August 23, 2024 8:06:50 AM
Attachments: [whose-terrorism.pdf](#)
[Radicalization of Luke Skywalker.docx](#)
[What al-Qaeda Wants.pdf](#)
[W. Bush Response to bin Laden.pdf](#)
[Someone elses history.pdf](#)
[Landrieu on Memorials in NOLA.docx](#)

Good morning y'all -

Here are the materials I'll be using to kick things off by way of introducing the concept of historiography and interpretation of events (and the importance of whose story is being told, power, word choice and voice in reading primary docs.)

- RP

From: [Blair Hennessy \(Google Slides\)](#) on behalf of [Blair Hennessy \(Google Slides\)](#) <comments-noreply@docs.google.com>
To: skassouf@pps.net
Subject: Palestine-Israel ... - @bhennessy@pps.net @bharrison@pps.net...
Date: Friday, August 23, 2024 9:50:21 AM

Blair Hennessy replied to an action item in the following document

 [Palestine-Israel 2024](#)

 1 comment

Title: Mixer Conversation Date: 2.6.24

 Suzanna Kassouf • 8:49 AM, Aug 23 (PDT)
@bhennessy@pps.net @bharrison@pps.net @astegner@pps.net
Assigned to Blair Hennessy

 Suzanna Kassouf • 8:49 AM, Aug 23 (PDT)
Small thing, but I train students to look for this yellow box in the top right corner any time there is notebook work

 Blair Hennessy • 9:45 AM, Aug 23 (PDT) New
awesome, thank you!!

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Fwd: Meeting Agenda for Monday, August 26th at 2pm
Date: Friday, August 23, 2024 12:15:58 PM

When it's over, I want to say: all my life I was a bride married to amazement. I was the bridegroom taking the world in my arms. // Mary Oliver

----- Forwarded message -----

From: **Adam Sanchez** <adam@rethinkingschools.org>
Date: Fri, Aug 23, 2024 at 10:52 AM
Subject: Re: Meeting Agenda for Monday, August 26th at 2pm
To: Suzanna Kassouf <[REDACTED]>

Hey Suzie,

If you look in my US History Week 1 folder from 2022-2023 school year you'll find some of what I did. I start with a "Building Connections" mixer that I stole from Bill and adapted — did some stuff around the syllabus and being a gradeless classroom (it was my first time experimenting with no grades) and then went into an infographics lesson about "Is the U.S. living up to it's ideals?" which I love starting with (because the answer is obviously no). You can find that all here:
https://drive.google.com/drive/folders/0B0DVus1gtyWifjRCQIJjOVUwY3gwVzNpUHIjanRXbU5acWxkNWJsRnNWS21XRHROODZJNmM?resourcekey=0-WVvP_mVuwz0b7eo-a5ZmaQ&usp=drive_link

In my AFAM classes I've always started with a unit on BLM/policing which could be a cool place to start. You can see that in the AFAM folders (I think you're shared on that, but let me know if you have questions).
-Adam

On Fri, Aug 23, 2024 at 11:39 AM Suzanna Kassouf <[REDACTED]> wrote:

Thank you for all your work Adam and Bill (and all!!!). Selfishly, I'm wondering if anyone who has some thoughts on how to kick off US History for 9th graders might be willing to stay on the call and give me a few tips after our meeting Monday.

Thank you all!!

On Fri, Aug 23, 2024 at 5:00 AM Adam Sanchez <adam@rethinkingschools.org> wrote:

Hi Teaching Palestine comrades,

Very much looking forward to our final meeting. Still much to do before August 31st, but I can see the finish line for the first time! Here's a zoom link for our meeting on Monday, August 26th at 2pm PST/5pm EST:
<https://us02web.zoom.us/j/85683867868>

Here's the proposed agenda:

1. **Talking to Young Children About Palestine** (attached) - RS was sent a longer version of this piece which we plan on looking at for the magazine, but we wondered if this shorter excerpt would work paired with the Sitti's Bird lesson.
2. **ANTIZIONIST ABECEDARIAN** - Best of the Jewish anti-Zionist poems I had sent out previously. Wanted to have an official vote about including it in our new Politics of antisemitism section (which currently is the only section with no poetry).
3. **Pedagogical Approaches to Teaching About Gaza** (revised draft from Samia)
4. **Resources** (attached) - Bill sent out a first draft earlier this week. We thought it would be good to briefly discuss.
5. **Introduction** - review [notes from in person meeting](#) (at the bottom of the document) and discuss further.

Warmly,
Adam

--

When it's over, I want to say: all my life I was a bride married to amazement. I was the bridegroom, taking the world into my arms. // Mary Oliver

From: [Teach Mideast](#) on behalf of [Teach Mideast <info-mepec.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | 2024 Democratic National Convention: Navigating Israel-Palestine Conflict on the National Stage
Date: Friday, August 30, 2024 8:11:08 AM



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The Democratic National Convention (DNC) is a nominating convention during which delegates of the Democratic Party vote to officially nominate a candidate for president and vice president to represent the party. This cycle's convention was held in Chicago from August 19 to August 22, ending with Vice President Kamala Harris accepting the Democratic nomination for President. While the DNC is primarily held to vote on and announce the party's nominee, it is also a platform for other party officials to voice their stances on relevant issues. This past week, one of the most prominent was the Israel-Palestine conflict, led by members of the Uncommitted Movement.

What is the Uncommitted Movement?

The Uncommitted Movement represents over **700,000 pro-Palestine voters** who cast “uncommitted” votes during the Democratic presidential primary. The movement calls for a ceasefire and an end to U.S. support for Israel’s war in Gaza, most notably an arms embargo on Israel. They had requested speaking time at the DNC and a meeting with VP Harris’s campaign.

The DNC allowed the movement to speak at untelevised forums but they were **refused** a speaking slot on the main stage. In hopes of getting a call from the DNC, a group of **40 uncommitted delegates** and supporters camped outside of the event’s venue and remained there for hours until its last day. Although the DNC was received well across the party and its supporters, some in the movement said **“this level of silence and exclusion is deeply, deeply offensive to us.”**

What Was the Palestinian Human Rights Panel at the DNC?

This election is the first year that a panel on Palestinian human rights was held. The Uncommitted Movement, though unable to speak on the main stage, pushed for the panel until it was approved. The panel featured experts, activists, and individuals with firsthand experience in the region. Some of the most prominent speakers were former Michigan Representative Andy Levin, Democratic Party organizer Hala Hijazi, and Dr. Tanya Haj-Hassan, a pediatric surgeon who served in Gaza.

This panel was recognized as a historic moment allowing the discussion of the rights of Palestinians, but many labeled it as not enough, arguing that **“a policy shift is the only thing that will accomplish a ceasefire.”**

Who Else Did the DNC Host?

Regarding the topic of the Israel-Palestine conflict, Jon Polin and Rachel Golberg are the parents of Hersh Goldberg-Polin, a 23-year-old Israeli-American who was taken hostage after attending a music festival in southern Israel during the October 7 attack by Hamas. Polin and Goldberg were brought onto the main stage at the DNC and were greeted with huge cheers and chants saying “bring them home.” During their address to the assembly, they asserted that the return of the hostages was not an issue relating to politics, but to humanity. Polin expressed the importance of realizing a ceasefire deal that “brings this diverse group of 109 [Israeli] hostages home and ends the suffering of the innocent civilians in Gaza. The time is now.”

Where Does Harris Stand on the Israel-Palestine Conflict?

During her acceptance speech, Harris spoke about the war in Gaza. She expressed her support for a ceasefire, while also **affirming a commitment to Israel's security**: “I will always stand up for Israel’s right to defend itself, and I will always ensure Israel has the ability to defend itself because the people of Israel must never again face the horror that a terrorist organization called Hamas caused on October 7.”

Harris also expressed her sympathies for the innocent lives lost in Gaza, and **stated** that both she and President Biden are working to end the Gaza war so that the Israeli hostages are released, “Israel is secure...the suffering in Gaza ends, and the Palestinian people can realize their right to dignity, security, freedom, and self-determination.”

The Biden-Harris administration just **sent** its “500th aircraft to Israel” since October 7, along with over “50,000 tons of military equipment, both offensive and defensive.” More than 1,100 Israelis and 41,000 Palestinians have been **killed** since the war began.

Further Reading

- [DNC Rejects Protesters’ Requests for Palestinian Speaker](#)
- [Parents of American Held by Hamas Appeal for Hostages Release During Democratic Convention](#)
- [Pro-Palestinian Demonstrators Voice Opposition to War in Gaza as Delegates Leave DNC](#)
- [The Moment When Kamala Harris’s Speech Came Alive](#)
- [Harris Strikes Balance in Pointed DNC Remarks on War](#)

Please direct all educational and cultural inquiries to: jdiez@mepc.org

*Our mission is to provide policymakers and the public with credible, comprehensive information and analysis on political, economic, and cultural issues pertaining to U.S.-Middle East relations. Our goal is to foster more effective policy solutions to current and future challenges. We accomplish this through three core programs: 1. our world-renowned, quarterly journal **Middle East Policy** (one of the most cited publications on the region in the world); 2. our **Policy Products and Programming Series** designed for senior policymakers and their staffs, and 3. our acclaimed international educational outreach program, **TeachMideast**, designed for students, educators, and other civic leaders.*

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From: [Teach Mideast](#) on behalf of [Teach Mideast <info-meptc.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | Polio Outbreak in Gaza Amid War
Date: Friday, September 6, 2024 2:19:20 PM



Bring Middle East News Right to your Classroom

In June, traces of polio were found in six **sewage** samples in Gaza, the area's first cases "**since** the turn of the century." The resurgence of polio in the enclave, "which the humanitarian community has **warned** about for the last ten months," represents another layer of complexity in the Gaza war and highlights the impact of prolonged conflict on the mental and physical health of a population.

This outbreak showcases the urgent need for a coordinated humanitarian response as health officials and international aid organizations scramble to vaccinate over 640,000 children. This health crisis is exacerbated by the destruction of Gaza's healthcare infrastructure, the inadequate sanitation of food and general goods, and the displacement of nearly 90% of its population.

The outbreak not only threatens the immediate health of thousands but also serves as a reminder of the toll that war can take on the lives of the general public, emphasizing the need for peace and stability.

What is Polio?

Polio is a highly contagious virus spread through a carrier through coughing, sneezing, or touching contaminated food and water. Once the virus enters one's system, it destroys motor neuron cells that control muscle movement in the spine and the brain, often causing muscle weakness or even limb paralysis and death.

Not everyone who carries the virus will develop polio, but they can still spread it to another person. For those that do develop symptoms, 1 in 20 people will progress to a mild version that is similar to the flu, while 1% of those with the virus will contract nonparalytic polio that causes pain, stiffness, and severe headaches.

There is **no cure** for polio; it can only be prevented through vaccination.

When did Polio Emerge in Gaza? Why Now?

There had been no cases of polio in Gaza in 25 years. However, in June, traces of the virus were found in sewage samples in Deir al-Balah and Khan Younis. In August, the World Health Organization (WHO) reported that a 10-month-old baby had contracted polio and was paralyzed by the virus.

A major factor in the timing of the new cases is the impact that the war has had on Gaza's vaccination program, the interruption of which has increased the risk of preventable diseases spreading in children, including polio. In 2022, immunization coverage was at estimated to be at 99%. After the conflict started, that value had **dropped** to less than 90% by early 2024.

The second culprit is the deterioration of the sanitation system in Gaza. As a result of Israel's attacks, over 70% of all sewage pumps and 100% of wastewater treatment plans have been destroyed. Gaza's healthcare system and infrastructure have also been decimated over the last year by Israeli bombings; most of the hospitals and health facilities have been damaged or destroyed beyond use and the population has little to no access to healthcare, medicine, or life-saving treatments.

What are the Next Steps for Gaza?

The WHO reported that over **1.6 million doses** of the vaccine had been delivered to Gaza with more than 700 teams sent to administer them. This has been made possible by a deal in which Israel will temporarily pause their attacks for a few hours in certain regions. It is uncertain how long this will last and if the pauses will continue.

A primary concern of the international community is the success of the vaccine in preventing more people from contracting the virus. The WHO reports that in order to prevent the spread of polio and reduce the risk of re-emergence, at least 95% vaccination coverage is needed during each round of administration. This means that each time they administer the vaccine to those eligible in Gaza's population, they must administer it to over 95% of the population; if that target isn't met, the vaccine's effectiveness will decrease substantially. Because of this, true success in preventing this virus from being contracted and spread can only be rooted in an end to the war and a peaceful agreement.

Further Reading

- [At Least 187,000 Gaza Children Vaccinated for Polio so Far, U.N. says](#)
- [UN Welcomes Progress in Gaza Polio Campaign, Calls for Permanent Ceasefire](#)
- [Gaza Polio Vaccine Rollout Starts Well, UN says](#)

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*Our mission is to provide policymakers and the public with credible, comprehensive information and analysis on political, economic, and cultural issues pertaining to U.S.-Middle East relations. Our goal is to foster more effective policy solutions to current and future challenges. We accomplish this through three core programs: 1. our world-renowned, quarterly journal **Middle East Policy** (one of the most cited publications on the region in the world); 2. our **Policy Products and Programming Series** designed for senior policymakers and their staffs, and 3. our acclaimed international educational outreach program, **TeachMideast**, designed for students, educators, and other civic leaders.*

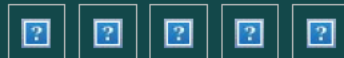
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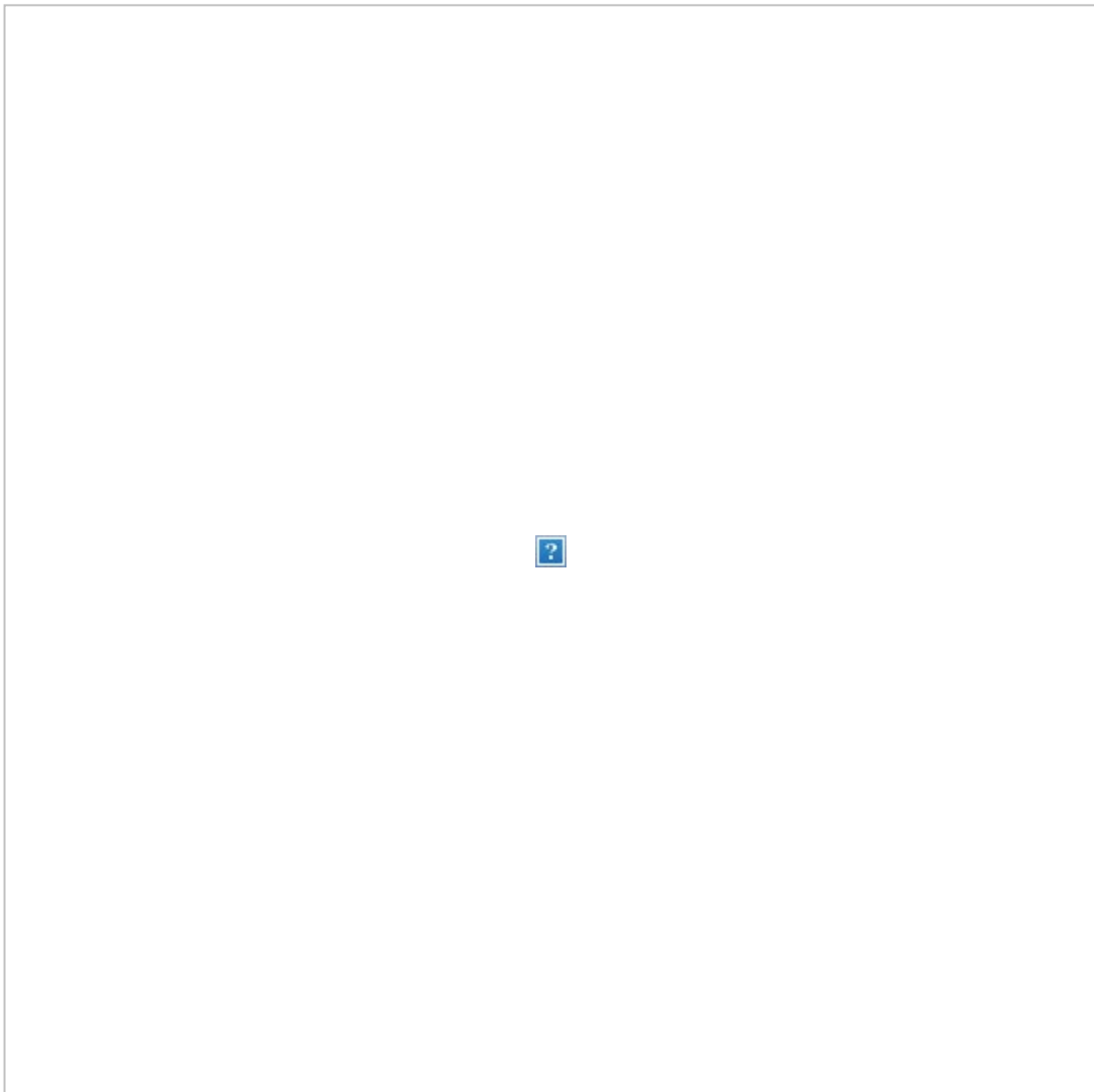
From: [Bill Bigelow](#) on behalf of [Bill Bigelow <marketing@rethinkingschools.org>](#)
To: [Suzie Kassouf](#)
Subject: Register today for NWTSJ!
Date: Monday, September 16, 2024 11:42:27 AM

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17th Annual Northwest Teaching for Social Justice Conference

October 26, 2024



Dear Oregon, Washington, Alaska, and British Columbia Rethinking Schools friends,

Registration is now open for the **17th Annual Northwest Teaching for Social Justice Conference** – held this year on **Saturday, October 26**, at Chief Sealth International High School in Seattle. Please join us for this festival of wisdom, conscience, and idea-sharing. [Register here](#).

As always, Rethinking Schools is a co-sponsor, and we'll be there with a full complement of books and magazines, along with other social justice resource providers. Lots of Rethinking Schools editors and writers will be leading sessions. Linda Christensen is doing two workshops: "Nurturing a Rainbow of Resistance to Anti-LGBTQ+ Laws," and "No More Elegies: Building the Habit of Joy in the Classroom." RS editor Wayne Au is leading "Understanding Asian American Students and the Model Minority Stereotype." Editor Moé Yonamine is offering "'We Are Not Drowning – We Are Fighting': Teaching Climate Change, Island Solidarity, and Indigenous Rights." Editor Ursula Wolfe-Rocca leads "Deportations on Trial: Mexican Americans During the Great Depression." And I will do a session on "Teaching the Seeds of Violence in Palestine-Israel."

Rethinking Schools editor Jesse Hagopian will emcee and join the conversation in our concluding afternoon keynote panel: "Teach Palestine" with Rethinking Schools writers Samia Shoman and Suzanna Kassouf, and Dr. Alice Rothchild, who worked in Palestine and has written two novels for young people.

Other Rethinking Schools writers leading workshops include Alison Schmitke ("Decolonizing the Oregon Trail: Anticolonial Teaching Strategies for Elementary Classrooms" and "A Breath of Fresh Air: What *Abbott Elementary* Gets Right"), Suzanna Kassouf and Tim Swinehart ("Imagining the Future: Helping Students Picture Climate Justice"), Maika Yeigh ("Radical Agency in the Classroom: SEL as Social Justice"), Jaydra Johnson ("Welcome Poems: Using Poetry to Create Safe and Welcoming School Communities" and "From Ode to Essay: Writing in Praise of the Places We Love"), Sandra Childs ("Censorship and Book-Banning: Inviting Students into the Conversation"), Ty Marshall ("Fighting for Trans Lives in Our Schools"), Arlene Inouye ("Foundations and Futures: Advancing Ethnic Studies Through Asian American Pacific Islander Curricula"), Katy Alexander ("It's a Big Fat Deal: How Schools

Teach Contempt for Fat People and What We Can Do About It"), and Chloé Avila ("*Love Is a Revolution* by Renée Watson: Reimagining Self Love").

Our morning keynoter is the fabulous Marshall Islands performance poet and climate activist Kathy Jetñil-Kijiner.

Please join us Saturday, October 26th at Chief Sealth International High School in Seattle. [Register now](#).

Warmly,
Bill Bigelow

Register



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6737 W. Washington St.
Suite 3249
Milwaukee, WI 53214

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From: [Bill Bigelow, Zinn Education Project](#) on behalf of [Bill Bigelow, Zinn Education Project](#) <zinnedproject@teachingforchange.org>
To: skassouf@pps.net
Subject: 17th Annual Northwest Teaching for Social Justice Conference
Date: Monday, September 16, 2024 1:00:00 PM

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Teaching for Change — is a co-sponsor.

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38 image



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Please join us **Saturday, October 26th at Chief Sealth International High School in Seattle**. [Register now](#).

Warmly,

Bill Bigelow

Register

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From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Teach About Immigration and Climate Justice
Date: Tuesday, September 17, 2024 9:17:35 AM

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Here is a paradox: Presidential elections are a time when more people in the country pay attention to political issues; yet it is also a time when **politicians head for the nearest sound-bite** and fail to help people think about the roots of problems or the profound changes needed to address them. Think about **climate change** and **immigration**.

Climate Justice

[president_protest_0031 image](#)



Photo by Helen H. Richardson, *The Denver Post*

As the climate emergency intensifies, **young people need tools** that help them understand who shaped the warming world they inherited. What led to this crisis that has put all life on Earth in jeopardy? And how can young people act to make a difference?

The millions of young people who tuned in to the recent presidential debate heard no urgency about the climate chaos unfolding all around them. Instead, they heard both candidates pledge allegiance to fracking for more fossil fuels.

That's the bad news.

The good news: **Educators can equip students** to recognize the breadth of the climate emergency, grasp how it strikes unequally around the world, examine its social and economic causes, and come to see themselves as activists for a just society and a stable climate.

We offer [Teach Climate Justice campaign resources](#), including free downloadable lessons, a climate crisis timeline, recommended books and films for the classroom, articles, and a sample school board climate justice

resolution.

Climate Justice Teaching Resources

Teach About Immigration

[no-human-being-is-illegal-flickr-1536x1152 image](#)



Source: Flickr/Kurman Communications LLC

The airwaves are full of inflammatory rhetoric about immigrants and calls for “mass deportations.” Politicians fear-monger and race-bait about an “invasion” at the Southern border: Immigrants are “poisoning the blood of our country.”

They ignore the long history of U.S. invasions around the world — both military and economic — that have turned so many people into refugees. And they fail to connect rich countries’ carbon emissions with the climate calamities that are felt most intensely in the Global South.

The dire conditions caused by decades of colonialism, militarism, “free trade” policies, and oil and gas exploitation are forcing many people to make the desperate and dangerous trek North.

That is why it is important to teach about immigration. Students are impervious to lies when they know the history and can think critically.

We offer free lessons, teaching guides, and other resources for teaching about immigration.

Immigration Teaching Resources

In upcoming newsletters, we will feature more election topics, including [voting rights](#), [reproductive rights](#), [Palestine](#), [education](#), and [McCarthyism](#).

Free Books

Our History Is the Future

[ZEP-free-book-native-resistance image](#)



Thanks to a donation from Haymarket Books, we can offer you a copy of the new edition of Nick Estes' [*Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*](#) (with a new afterword by Estes) for your story on teaching with one of these lessons: [Standing with Standing Rock: A Role Play on the Dakota Access Pipeline](#), ['Don't Take Our Voices Away': A Role Play on the Indigenous Peoples' Global Summit on Climate Change](#), or [Teaching Climate Disobedience: Using the Film *Necessity* in the Classroom](#).

[Share Your Story](#)

War Made Invisible | I Found Myself in Palestine

ZEP-free-book-teach-war-650x340 image



We can offer Norman Solomon's [*War Made Invisible*](#) or [*I Found Myself in Palestine*](#), edited by Nora Lester Murad, in appreciation for stories about using any of the lessons at the Zinn Education Project on war, anti-war campaigns, or Palestine.

[Share Your Story](#)

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including [Indigenous Peoples' Day Curriculum Teach-In](#) (Sept. 28), [SNCC & Grassroots Organizing Community Conversation: Exploring Voting](#)

[Rights in the Civil Rights Movement](#) (Sept. 30), [Racism and Resistance in the North During the Civil Rights Movement](#) (Oct. 7), [Northwest Teaching for Social Justice Conference](#) (Oct. 26), [Native Knowledge 360° Teach-In](#) (Nov. 2), and [more](#).



[More Events](#)

We Need Your Help

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Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

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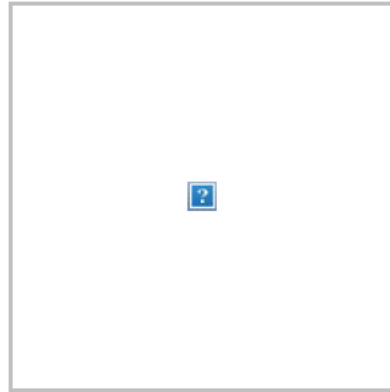
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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Jeremy Reinholt](#)
Subject: Re: Posters
Date: Thursday, September 19, 2024 9:50:50 AM

Exactly
apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, Sep 19, 2024 at 9:50 AM Jeremy Reinholt <jreinholt@pps.net> wrote:

I don't know what she means by "advocacy posters." I have Palestinian Lives Matter signs up, but the district has explicitly stated that they support and allow Black Lives Matter posters on classroom walls... so it *can't* be that, right?

On Thu, Sep 19, 2024 at 9:48 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Ridiculous!!!!

apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, Sep 19, 2024 at 9:25 AM Jeremy Reinholt <jreinholt@pps.net> wrote:

----- Forwarded message -----

From: **Jessika Magnett** <jmagnett@pps.net>
Date: Thu, Sep 19, 2024 at 9:17 AM
Subject: Posters
To: Jeremy Reinholt <jreinhol@pps.net>
Cc: Devra Sigle-Hermosilla <dsiglehermosilla@pps.net>, James McGee <jmcgee3@pps.net>

Jeremy,

James and I decided to remove your new posters from the hallway facing window. As per our discussion, teaching aids such as this need to not be seen by passersby as they are not privy to the context and content of your lessons. Furthermore, if the focus of your lesson is truly the protest rather than the message, then you need to diversify the posters to include other protest topics so it's not just a Gaza focus--that is how the posters would align with the neutrality requirement. Additionally, you will need to remove the advocacy posters that you have around your classroom. I have your other posters in my office. Feel free to stop by and get them.

--

With gratitude,

Jessika Magnett (she/her/hers)
Vice Principal Curriculum and Instruction
Grant High School
503-916-5160

--

"The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking and learning. The brain's main purpose is to get smarter at surviving and thriving in life." --Zaretta Hammond

--

Number of students = 179

Room 229

"Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

"The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom." - bell hooks



--

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From: [Google Alerts](#) on behalf of [Google Alerts <googlealerts-noreply@google.com>](#)
To: skassouf@pps.net
Subject: Google Alert - "Suzanna Kassouf"
Date: Friday, September 20, 2024 2:00:27 PM



"Suzanna Kassouf"

Daily update · September 20, 2024

NEWS

[EXCLUSIVE: Largest teachers' union in Washington state to sponsor anti-Israel 'social ...](#)

The Post Millennial

Also on the panel is **Suzanna Kassouf**, a teacher at Grant High School in Portland who is a Prentiss-Charney Fellow of the Zinn Education Project.



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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: Colonial Laws: Divide and Conquer
Date: Wednesday, September 25, 2024 11:05:09 AM

Thank you!

apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, Sep 24, 2024 at 6:51 PM [REDACTED] <[REDACTED]> wrote:

Hi Mrs. Kassouf,

I was absent yesterday (9/23), so I tried my best to fill out this document. Let me know if I did something wrong.

[REDACTED]

Thanks!

From: [Israelism](#) on behalf of [Israelism <contact@israelismfilm.com>](#)
To: skassouf@pps.net
Subject: October 7 Vigils with IfNotNow + Fall Israelism Screenings
Date: Friday, October 4, 2024 12:31:46 PM



Dear Israelism Supporters,

In a few days, it will be one year since the Hamas-led attack in which over 1,100 Israelis were killed and hundreds more were taken hostage. It will be one year since Israel began its campaign of ongoing massacres and starvation in Gaza, which has killed over 42,000 Palestinians — and likely tens of thousands more. Millions of Palestinians have been displaced.

And the destruction continues to spread.

It didn't have to be this way. It still doesn't.

We honor the memories of the dead by fighting for the living.



On October 7, if you're looking for community in these times of horror, join IfNotNow and go to one of their vigils across the country. RSVP here: www.everylifeauniverse.org/gatherings

We are grateful to be in community and solidarity with Palestinian and Jewish activists across the world who know that Occupation, Apartheid, and Siege will never make anyone safe.

Jewish safety is inextricably linked to freedom, safety, and justice for Palestinians. Let us forge a new future together, grounded in equality, justice, and safety for all.

Join a Vigil in your City

Though our film was made well before October 7, we are grateful that so many people across the world have resonated with the stories told in Israelism, and have used our film as a resource to help understand how we got here, and to help us all imagine a better and more just world.

We have just announced a new slate of fall in-person screenings, which you can find info for at www.israelismfilm.com/screenings

And anyone can watch our film on [Video on Demand sites](#), or [Free with Ads](#).

May we envision and build a better world together,

The Israelism Team

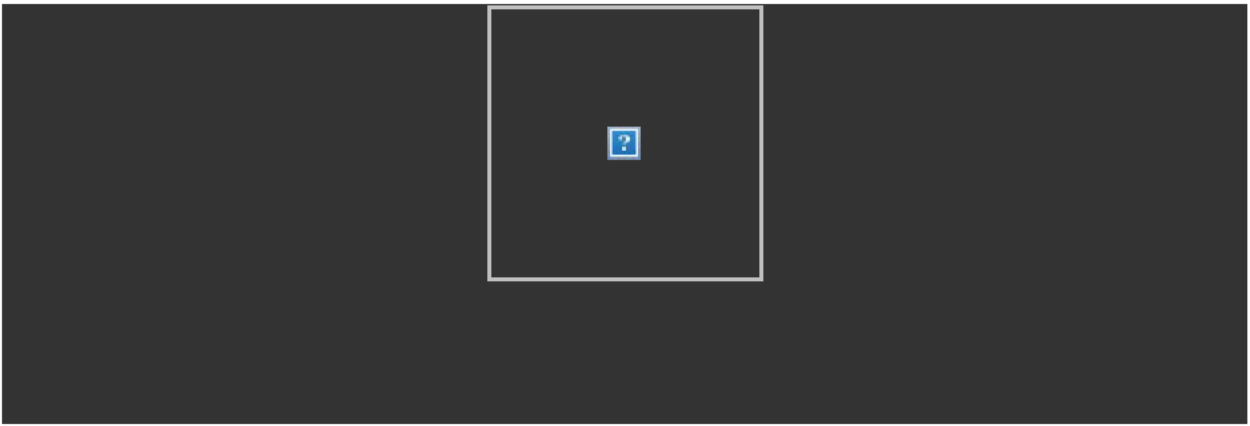


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From: [Cierra Kaler-Jones](#) on behalf of [Cierra Kaler-Jones <cierra@rethinkingschools.org>](#)
To: skassouf@pps.net
Subject: Away from Email Re: In These Times Palestine piece
Date: Monday, October 7, 2024 5:15:08 PM

Hello!

Thank you for your email. I am currently out of the office and will return on Tuesday, October 8th.

In the meantime:

- Check out the [fall issue of our magazine](#).
- Consider an [annual magazine subscription](#) for yourself or a comrade.
For \$18 subscriptions, use discount code **JOY18** at checkout.
- Support our work with a [one-time or sustaining monthly donation](#).
- Peruse one of our [many books](#).

Wishing you a joy-filled day.

With gratitude,
Cierra

--

Cierra Kaler-Jones, Ph.D.

she/her

Executive Director

Rethinking Schools

<https://rethinkingschools.org/>



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"The role of the artist is to make the revolution irresistible." - Toni Cade Bambara

From: [Jesse Hagopian](#) on behalf of [Jesse Hagopian](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Cc: [Bill Bigelow](#); [Samia Shoman \(via Google Drive\)](#); [Adam Sanchez](#); [Cierra Kaler-Jones](#)
Subject: Re: In These Times Palestine piece
Date: Monday, October 7, 2024 5:42:11 PM

Thanks Bill—this is really great!

On Oct 7, 2024, at 5:15 PM, Suzanna Kassouf <skassouf@pps.net> wrote:

Beautiful article, Bill!!



Ms. Kassouf
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Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, Oct 7, 2024 at 3:40 PM Bill Bigelow <[REDACTED]> wrote:

Dear Teaching Palestine comrades,

Here is a piece I wrote for *In These Times*, published today, that talks about our book, and mentions you all in the bio at the end. Jesse, I also cite your forthcoming book in the piece.

<https://inthesetimes.com/article/teachers-school-curriculum-gaza-genocide>

Thanks to Suzie and Adam for help answering *In These Times*' fact-checker's questions on Grant H.S. (which, of course, I don't mention by name ☐), and Kezia Ridgeway's situation in Philly, respectively.

Bill

From: [Bill Bigelow, Zinn Education Project](#) on behalf of [Bill Bigelow, Zinn Education Project](#) <zinnedproject@teachingforchange.org>
To: skassouf@pps.net
Subject: 17th Annual Northwest Teaching for Social Justice Conference
Date: Tuesday, October 8, 2024 10:35:32 AM

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Register

As one participant wrote on Facebook after
last year's NWTSJ Conference at Parkrose
High School in Portland, it was "a **soul-
filling, hope-feeling, heart-touching,**

inspirational experience.”

As you know, the Zinn Education Project is co-sponsored by Teaching for Change and Rethinking Schools. Please join Rethinking Schools editors **Wayne Au, Linda**

Christensen, Jesse Hagopian, Ursula Wolfe-Rocca, Moé Yonamine, Elizabeth Barbian, and me — and social justice

educators from around the Northwest — for this annual teaching for joy and justice celebration and idea-exchange.



[220923_AGA_Kathy-Jetnil-Kijiner image](#)



Our morning keynoter is the magnificent Marshall Islands performance poet and climate envoy, **Kathy Jetñil-Kijiner** (in photo above), whose work is used throughout the world — and

38 image

[featured at the Zinn Education Project](#). Our afternoon keynote panel, “Teach Palestine,” will focus on stories and strategies for teaching truthfully and critically about Palestine-Israel — and discuss some of the pushback this teaching inevitably entails. Panelists are **Jesse Hagopian**, **Samia Shoman**, and **Suzanna Kassouf** (co-editors of our newest book, *Teaching Palestine: Lessons, Stories, Voices*), and **Dr. Alice Rothchild**, retired ob-gyn, author and filmmaker, with 25 years experience in Palestine-Israel.

Please stop by our Rethinking Schools tables to say hello.

Warmly,

Bill Bigelow

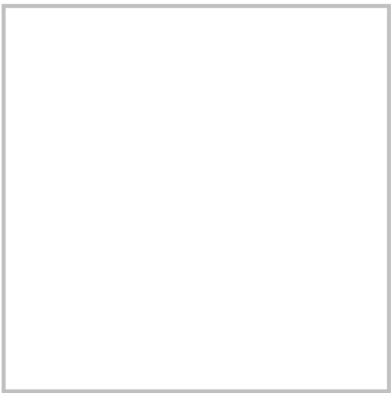
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Constant Contact



From: [Russell Peterson](#) on behalf of [Russell Peterson <rpeterso@pps.net>](#)
To: [Karen Lefere](#); [Angela DiPasquale](#); [Carmel Ross](#); [Sara Deede](#); [Suzanna Kassouf](#); [Jackson Gilbert](#)
Subject: LIUS Native America
Date: Tuesday, October 8, 2024 4:03:43 PM
Attachments: [Native America Unit Plan 2024.docx](#)
[500 nations project.docx](#)
[Cycle of Settlement project.docx](#)

Hey y'all - I'm just launching the unit on Native America (and the Great West .. because the West is best) - wanted to share the big picture and the stuff my kiddos are doing the next bit.

Have a few GREAT documentaries to share (as well as some other vids) - I'll pass those on in a bit. (The cycle of settlement project is an "end of unit" review project, but I wanted to include here just because.)

The essential questions we're answering are:

- 1) How did Native Americans resist the loss of their lands and culture?
- 2) What responsibilities do minority groups have to assimilate into majority culture? What responsibilities does majority culture have to accommodate minority cultures?
- 3) Evaluate the historical evidence around the American cycle of settlement of the West: what conclusions do you draw about the justification of Manifest Destiny? What conclusions do you support around the tensions of accommodations of minority groups and the expectation of assimilation into the majority?
- 4) Identify elements of the "Mythical West" - who created this myth? Why has it become such an important part of our national identity? What is NOT being told in this narrative?

As ever - keep, adapt, revise or reject.

Cheers - RP

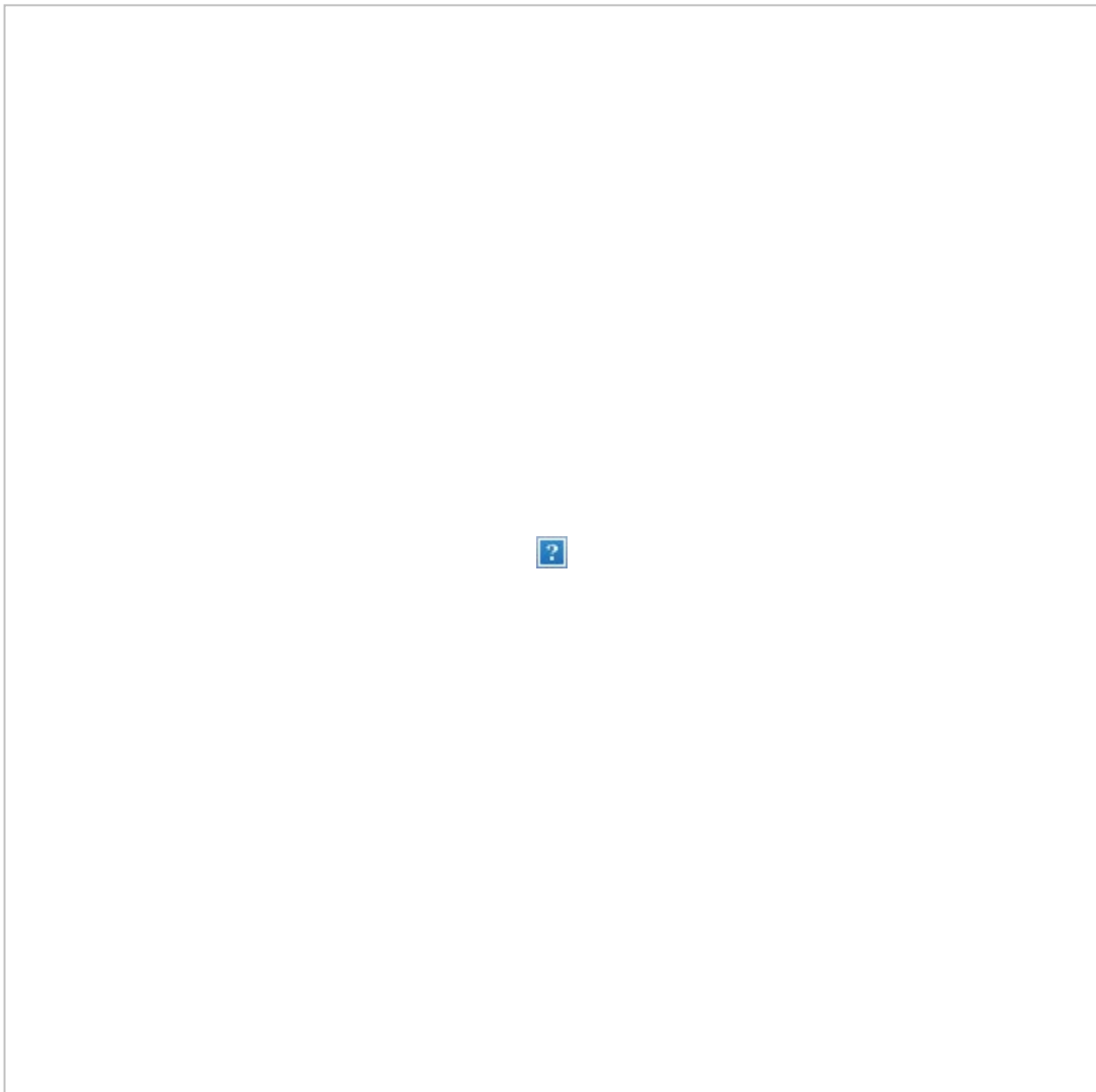
From: [Bill Bigelow](#) on behalf of [Bill Bigelow <marketing@rethinkingschools.org>](#)
To: [Suzie Kassouf](#)
Subject: NW Teaching for Social Justice Conference, Oct. 26 – "soul-filling, hope-feeling"
Date: Wednesday, October 9, 2024 12:21:39 PM

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17th Annual Northwest Teaching for Social Justice Conference

October 26, 2024



Dear Oregon, Washington, British Columbia, and Alaska Rethinking Schools friends,

We are about three weeks away from the 17th Annual Northwest Teaching for Social Justice Conference – Saturday, October 26. Chief Sealth International High School.

[Register now.](#)

As one participant wrote on Facebook after last year's NWTSJ Conference at Parkrose High School in Portland, it was "a **soul-filling, hope-feeling, heart-touching, inspirational** experience."

Please join Rethinking Schools editors Wayne Au, Linda Christensen, Jesse Hagopian, Ursula Wolfe-Rocca, Moé Yonamine, Elizabeth Barbian, and me – and social justice educators from around the Northwest – for this annual teaching for joy and justice celebration and idea-exchange.

Our morning keynoter is the magnificent Marshall Islands performance poet and climate envoy, **Kathy Jetñil-Kijiner**, whose work is used throughout the world. Our afternoon keynote panel, "Teach Palestine," will focus on stories and strategies for teaching truthfully and critically about Palestine-Israel – and discuss some of the pushback this teaching inevitably entails. Panelists are **Jesse Hagopian**, **Samia Shoman**, and **Suzanna Kassouf** (co-editors of our newest book, *Teaching Palestine: Lessons, Stories, Voices*), and **Dr. Alice Rothchild**, retired ob-gyn, author and filmmaker, with 25 years experience in Palestine-Israel.

[Register now.](#)

Please stop by our Rethinking Schools tables to say hello.

Warmly,
Bill Bigelow

Register



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Milwaukee, WI 53214

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: Interview Questions
Date: Wednesday, October 9, 2024 4:17:43 PM
Attachments: [AAA3Election_Speech \(2\).pdf](#)

Hi [REDACTED]

Thanks for chatting today. Here are the political speech guidelines I was telling you about:

Warmly,
apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, Oct 9, 2024 at 3:42 PM Suzanna Kassouf <[skassouf@pps.net](#)> wrote:

Hi [REDACTED]

SO sorry I forgot! On my way to 297

Warmly,
apple



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Hi again,

I went to room 297 and 295 and I didn't see you, are you still able to do the interview?

Thanks,
[REDACTED]

On Tue, Oct 8, 2024 at 3:27 PM Suzanna Kassouf <skassouf@pps.net> wrote:
Sounds good - thank you, [REDACTED]



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"Without hope we are lost." - Mahmoud Darwish

On Tue, Oct 8, 2024 at 3:24 PM [REDACTED] <[REDACTED]> wrote:
Hi,

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1. Just to confirm, is it true that you were asked to take down posters from your class which were supporting Palestine?
(Assuming that the answer to the question above is yes):
2. Could you explain the background for why you put the posters up in the first place / what are your opinions on the Israel-Palestine conflict?
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4. What was your reaction?
5. How do you feel about the PPS policy which allows the administration to do this?
6. What are your thoughts on PAT's response to the policy?
7. Do you know any other people who you think I should talk to regarding this?

These questions might change depending on where the interview takes us, but this is my general outline as of now.

Best,
[REDACTED]

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: Interview Questions
Date: Wednesday, October 9, 2024 8:13:15 PM

Hi again [REDACTED]

One thing I started to mention and forgot to finish is that admin/the district didn't ask me to take down my "release the hostages" sign for several days after I was directed to take down the "ceasefire" sign. I had to mention it to them several times before it was removed. I think that shows the clear bias here.

Warmly,



Ms. Kassouf
Living in the U.S.
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[REDACTED]

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4. What was your reaction?
5. How do you feel about the PPS policy which allows the administration to do this?
6. What are your thoughts on PAT's response to the policy?
7. Do you know any other people who you think I should talk to regarding this?

These questions might change depending on where the interview takes us, but this is my general outline as of now.

Best,

[REDACTED]

From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Capitalism vs. the Climate
Date: Friday, October 11, 2024 1:42:19 PM

[View as Webpage](#)

[zep_logo_horizontal_3.0.png](#)



[zep_header_3.0_tilted.png](#)

Capitalism vs. the Climate

Teaching-climate image

What I love about the [Thingamabob Game: A Simulation on Capitalism vs. the Climate](#) is that students discover quickly that it's not enough to just beg companies to do the right thing. They learn that you need to change the rules, the incentives, and the system more broadly in order to really cut down on pollution. — **Ann Finkel, middle school science teacher, Chicago**

Ann Finkel's quote is from a Prism article titled '[They learn that you need to change the rules, the incentives, and the system](#)'. The independent news outlet Prism is doing a series of interviews with teachers using lessons from the Zinn Education Project. This one is with middle school teachers from Iowa and Illinois who discuss the connections students make when given the opportunity to study the root causes and consequences of climate change

[Read More](#)

Prism also conducted an [interview on teaching about Palestine](#) and wrote an excellent article (not in this series) [about well-respected Philadelphia teacher Keziah Ridgeway](#), who was targeted and suspended for her students' work on

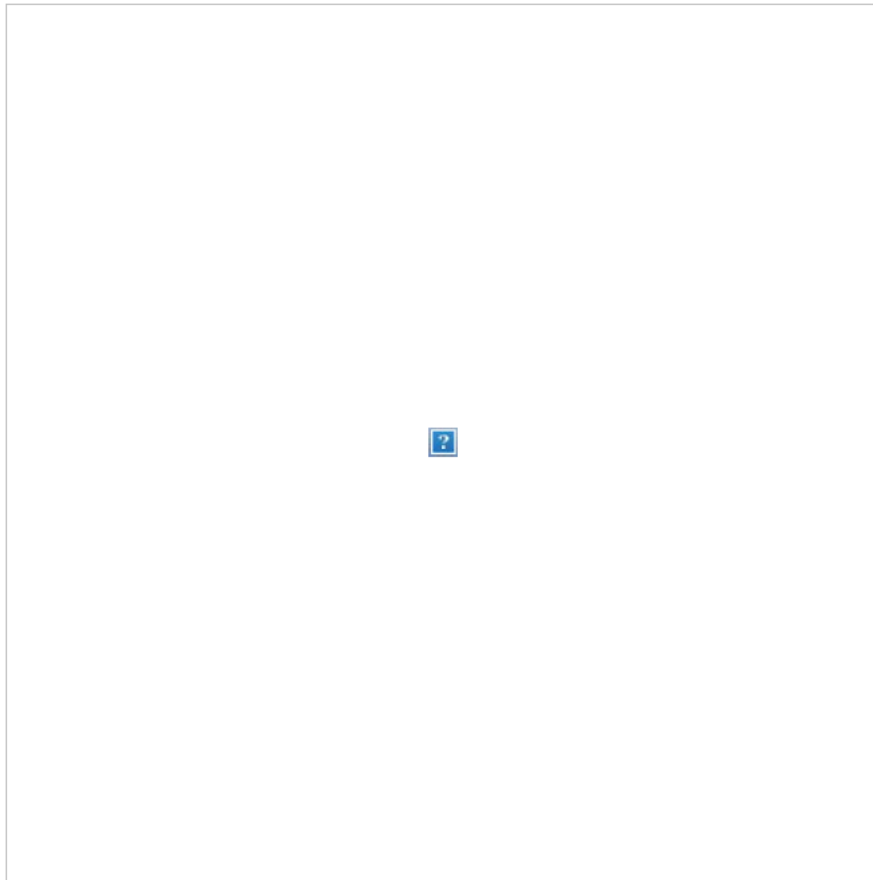
Palestine.

We Refuse

Historian Kellie Carter Jackson kicked off our 2024–2025 season of our monthly [Teach the Black Freedom Struggle online classes](#).

Jackson discussed countless ways African Americans refuse and resist white supremacy. **She reframed popular narratives about revolution**, explaining why the American Revolution was not revolutionary and how the Haitian Revolution and the Reconstruction era had more liberatory and revolutionary outcomes.

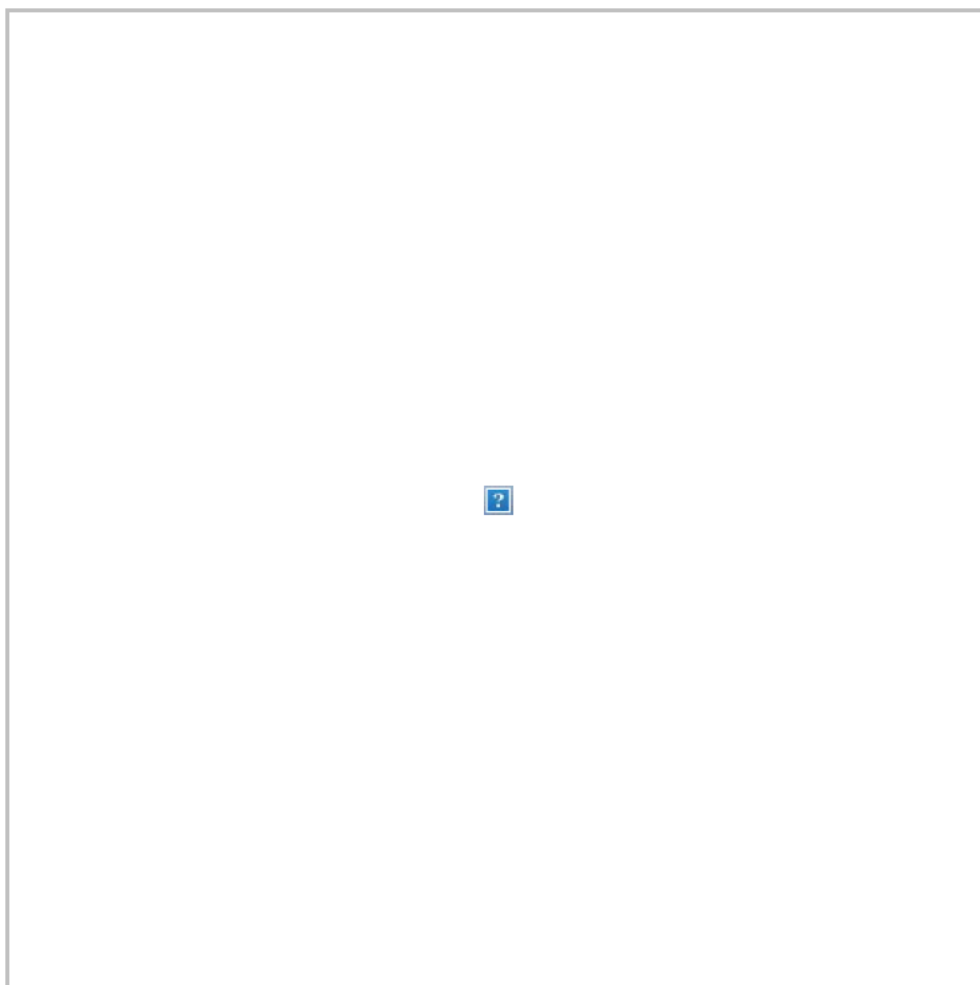
Drop everything and listen to an excerpt in the three-minute audiogram below.



[Full Class Recording and Resources](#)

Indigenous Resistance

Climate Crisis Timeline



As young people study the climate crisis, they can draw ideas and inspiration from stories of resistance, such as entries from our [Climate Crisis Timeline](#).

Our timeline traces its roots of crisis from European colonial expansion and racial capitalism to present-day fossil fuel industry and government projects that exploit the Earth in the name of maximum profit.

Climate Crisis Timeline

New Podcasts

Three new podcast series with a people's history focus have hit the airwaves.

[Empire City: The Untold Origin Story of the NYPD](#) by *Chenjerai Kumanyika on the history*

of the largest police force in the world.

From Protest to Power by the SNCC Legacy Project. SNCC veterans and young activists discuss ongoing efforts to define the future.

The 30 Year Project by Josie Duffy Rice on the 1994 Crime Bill and mass incarceration. Rice also produced the excellent series **Unreformed: the Story of the Alabama Industrial School for Negro Children**.

[empire_city_podcast image](#)



Free Books

Thanks to donations from Haymarket Books and University of North Carolina Press, we can offer the books below in exchange for teaching stories.

[ZEP-free-book-native-resistance-650x340 image](#)



Receive a copy of [*Our History Is the Future: Standing Rock Versus the Dakota Access Pipeline, and the Long Tradition of Indigenous Resistance*](#) (with an afterword by Nick Estes) for your story on teaching about one of these three lessons: [*Standing with Standing Rock: A Role Play on the Dakota Access Pipeline*](#), [*'Don't Take Our Voices Away': A Role Play on the Indigenous Peoples' Global Summit on Climate Change*](#), or [*Teaching Climate Disobedience: Using the Film Necessity in the Classroom*](#).

Share Your Story

free-giveaway-book-freedom-was-in-sight-masur-1020x534 image



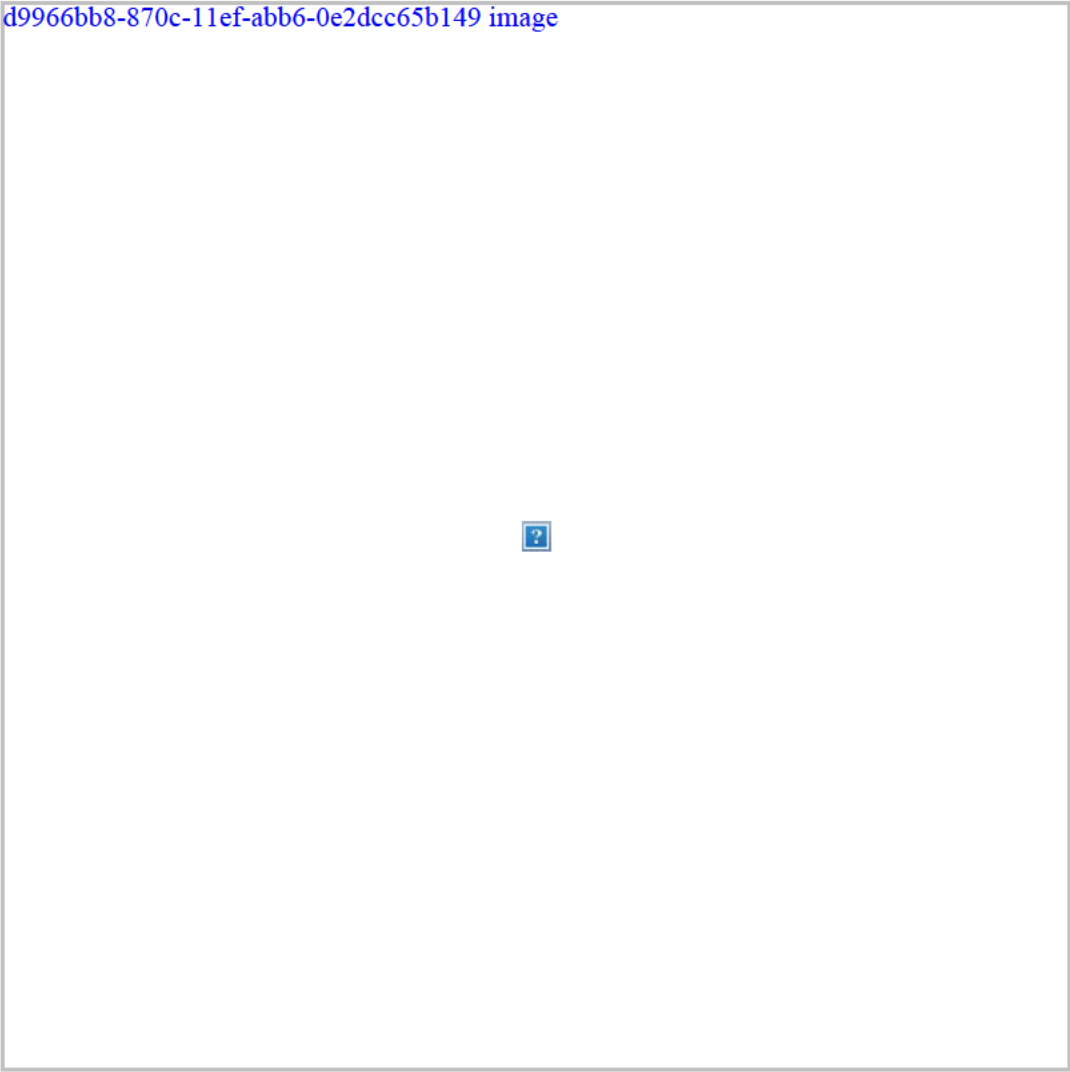
Receive a copy of the new graphic history, [*Freedom Was in Sight: A Graphic History of Reconstruction in the Washington, D.C., Region*](#) by historian Kate Masur and illustrator Liz Clarke for your story on teaching with any one of our lessons on Reconstruction or how you have introduced your students to the report, [*Erasing the Black Freedom Struggle: How State Standards Fail to Teach the Truth About Reconstruction*](#).

Share Your Story

Transgender Justice in Schools

Rethinking Schools Webinar

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Join **Rethinking Schools** on Thursday, October 17 for a webinar on their newest book, *[Transgender Justice in Schools](#)*, which provides inspirational stories from trans students and educators and resources for teachers, students, and parents. This webinar highlights several of the authors from the book who will offer ideas about how educators can prepare for potential pushback as they join the fight for LGBTQ+ rights in schools.

Register

Conferences and Classes

Check out events hosted by the Zinn Education Project and our colleagues, including:

- **Oct. 17:** [Transgender Justice in Schools](#)
- **Oct. 17–19:** [“Where Do We Go From Here?”: Interpreting and Preserving the African American Civil Rights Movement](#)
- **Oct. 26:** [Northwest Teaching for Social Justice Conference](#)
- **Oct. 30:** [Putting the Movement Back Into Civil Rights Teaching](#)
- **Nov. 2:** [Native Knowledge 360° Teach-In](#)
- **Nov 15–16:** [Freedom Teaching Roundtable](#)
- **Nov. 18:** [An American Coup: Wilmington 1898](#)
- **Nov. 22–23:** [NCSS Conference](#)
- and [more](#).

slp_sncc_nov image



[More Events](#)

We Need Your Help

Defend-Teachers-5 image

In this election year, students need to be more informed than ever. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

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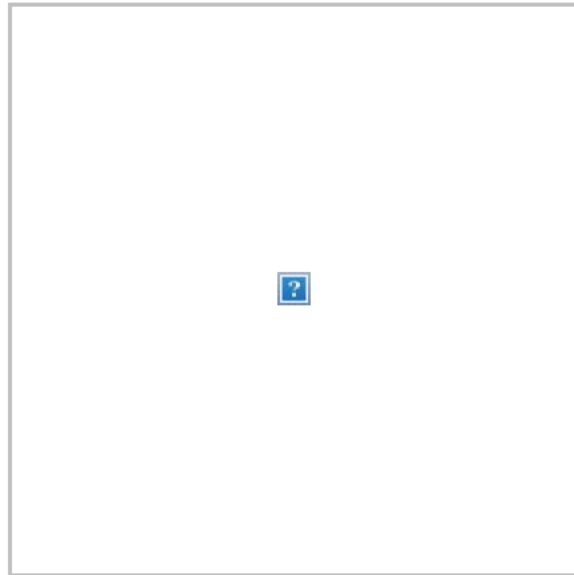
Constant Contact



From: [Rethinking Schools](#) on behalf of [Rethinking Schools <marketing@rethinkingschools.org>](#)
To: [Suzie Kassouf](#)
Subject: Rethinking Columbus
Date: Monday, October 14, 2024 9:02:34 AM



Rethinking Columbus



For years, the Columbus-discovered-America myth taught children that colonialism and racism were normal — that white Europeans had the right to rule over the Indigenous peoples of the Americas.

Our book, [Rethinking Columbus](#) — packed with teaching ideas for kindergarten through college — is the most widely used resource that offers strategies to help students think critically about Columbus’s arrival in the Americas, along with ways to honor the Indigenous people who are caretakers of the land. Critical reading activities invite young people to interrogate Columbus’s journal. A role play puts Columbus on trial, as well as the system of empire. An imaginative writing activity asks students to consider Columbus’s arrival from the Taíno standpoint. A “Rethinking Thanksgiving” chapter includes articles from Joseph Bruchac, Michael Dorris, and James Loewen.

Celebrate Indigenous Peoples’ Day with readings and activities from Rethinking

Schools' all-time bestselling book, *Rethinking Columbus*.



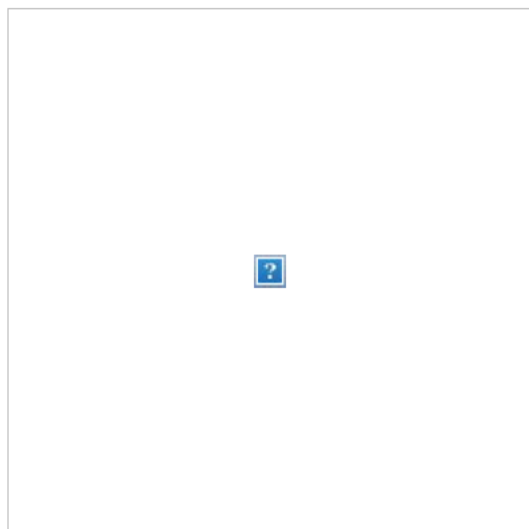
Rethinking Columbus: The Next 500 Years
By Bill Bigelow and Bob Peterson

"The original edition made educational history by introducing a startling new view of Columbus ... In the revised edition we get even richer material, a **marvelous compendium of history, literature, original sources, commentary** ... an exciting treasure for teachers, students, and the general public."

Howard Zinn (1922–2010)

Author of *A People's History of the United States*

Order your copy

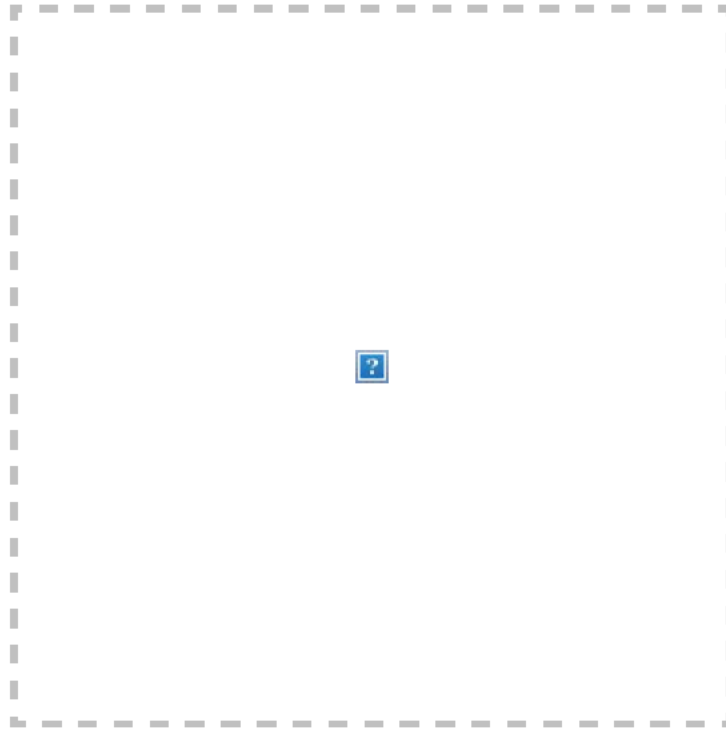


Revised Lesson: *The People vs. Columbus, et al.*

This widely used lesson has been revised in collaboration with Taíno community members. The updated version centers the Taíno people as those harmed and includes indictments for four colonial offenders: Columbus, Columbus's Men, King Ferdinand and Queen Isabella, and the System of Empire.

[Learn more and download for free at the Zinn Education Project](#)

INTRODUCTION & ADDITIONAL RESOURCES:



Why Rethink Columbus?

By *Rethinking Columbus* Editors

Too many children's books, textbooks, and curricula continue to tout the traditional Columbus myth. For many children, the "discovery of America" is their first curricular exposure to the encounter between two cultures.

[Read more in English.](#)

[Read more in Spanish.](#)



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Milwaukee, WI 53214

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From: [REDACTED] on behalf of [REDACTED] <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Re: Interview Questions
Date: Monday, October 14, 2024 9:32:06 AM

Hi,

I'll make sure to include that.



On Sun, Oct 13, 2024 at 9:04 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi [REDACTED]

One more thing: if possible, I would like the article to make it clear that the directive to take down posters came from the district, not from our admin. Also, what I forgot to mention is that admin never tried to stop me from teaching about Palestine-Israel and I really appreciate that. My fight and disappointment is much more with the district than with the admin at our school.

Thank you!

Warmly,

apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, Oct 10, 2024 at 10:28 AM [REDACTED] <[REDACTED]> wrote:

Thank you so much!



On Wed, Oct 9, 2024 at 4:17 PM Suzanna Kassouf <skassouf@pps.net> wrote:

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Warmly,
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These questions might change depending on where the interview takes us, but this is my general outline as of now.

Best,
[REDACTED]

From: [Russell Peterson](#) on behalf of [Russell Peterson <rpeterso@pps.net>](#)
To: [Angela DiPasquale](#); [Suzanna Kassouf](#); [Sara Deede](#); [Jackson Gilbert](#); [Karen Lefere](#); [Carmel Ross](#)
Subject: LIUS Funnel activity on Native America
Date: Monday, October 14, 2024 12:09:23 PM
Attachments: [DBQ The Trail of Tears.docx](#)
[Tecumseh Confronts Gov Harrison.pdf](#)
[Tecumseh Opposes White Settlement.pdf](#)
[Tecumseh's Speech to Osages.pdf](#)
[Andrew Jackson On Indian Removal.docx](#)
[Trail of Tears data.docx](#)
[andrew_jackson_indian_removal_.pdf](#)
[Black Seminoles.pdf](#)
[cherokee_seminole_removal.pdf](#)
[Cherokees.pdf](#)
[Indian Removal Problems to Consider.pdf](#)
[Jackson Administration.pdf](#)
[Missionaries & Northern Reformers.pdf](#)
[Plantation Owners & Farmers.pdf](#)

Hey y'all - I'll be running a funnel activity on Tecumseh and Bigelow's Indian Removal Act role-play this week (and prolly into n next week) - sharing with you here. Considering walking my classes through the Trail of Tears DBQ (also included here.)

Feel free to adapt, delete, ignore or adapt as you see fit.

- Cheers -

RP

PS: not sure just yet which version of Tecumseh's speech I'll give my students, so I am including several...

From: [Teach Mideast](#) on behalf of [Teach Mideast <info-meptc.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | What Happens If Project 2025 Is Realized?
Date: Tuesday, October 15, 2024 12:45:16 PM



Bring Middle East News Right to your Classroom

What is Project 2025?

Project 2025 is a comprehensive policy blueprint developed by the Heritage Foundation aiming to reshape US governance and foreign policy. This initiative outlines a conservative vision for the future, focusing on reducing government intervention, dismantling government agencies like the Department of Homeland Security, and reducing immigration. In the realm of foreign policy, Project 2025 emphasizes a shift towards greater burden-sharing with international allies, reinforcing support for key partners like Israel, and adopting a more assertive stance against adversaries like Iran. This initiative aims to reduce US intervention abroad while encouraging allies to take on more responsibility for their own defense and regional stability. If realized, these proposed changes are poised to have a significant

impact on the MENA region.

Despite what is seen in the media, former President Donald Trump has disavowed the initiative on social media and during the debate against Vice President Harris on September 10. Simultaneously, the Democratic Party connects the two as high ranking officials from former President Trump's administration are in charge of Project 2025. For example, Ben Carson, former secretary of Housing and Urban Development in the Trump Administration, and John Ratcliffe, former director of National Intelligence in the Trump administration are listed as authors or contributors to the policy agenda within Project 2025.

What is burden-sharing in defense?

One of the core parts of Project 2025 is the emphasis on burden-sharing in defense. The blueprint of Project 2025 advocates for US allies, including those in the MENA region, to take greater responsibility for their own security and defense. This could lead to a reduced US military presence and support in the region, compelling countries like Saudi Arabia, the UAE, and Egypt to increase their defense spending and capabilities. While this shift aims to alleviate the financial and logistical burden on the US, it could also prompt regional powers to bolster their military infrastructure and form new alliances to ensure their own security and sovereignty.

In addition to reducing military presence, Project 2025 suggests reducing or even stopping several humanitarian aid missions that don't align with US interests. This includes the US Agency for International Development Projects in Afghanistan, Syria, and Yemen. For example, with the Taliban, a terrorist organization, being in control in Afghanistan and limiting the rights of many minority groups including women, these humanitarian missions are relied upon by many people. Ending aid projects like this could have a significant negative impact on these countries. Another example is the humanitarian crisis in Yemen with the ongoing Yemeni civil war and more than half of the population struggling to access food. The US has given Yemen about **\$6 billion in aid** which would be reduced or stopped completely by Project 2025.

What does Project 2025 say about Israel?

Although Project 2025 emphasized burden-sharing in defense, this does not apply to Israel. Israel is mentioned several times throughout, stating **"sustain support for Israel even as America empowers Gulf partners to take responsibility for their own coastal, air, and missile defenses."** The policy blueprint maintains its **"ironclad"** commitment to the **2016 Memorandum of Understanding**, an Israeli-US agreement providing Israel \$3.8 billion in US military aid annually until 2028. This enhanced support for Israel could lead to greater stability and security for Israel, but it might also exacerbate tensions with neighboring countries and non-state actors opposed to Israeli policies, especially with the ongoing Israel-Palestine conflict.

What does Project 2025 say about Iran?

A significant aspect of Project 2025's foreign policy is its hardline approach towards Iran. The blueprint calls for increased sanctions and a robust strategy to counter Iran's influence in the MENA region. Part of this strategy includes continuing to arm Israel in an attempt to counter Iran. This aggressive stance on Iran aims to diminish

the nation's ability to destabilize the region, but it also risks escalating tension and potentially leading to further conflicts.

- [Full Project 2025 Mandate](#)
- [Project 2025: The conservative blueprint that may shape America's global role after the 2024 election](#)
- [What could Project 2025 mean for the rest of the world?](#)

Please direct all educational and cultural inquiries to: jkaur@mepc.org

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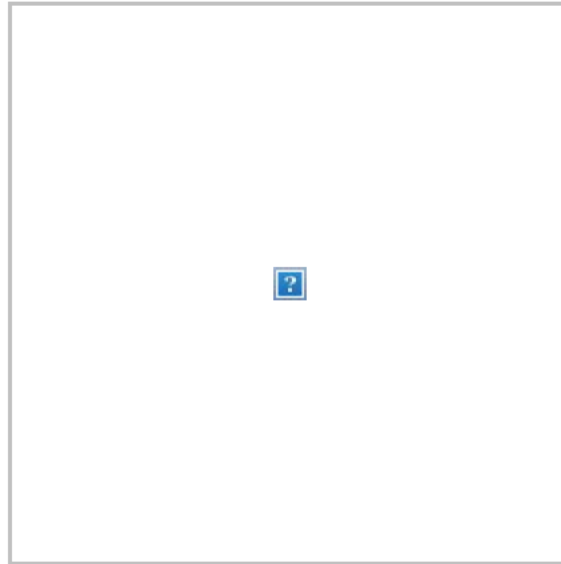
Constant Contact



From: [Rethinking Schools](#) on behalf of [Rethinking Schools <marketing@rethinkingschools.org>](#)
To: [Suzie Kassouf](#)
Subject: Teaching about Redlining
Date: Wednesday, October 16, 2024 9:09:29 AM



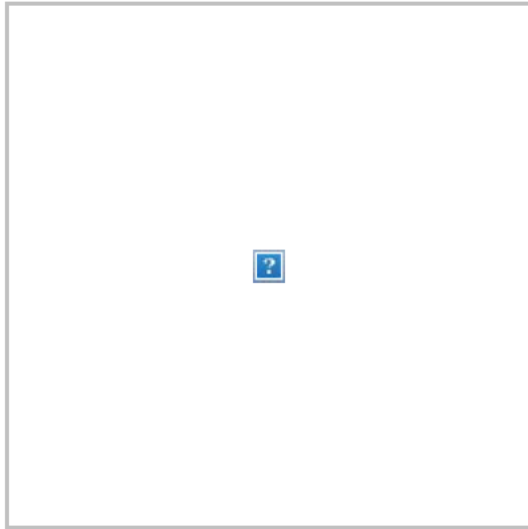
Teaching about Redlining



We're excited to share that the fall issue of *Rethinking Schools* is here!

The fall issue of *Rethinking Schools* provides essential tools for educators to teach about redlining. Adam Sanchez describes a classroom simulation where students experience the effects of decades of racist federal housing policies. Two other articles about teaching redlining discuss the use of maps — both physical and digital — to explore historical injustice. A timely exposé by young adult novelist Nora Lester Murad reveals how the Anti-Defamation League exploits antisemitism to push an anti-justice, pro-Israel agenda in schools. Three articles explore how to address issues of equity and justice in science teaching. First graders learn about accessibility and empathy through constructing emergency signals. Cherokee teacher Nichole Efird shares how she brings Indigenous culture and knowledge into the preschool curriculum. *Rethinking Schools* editor Moé Yonamine describes an environmental justice fair that helped her students come to see themselves as activists. And so much more.

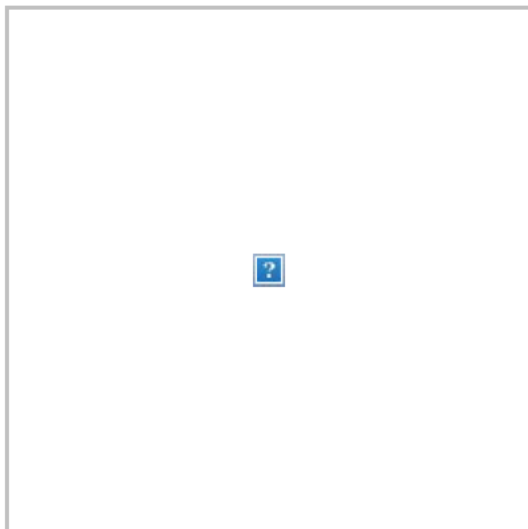
From the Fall Issue:



Simulating Redlining: When "Race Was the Real Currency"

By Adam Sanchez

A high school social studies teacher describes a classroom simulation where students experience the effects of decades of racist federal housing policies.



Why Do You Live Where You Live?

Using Interactive Maps to Connect Past Racist Housing Policy to the Present

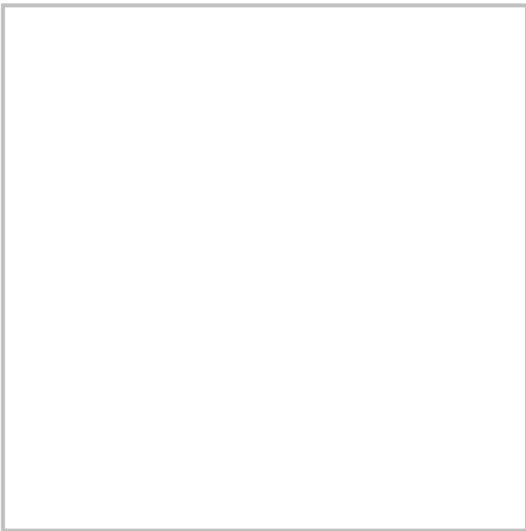
By Carl Faucher

A middle school English teacher uses online mapping tools to connect past racist housing policy to the present.

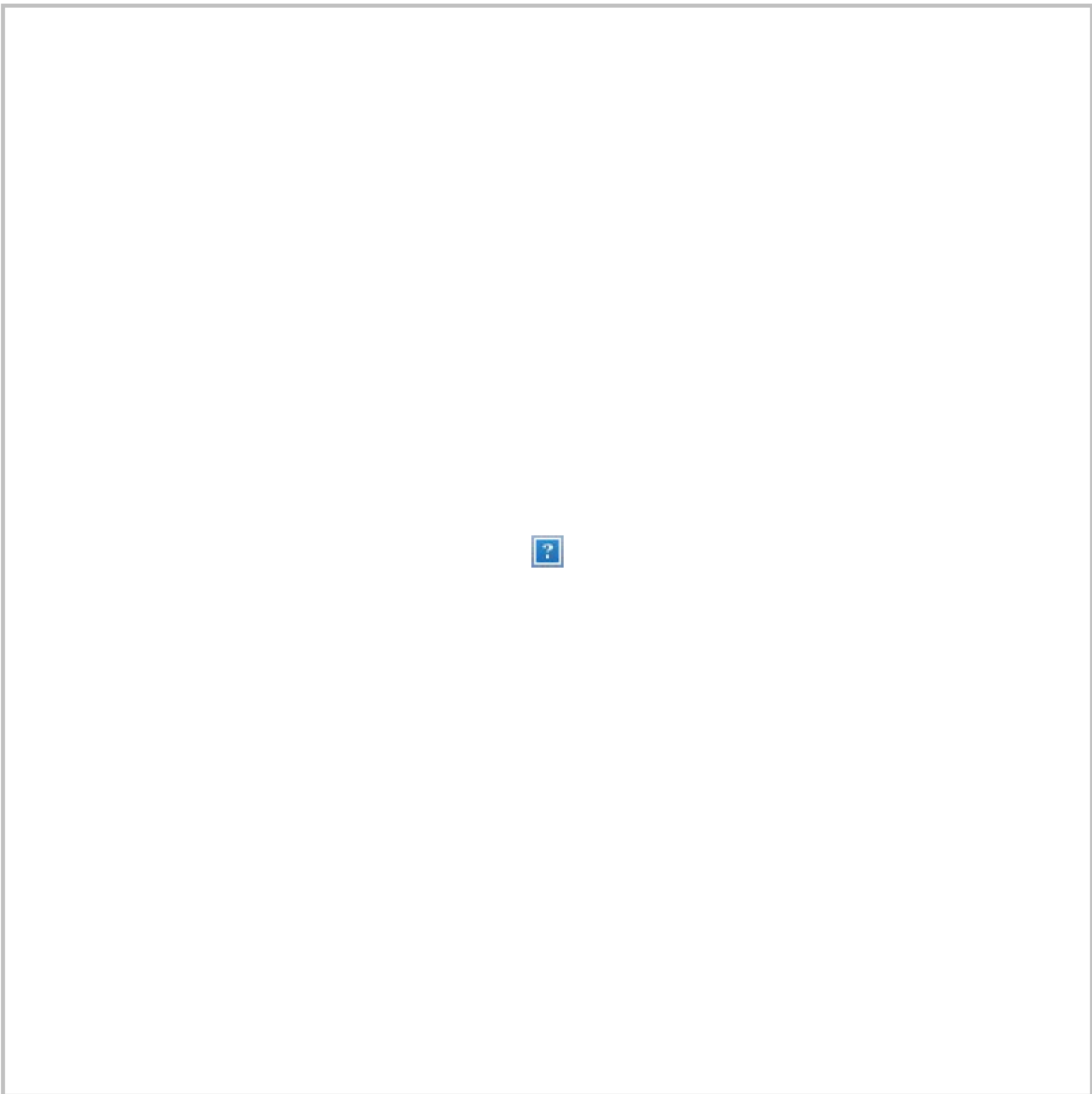
Green, Blue, Yellow, Red: Mapping Spatial Injustice

By Jacob Barton

Layering maps, a former high school science teacher illustrates spatial



injustice in air quality and highway
construction.





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From: [Jasmin Kaur](#) on behalf of [Jasmin Kaur](#) <info-mepc.org@shared1.ccsend.com>
To: skassouf@pps.net
Subject: Weekly Digest | October 16
Date: Wednesday, October 16, 2024 12:30:30 PM



Your source for notable art and culture news of the week

**INNOVATIVE
JORDANIAN
RESTAURANT
CELEBRATES
ANNIVERSARY**

OCTOBER 7 — Oak Tree Kitchen is a new restaurant in Jordan offering a modern interpretation of traditional Jordanian Arab cuisine. It just celebrated its one-year anniversary on Friday, September 27, opening at the Dead Sea Marriott Resort & Spa.

With overwhelmingly positive reviews, the restaurant has grown in reputation, receiving customers from the capital of Amman and around the world and earning the restaurant the highest TripAdvisor ranking among nine similar restaurants in the area.

The general manager, Mr. Muhannad Hameed, shared that the restaurant's name represents its deep-rooted reverence for Jordanian cuisine and culture. This reverence is seen in the restaurant's dedicated staff that continues to push the boundaries of the Arab culinary experience.

EGYPTIAN DIRECTOR RECEIVES OSCAR NOMINATION

OCTOBER 8 —At the Oran International Arab Film Festival, Egyptian director Hani Khalifa expressed his joy at screening his latest film, *Journey 404*, in Algeria. Speaking on the sidelines of the event, Khalifa noted how deeply moved the Algerian audience seemed, remarking that this emotional response signaled the successful delivery of his message.

Journey 404 explores the story of Ghada, a woman on the cusp of embarking on a spiritual journey to Mecca for Hajj. However, her plans are derailed by a sudden crisis, forcing her to seek help from people with whom she had severed ties—individuals with tainted pasts. In a race against time, Ghada must gather a large sum of money to fulfill her pilgrimage, all while confronting the moral complexities of revisiting those darker parts of her life. The film masterfully examines how desperation and faith intersect, as well as the lengths to which people will go when their beliefs and survival are at stake.

SOFT OPENING FOR MEGA- MUSEUM IN EGYPT

OCTOBER 15 — 12 halls of the **Grand Egyptian Museum** will be available to a limited 4,000 visitors per day starting October 16. Located near the world-renowned Giza Pyramids and costing over \$1 billion, the world's largest archaeological museum will exhibit over 100,000 artifacts from Egypt's storied past.

The exhibits will display different facets of ancient Egypt related to society, religion, and doctrine across the ruling dynasties and historical periods. A six-story grand staircase offers views of the pyramids, and the commercial area that shows artifacts, including sarcophagi and statues, is also open for viewing.

Advanced technology and multimedia presentations are featured in all of the halls, including virtual reality, allowing a more in-depth experience for visitors into the lives of ancient Egypt's people and kings.

NEWLY DISCOVERED TOMB UNDER PETRA

OCTOBER 14 – Underneath Jordan's world-famous **Treasury monument** located in Petra, a recent archeological excavation has uncovered an untouched tomb containing 12 human skeletons and a chamber of grave offerings.

Ground-penetrating radar technology led the team of joint Jordanian and American archeologists to excavate the site, leading many to wonder what else was under the ancient city waiting to be discovered. More work is being done to date the skeletal remains, which, as of now, are estimated between 400 B.C. and 106 A.D., placing them in the prime years of Nabatean civilization.

The tomb is believed to predate the construction of the Treasury

structure and, along with other underground radar signals detected at the site, the discovery leaves more questions than answers on the history of Petra.

DON'T FORGET TO PENCIL IN:

- October 19: **Groove on the Grass** – A night that celebrates electronic music innovators, featuring an excellent lineup of international and Middle Eastern artists including ASH, Viken Arman, Fiona Kraft, and many more! Located at the Emirates Golf Club, Dubai, UAE.
- November 2: **Eternal Echoes: The Silent Cry of Gaza** – Al Jazeera's Hayat El-Yamani presents her art exhibit that pays tribute to the children of Gaza. Located at the Fire Station art space in Doha, Qatar.

THAQafa IN FOCUS:



Our most recent Middle East in Focus, on the *History of Sanctions in the Middle East and North Africa*, can be found [here](#).

Please direct all educational inquiries to: jkaur@mepc.org

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From: [Gabriel Higuera](#) on behalf of [Gabriel Higuera <gabriel.higuera@pcc.edu>](mailto:gabriel.higuera@pcc.edu)
To: sdeede@pps.net; mdonaldson@pps.net; dgavitte@pps.net; jagilbert@pps.net; skassouf@pps.net; ashort1@pps.net; astamant@pps.net
Subject: Call for Youth Presenters: PCC's 7th Ethnic Studies Youth Conference
Date: Wednesday, October 16, 2024 1:11:11 PM
Attachments: [ESYC Fall 2024.pdf](#)
[ESYC Spring 2024 Program.pdf](#)

Hi, I'm Gabriel Higuera, Ethnic Studies faculty at Portland Community College.

We would love for you to attend PCC's 7th Ethnic Studies Youth Conference, on Friday December 6th, 2024, and spread the invitation to your students.

We are inviting students from throughout Oregon to share their research, art, and voices on panels of their peers, moderated by scholars and community leaders. Community organizations and higher education institutions will be tabling, including Oregon State University, Pacific University, and Western University.

More information can also be found at <https://www.criticaleducators.org/youth-conference.html>.

Attached also is a flyer, as well as the program from our most recent youth conference.

Thank you, and wishing you a wonderful and safe school year.

Respectfully,

Gabriel

--

Gabriel Antonio Higuera, PhD

Instructor, Ethnic Studies
Portland Community College

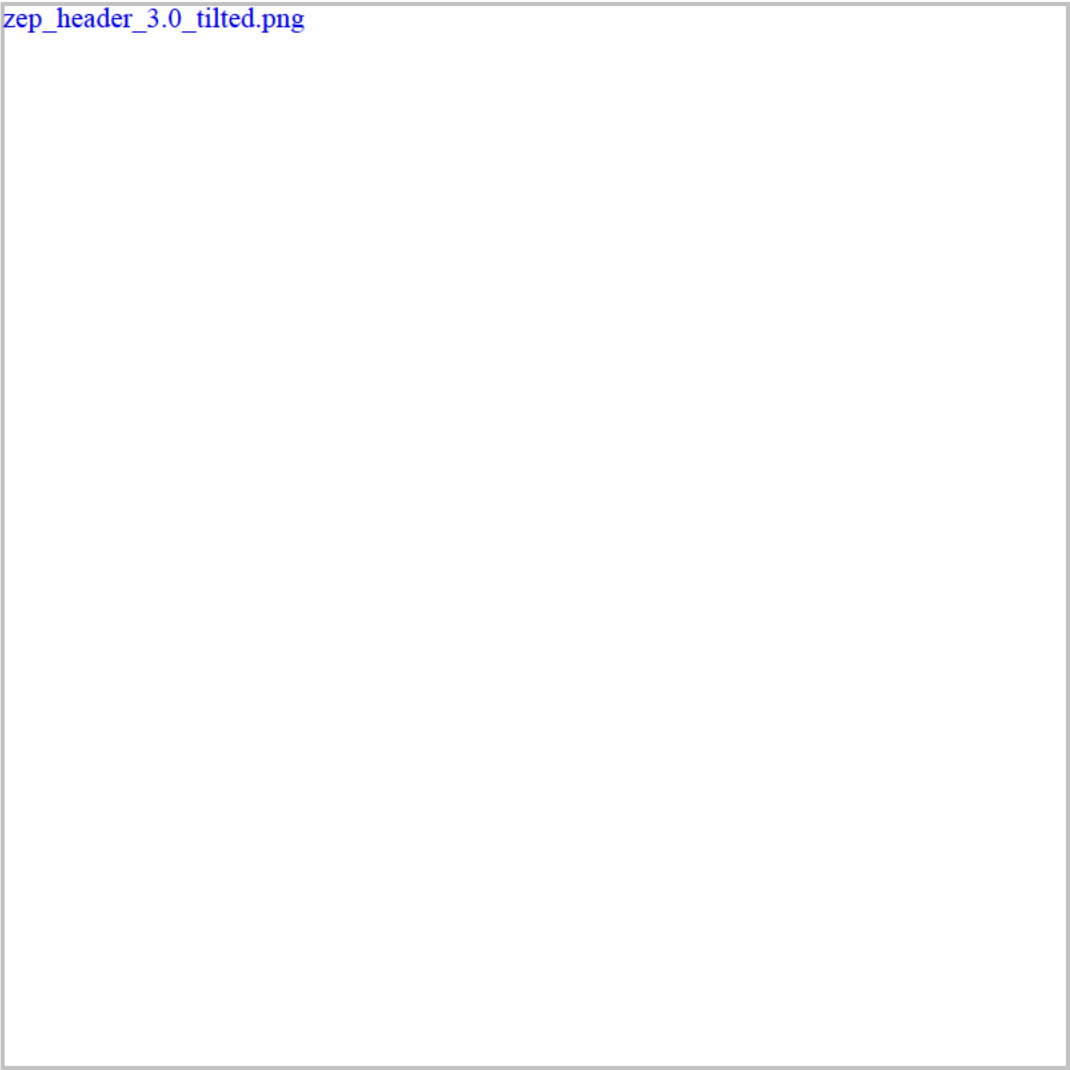
From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Students Place the Climate Crisis on Trial
Date: Thursday, October 17, 2024 8:41:19 AM

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Climate Crisis on Trial

[San-Francisco-Youth-Climate-Strike3-1866x534 image](#)



Who — or what — is to blame for the terrible effects of the climate crisis? [The Climate Crisis Trial: A Role Play on the Roots of Global Warming](#) by Bill Bigelow helps students understand the complicated factors involved.

After witnessing and researching issues related to climate change, the students are always shocked about the institutions and their work to ignore accountability. **It gives them power and ownership to put these institutions on trial** and practice speaking out for what they see as wrong. — Heather David, middle school teacher, Truckee, California

As with all lessons at the Zinn Education Project, “The Climate Crisis Trial” is free to download for classroom use, thanks to [donations](#).

Lesson

Rethinking Schools

New Issue

The [fall issue of *Rethinking Schools*](#) provides essential tools for educators to teach about redlining.

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39 image



[Read and Subscribe](#)

Meet Us in Boston

November 22–23

JS102024_NCSS-PeoplesHistory-Group-1020x534 image



The Zinn Education Project team will be at the National Council for the Social Studies Conference in Boston on November 22 and 23.

We have a booth in the exhibit area and we are offering a number of workshops. In the booth, we'll have information about our Reconstruction report, Teach Climate Justice campaign, *Teaching for Black Lives* study groups, and all our people's history lessons. There will also be resources from the two coordinating organizations, Rethinking Schools and Teaching for Change.

Take a photo with our #TeachTruth frame and/or record a teaching story.

Let us know if you plan to attend. We'd love to meet up with you there.

[Read More](#)

Real World Issues

Teaching-migrant-justice image



There is nothing I dislike more than when we refer to life beyond high school as the “real world,” as if what students are living on a daily basis isn’t part of and intimately connected to the world.

We do a disservice to our students to pretend that the world outside isn’t there and that the happenings outside the classroom walls don’t affect them. As a teacher, I constantly think of Howard Zinn’s quote, “You can’t be neutral on a moving train.” To pretend to be neutral only damages teachers ourselves and demeans our students’ hearts and minds. — Nick DePascal, high school English teacher, Albuquerque, New Mexico

[Nick DePascal](#), a Prentiss Charney Fellow, was interviewed by Prism for the [Teaching truths: Educators speak on justice and liberation in the classroom series](#), in collaboration with the Zinn Education Project.

Continue Reading

Conferences and Classes

november24-TBFS-class-1-1020x534 image



Check out events hosted by the Zinn Education Project and our colleagues, including:

- **Oct. 26:** [Northwest Teaching for Social Justice Conference](#)
- **Oct. 30:** [Putting the Movement Back Into Civil Rights Teaching](#)
- **Nov. 2:** [Native Knowledge 360° Teach-In](#)
- **Nov 15–16:** [Freedom Teaching Roundtable](#)
- **Nov. 18:** [An American Coup: Wilmington 1898](#)
- **Nov. 22–23:** [NCSS Conference](#)
- and [more](#).

More Events

We Need Your Help

Defend-Teachers-5 image



Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

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From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Lynn Yarne](#)
Subject: Re: WED Fundraiser opportunity for Free Palestine Shirts
Date: Friday, October 18, 2024 2:43:02 PM
Attachments: [IMG_3423.PNG](#)
[IMG_3424.PNG](#)

Oh my pleasure! It was great having them there and the students really did a great job :)

apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Fri, Oct 18, 2024 at 2:42 PM Lynn Yarne <lyarne@pps.net> wrote:

BTW, [REDACTED] said the conversation in your class was SOOOOOO AWESOME. They were really excited about everything they saw. Big thank you!

Lynn Yarne

Grant High School Visual Arts
CTE Screen Printing
Advisor to the Asian Pacific Islander Alliance

On Fri, Oct 18, 2024 at 2:30 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Unfortunately I'm busy on Wednesday, but this seems like a great use of the funds!

apple



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On Fri, Oct 18, 2024 at 2:12 PM Lynn Yarne <lyarne@pps.net> wrote:

Hi Team,

I got a confirmation this morning that Jawaher (super awesome local Palestinian baker) is making a spot for our group to sell our Free Palestine shirts. **Will you 'reply all' to the group if you are available to vend on Wed eve?**

The fundraiser is for 3 specific families who are currently in Gaza. Would you all be ok to put the funds raised in this event to support these families?

Have a good weekend!

 mama.dut.foods and 4 others
🎵 El-Funoun Palestinian Popular Dance Troupe · Take m... ⋮

1/2

BAKE SALE FOR PALESTINE

WHEN? October 23rd 5-8pm

WHERE? **SWANA Rose**
2942 NE MLK Jr Blvd,
Portland, OR, 97212



JOIN US AT THE SWANA ROSE CENTER FOR DELICIOUS BAKED GOODS OF ALL KINDS. WE WILL HAVE FACE PAINTING BY **ROMONSTA** AND HENNA ART BY **SAPPHIRESUSH**

Proceeds will go to the families of Dua'a, Ghadeer, and Haneen in Gaza.

  **GLUTEN FREE & VEGAN OPTIONS AVAILABLE**



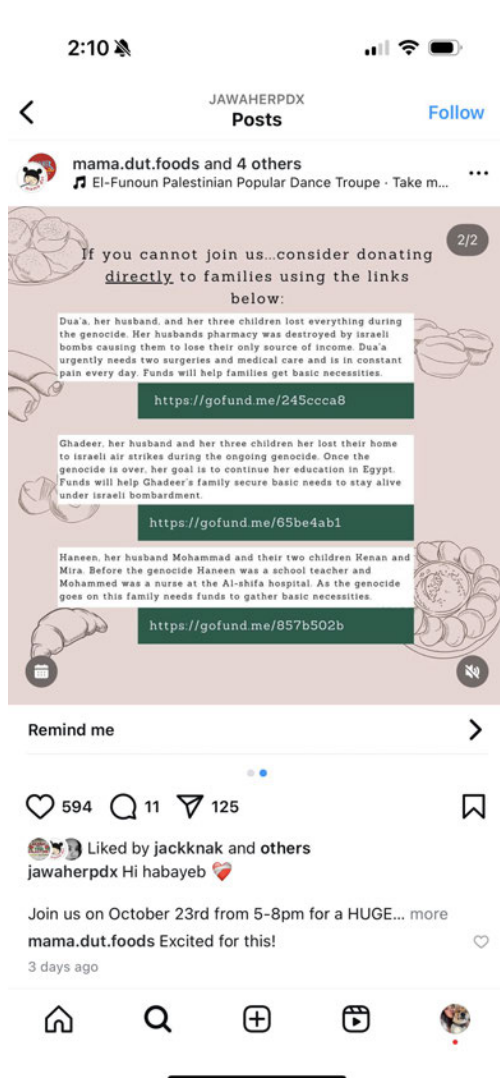
Remind me



594 11 125



 Liked by jackknak and others
jawaherpx Hi habayeb ❤️



Lynn Yarne

Grant High School Visual Arts

CTE Screen Printing

Advisor to the Asian Pacific Islander Alliance

From: [REDACTED] on behalf of [REDACTED] <[REDACTED]>
To: [Suzanna Kassouf](#)
Cc: [Lynn Yarne](#); [REDACTED]
Subject: Re: WED Fundraiser opportunity for Free Palestine Shirts
Date: Monday, October 21, 2024 9:48:45 AM
Attachments: [IMG_3423.PNG](#)
[IMG_3424.PNG](#)

I sadly don't know if I will be able to make it on Wednesday, but this looks great!

On Fri, Oct 18, 2024 at 2:30 PM Suzanna Kassouf <skassouf@pps.net> wrote:

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Ms. Kassouf
Living in the U.S.
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mama.dut.foods and 4 others

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Remind me



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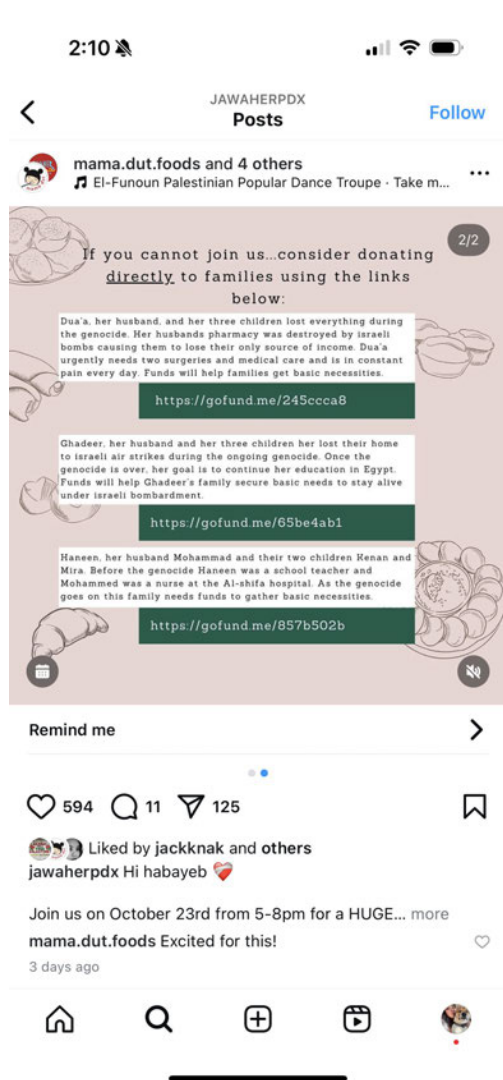


125



Liked by jackknak and others

jawaherpx Hi habayeb ❤️



Lynn Yarne

Grant High School Visual Arts

CTE Screen Printing

Advisor to the Asian Pacific Islander Alliance

From: [Teach Mideast](#) on behalf of [Teach Mideast <info-meptc.org@shared1.ccsend.com>](#)
To: skassouf@pps.net
Subject: Topic of the Week | Where Do Trump and Harris Stand on Iran?
Date: Tuesday, October 22, 2024 8:20:20 AM



Bring Middle East News Right to your Classroom

Where Do Trump and Harris Stand on Iran?

In the evolving landscape of U.S. foreign policy, the future president's stance on critical issues like Iran's status as a nuclear power play a significant role in shaping international relations. Vice President Kamala Harris and former President Donald Trump have articulated distinct positions on Iran, reflecting broader differences in their approaches to foreign policy. As the U.S. navigates geopolitical challenges, understanding where each candidate stands on Iran provides valuable insight into the directions American diplomacy and security can go. This article will delve into their respective approaches and highlight the implications for U.S.-Iranian relations and the international community.

What is the Iran Nuclear Deal?

The **Iran nuclear deal**, formally known as the Joint Comprehensive Plan of Action (JCPOA), was a landmark agreement reached in 2015 between Iran and several major powers, including the U.S., UK, China, Russia, France, Germany, and the European Union. Under the terms of the deal, Iran would dismantle much of its nuclear program and open its facilities to more extensive inspections by international agencies in exchange for billions of dollars worth of sanctions relief. The goal was to prevent Iran from developing nuclear weapons and reduce the risk of conflict. However, the Trump administration withdrew from the agreement in 2018, reinstating severe sanctions and arguing that the deal was not effective in curbing Iran's nuclear program and influence in the region. Since then, efforts to revive the deal have faced multiple challenges, including Tehran's continued nuclear advancements and its involvement in regional conflicts.

What is Trump's Stance on Iran?

Former President Trump has consistently taken a hardline approach towards Iran. During his presidency, he withdrew the U.S. from the JCPOA and labeled it **"defective to its core."** In its place, he implemented a **"maximum pressure"** campaign that imposed tougher sanctions on Iran's banking and oil sectors. Trump has also been vocal about his willingness to take military action against Iran if necessary, emphasizing the need to prevent the country from developing a nuclear weapon. He has claimed that **Iran was involved** in the recent assassination attempts against him, intensifying his hardline stance, though these claims have not been corroborated by the FBI or other intelligence agency.

How Does Harris View Iran?

Vice President Harris considers Iran to be America's greatest adversary, citing its involvement in attacks on U.S. military personnel and pursuit of nuclear weapons; in an interview with CBS, Harris stated that **"Iran has American blood on their hands."** She has expressed support for **rejoining the Iran nuclear deal**, provided that Iran returns to verifiable compliance with the International Atomic Energy Agency. She also emphasized the importance of preventing Iran from achieving nuclear capability and has been critical of Trump's decision to withdraw from the JCPOA. Harris' approach includes a focus on diplomatic solutions and maintaining strong alliances with U.S. partners in the region.

What Are the Key Differences in Their Approaches?

Trump favors a more aggressive stance, including the use of military force and stringent sanctions. In contrast, Harris advocates for diplomatic engagement and rejoining the nuclear deal under strict conditions. Trump's approach is characterized by unilateral action and a focus on maximum pressure, whereas Harris has emphasized multilateral cooperation and the importance of alliances.

Further Reading:

- [Iran Deal Facts](#)
- [What can Iran expect from a potential Trump presidency?](#)
- [Remarks by Vice President Harris on the Iranian Ballistic Missile Attack Against Israel](#)
- [Trump Abandons Iran Nuclear Deal](#)

Please direct all educational and cultural inquiries to: jkaur@mepc.org

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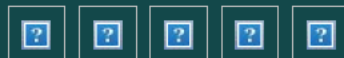
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From: [Bekah Sabzalian](#) on behalf of [Bekah Sabzalian](#) <[REDACTED]>
To: [Suzanna Kassouf](#)
Subject: Re: Speaking at The Oregon Collective Summit
Date: Wednesday, October 23, 2024 9:18:51 AM

Got it! If you're coming later, I would encourage you to be there by 1:45. That way you can grab lunch and ask questions if you have them.

I'm looking forward to meeting you!

With care,
Bekah

On Oct 23, 2024, at 9:10 AM, Suzanna Kassouf <skassouf@pps.net> wrote:

Hi Bekah,

If you can put me on the list without a commitment that would be great. I have an obligation earlier in the day and am presenting at conferences three weekends in a row, so may need to take a break and just come for the affinity group. It sounds like a great event!

Warmly,
Suzanna



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Wed, Oct 23, 2024 at 9:03 AM Bekah Sabzalian <[REDACTED]> wrote:

Hi Suzanna,

This is great news! There are just a few Southwest Asian and North African educators attending the Summit. There are about 40 of 300 registered educators

that didn't indicate how they racially identify, so there could be a few more in that group. I can imagine it can be a lonely experience, so I hope even meeting one new Arab teacher will be meaningful.

Would you like to attend the whole Summit? It's 9:30 - 5 and it's shaping up to be an incredible day. There's also a catered reception 6-8:30 at Sheraton PDX with a DJ. Let me know and I'll put you on the registration list. I'll send you a bit more info from my laptop when I get to my office.

You'll receive an email from Violeta Alvarez Lucio from Meyer Memorial Trust in the next two weeks with a community payment agreement.

With care,
Bekah

Sent from my iPhone

On Oct 23, 2024, at 8:22 AM, Suzanna Kassouf
<skassouf@pps.net> wrote:

Hi Bekah,

I'd be happy to do this! It would be nice to meet other Arab teachers.

Warmly,
Suzanna
apple



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, Oct 22, 2024 at 3:25 PM Bekah Sabzalian

<[REDACTED]> wrote:

This would be from 3-4 PM.

On Tue, Oct 22, 2024 at 3:21 PM Suzanna Kassouf

<skassouf@pps.net> wrote:

Hi Bekah,

What time would this be?

Warmly,
Suzanna
apple



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Tue, Oct 22, 2024 at 3:08 PM Bekah Sabzalian

<[REDACTED]> wrote:

Hello Suzanna,

I'm sorry for the fast change; I wasn't sure if I'd hear from you. I just returned from finalizing the program and room reservations with McDaniel and Meyer's communication team. The breakouts are now finalized. Would you be willing to facilitate the affinity space for Middle Eastern and Arab educators? This would have a community payment of \$150 for a 45 minute affinity time. There are only a handful of educators registered that identify as Middle Eastern or Arab but we want to make sure they have facilitation support. Would this interest you?

I spoke with Moé and she'll be at the Summit :)

With Care,
Bekah

On Tue, Oct 22, 2024 at 2:51 PM Suzanna Kassouf

<skassouf@pps.net> wrote:

Hi Bekah,

Thank you for your email and your offer of a community payment. I'm considering leading a breakout group. I could potentially share a lesson I created on the Israeli Apartheid system. Would this be interesting to you? I would need a space with the desks moved out of the way.

Warmly,
Suzanna
apple



Ms. Kassouf
Living in the U.S.
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[2024-2026 Prentiss Charney Fellow](#)
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, Oct 21, 2024 at 12:13 PM Bekah Sabzalian

<[REDACTED]> wrote:

Hello Suzanna!

Thank you so much for taking the time to respond. I am sad you won't be able to join us but I completely understand and respect your valuable time. You can see more about the Oregon Collective Summit [here](#) (if you're curious). If you'd like to attend, I'll add you to the registration list. It's closed to the public now.

I am very much hoping to have Arab representation and experience presenting at the Summit. Could you point me towards any other Middle Eastern educators advocating for Palestinian students rights and teaching these current events? We will have a student panel and would like to ask a high school student to speak if you know any Palestinian student leaders who would be interested? They are compensated for their time as are all breakout session presenters. Not sure if that changes anything for you but you would receive a \$400 community payment for a 75 minute breakout session.

Thank you in advance for your time and consideration. I know you must be very busy even beyond your teaching duties. Even though we don't know each other, I am sending you my support and solidarity.

With care,
Bekah

On Fri, Oct 18, 2024 at 2:06 PM Suzanna Kassouf
<skassouf@pps.net> wrote:

Hi Bekah,

Thanks so much for the invite. At the moment, I'm beyond capacity so I regretfully need to decline. I hope the conference goes well!

Warmly,
Suzanna
apple



Ms. Kassouf
Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Thu, Oct 17, 2024 at 2:21 PM Bekah Sabzalian

<[REDACTED]> wrote:

Hello Suzanna,

My name is Bekah Sabzalian and I coordinate the Oregon Collective Summit: Celebrating Oregon's Educators of Color. This year's event is happening at McDaniel HS on November 9th. Would you be interested in leading a breakout session focused on teaching and Palestine? I know you're speaking at NWT SJ soon, so if you'd like to continue that work, we would love to have you. The keynote speaker will be Dr Gholdy Muhammad. Please give me a call or send me a text: 503-866-7947 so we can find at time to connect. OCS is an inspiring event with over 300 educators registered. I hope you'll consider joining us!

With care,
Bekah Sabzalian
Sent from my iPhone

--

Bekah Sabzalian, (She/Hers)
Mother. Teacher. Education Equity Consultant.

"Impossible is just a big word thrown around by small men who find it easier to live in a world they've been given than to explore the power they have to change it"
Muhammad Ali

Did you notice my font is large? This is done for accessibility purposes. It is recommended to use at least 14pt font size, with Arial or Verdana (sans serif) fonts being the most legible.

--

Bekah Sabzalian, (She/Hers)
Mother. Teacher. Education Equity Consultant.

"Impossible is just a big word thrown around by small men who find it easier to live in a world they've been given than

to explore the power they have to change it" Muhammad Ali

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--

Bekah Sabzalian, (She/Hers)
Mother. Teacher. Education Equity Consultant.

"Impossible is just a big word thrown around by small men who find it easier to live in a world they've been given than to explore the power they have to change it" Muhammad Ali

Did you notice my font is large? This is done for accessibility purposes. It is [recommended](#) to use at least 14pt font size, with Arial or Verdana (sans serif) fonts being the most legible.

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [REDACTED]
Subject: Re: Grant Mag Interview about Israel/Palestine Posters
Date: Sunday, October 27, 2024 9:48:47 AM

Hi [REDACTED]

I'd say just speak from the heart :) you were there and have lots of intelligent things to say. I gave them a full interview as well and am interested in the story they will write!

Warmly,



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Sun, Oct 27, 2024 at 8:07 AM [REDACTED] <[REDACTED]> wrote:
Hi Ms Kassouf,

I have been approached by Grant Mag and they want to do an interview with me about your Israel/Palestine posters being taken down last year. (I'm assuming you've been talked to as well.) I've asked them what questions they will be asking me, so I don't know exactly what topics they want me to talk about. Is there anything that you want me to say about the issue? More importantly, what not to say? I don't want to misrepresent you in any way.

Thanks,

[REDACTED]

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: [Lynn Yarne](#)
Cc: [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED]; [REDACTED];
Subject: Re: WED Fundraiser opportunity for Free Palestine Shirts
Date: Tuesday, October 29, 2024 8:25:38 AM
Attachments: [IMG_3423.PNG](#)
[IMG_3424.PNG](#)

Amazing!



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Fri, Oct 25, 2024 at 4:19 PM Lynn Yarne <lyarne@pps.net> wrote:
Happy Friday!

A quick update that the fundraiser you all participated in (through making the shirts last year, through tabling on Wed, writing, etc)- raised \$3,161 and was sent today to the three families in Gaza. Good work, team.

Lynn Yarne
Grant High School Visual Arts
CTE Screen Printing
Advisor to the Asian Pacific Islander Alliance

On Fri, Oct 18, 2024 at 2:30 PM Suzanna Kassouf <skassouf@pps.net> wrote:
Unfortunately I'm busy on Wednesday, but this seems like a great use of the funds!



Ms. Kassouf

Living in the U.S.
Grant High School
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Fri, Oct 18, 2024 at 2:12 PM Lynn Yarne <lyarne@pps.net> wrote:

Hi Team,

I got a confirmation this morning that Jawaher (super awesome local Palestinian baker) is making a spot for our group to sell our Free Palestine shirts. **Will you 'reply all' to the group if you are available to vend on Wed eve?**

The fundraiser is for 3 specific families who are currently in Gaza. Would you all be ok to put the funds raised in this event to support these families?

Have a good weekend!



mama.dut.foods and 4 others

🎵 El-Funoun Palestinian Popular Dance Troupe · Take m...



Remind me

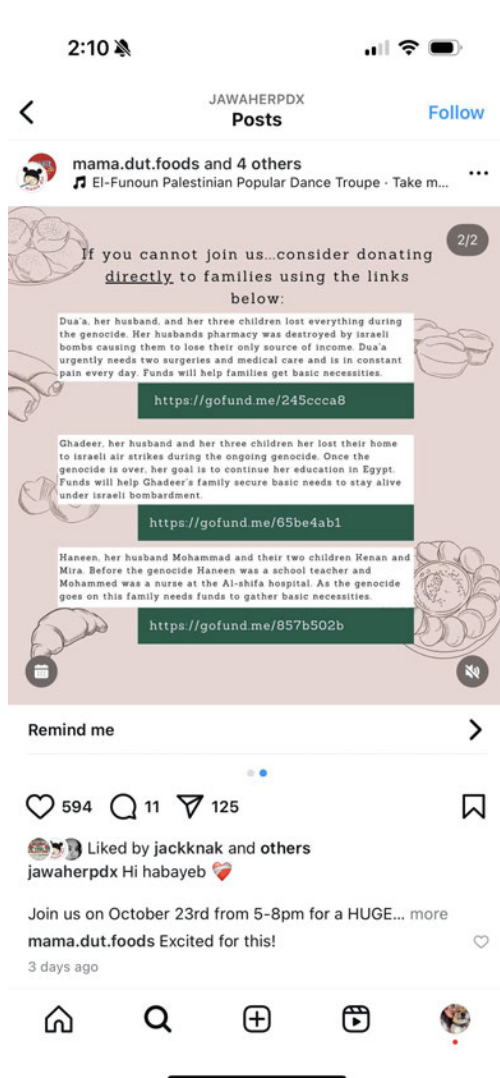


594 11 125



Liked by jackknak and others

jawaherpdx Hi habayeb ❤️



Lynn Yarne

Grant High School Visual Arts

CTE Screen Printing

Advisor to the Asian Pacific Islander Alliance

From: [Suzanna Kassouf](#) on behalf of [Suzanna Kassouf <skassouf@pps.net>](#)
To: ssi@oyanokai.org
Subject: [REDACTED] 2025 SSI Reference
Date: Tuesday, October 29, 2024 2:04:39 PM

To whom it may concern,

I am writing today to offer my recommendation for [REDACTED] for the Sapporo Summer Institute.

I had the pleasure of being [REDACTED] social studies teacher last year during his freshman year at Grant High School. During our year together, we explored complicated and controversial topics like power, identity, and culture with a heavy focus on Palestine-Israel. [REDACTED] displayed an incredible ability to hold multiple truths, listen to varied perspectives, think critically and demonstrate a strong understanding of complex topics. Importantly, [REDACTED] treated his classmates with respect and care, even those with opinions quite different from his own. I remember in particular an essay that he wrote on the current laws of Israel. [REDACTED] went above and beyond in this essay, researching the United Nations' definition of apartheid and laying out a compelling argument. While doing so, he coached a classmate who was writing a similar essay from a different perspective, carefully listening to his opinions and offering thoughtful insight based on his investigation and knowledge.

[REDACTED] had almost perfect attendance during class last year, always arriving early or on time and always excusing any absences, quickly making up missed work. He is above average when it comes to responsible scholarship.

Additionally, [REDACTED] and I had several conversations throughout the year in which he shared with me his love of and passion for learning the Japanese language and culture. He has already spent time in home-stays in Japan and has studied the language and culture for over 10 years.

[REDACTED] is a strongly motivated, independent learner, leader, and kind and compassionate classmate. Any program would benefit from his participation.

Please do not hesitate to reach out to me with any questions about my time teaching [REDACTED]

Warmly,
Suzanna Kassouf
apple



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my pronouns are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [Yukiji Saito](#) on behalf of [Yukiji Saito <yukiji.saito@oyanokai.org>](#)
To: [Suzanna Kassouf](#)
Cc: [ssi@oyanokai.org](#)
Subject: Re: [REDACTED] 2025 SSI Reference
Date: Tuesday, October 29, 2024 5:13:54 PM

Thank you for your email.
I am confirming we received your reference letter.

Yukiji Saito/斉藤 幸路

Oya No Kai - Co-President/Education Support

On Tue, Oct 29, 2024 at 2:04 PM 'Suzanna Kassouf' via ssi <ssi@oyanokai.org> wrote:

To whom it may concern,

I am writing today to offer my recommendation for [REDACTED] for the Sapporo Summer Institute.

I had the pleasure of being [REDACTED] social studies teacher last year during his freshman year at Grant High School. During our year together, we explored complicated and controversial topics like power, identity, and culture with a heavy focus on Palestine-Israel. [REDACTED] displayed an incredible ability to hold multiple truths, listen to varied perspectives, think critically and demonstrate a strong understanding of complex topics. Importantly, [REDACTED] treated his classmates with respect and care, even those with opinions quite different from his own. I remember in particular an essay that he wrote on the current laws of Israel. [REDACTED] went above and beyond in this essay, researching the United Nations' definition of apartheid and laying out a compelling argument. While doing so, he coached a classmate who was writing a similar essay from a different perspective, carefully listening to his opinions and offering thoughtful insight based on his investigation and knowledge.

[REDACTED] had almost perfect attendance during class last year, always arriving early or on time and always excusing any absences, quickly making up missed work. He is above average when it comes to responsible scholarship.

Additionally, [REDACTED] and I had several conversations throughout the year in which he shared with me his love of and passion for learning the Japanese language and culture. He has already spent time in home-stays in Japan and has studied the language and culture for over 10 years.

[REDACTED] is a strongly motivated, independent learner, leader, and kind and compassionate classmate. Any program would benefit from his participation.

Please do not hesitate to reach out to me with any questions about my time teaching [REDACTED]

Warmly,
Suzanna Kassouf

apple



Ms. Kassouf

Living in the U.S.

Grant High School

[2024-2026 Prentiss Charney Fellow](#)

my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

From: [REDACTED] on behalf of [REDACTED] <[REDACTED]>
To: [Suzanna Kassouf](mailto:skassouf@pps.net)
Subject: Re: Recommendation request
Date: Tuesday, October 29, 2024 6:54:43 PM

Awesome, thank you so much. I hope you feel better soon.

On Tue, Oct 29, 2024 at 2:05 PM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi [REDACTED]

Now it's my turn to apologize for my late reply. I have sent off your recommendation. Good luck and keep me posted - they'd be lucky to have you!

Warmly,
apple



Ms. Kassouf
Living in the U.S.
Grant High School
[2024-2026 Prentiss Charney Fellow](#)
my [pronouns](#) are she/hers

Suggested read: [Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Sun, Oct 20, 2024 at 11:20 PM [REDACTED] <[REDACTED]> wrote:

Hi, sorry for the late reply. I believe I would be a strong candidate for this program due to my motivation, independence, and enthusiasm for exploring new ideas and perspectives. I've been wanting to go on this trip ever since I've heard about it, seeing it as a chance to deepen my understanding of Japanese language and culture. I'm excited to apply the language skills I've picked up over 10 years of studying Japanese in real-world situations while studying and doing homestays in Japan. I am a very independent learner who can motivate and do hard things on my own, and I like challenges and new experiences. In your class, I learned more about thinking critically, and learned to analyze various perspectives and engage with nuanced discussions about important topics that I learned to a level uncommon for people in the US, strongly demonstrating my ability to empathise well and talk through differences in opinions, which are valuable skills to take when immersing myself in a new culture and having complex interactions. It would mean a lot for me to go, so thank you for writing a letter for me.
best regards,
[REDACTED]

On Tue, Oct 15, 2024 at 11:27 AM Suzanna Kassouf <skassouf@pps.net> wrote:

Hi [REDACTED]

Yes, I'm happy to write a letter for you - what a cool program! Please write me back with a paragraph explaining why you think you'd be a good candidate for this program.

Warmly,

apple



Ms. Kassouf
Living in the U.S.
Grant High School
my pronouns are she/hers

Suggested read: [*Why the Narrative That Critical Race Theory 'Makes White Kids Feel Guilty' Is a Lie*](#) by Ursula Wolfe-Rocca and Christie Nold

"Without hope we are lost." - Mahmoud Darwish

On Mon, Oct 14, 2024 at 11:13 PM

wrote:

Dear Mrs. Kassouf,

I'm in the JLDI program, and a program that the Oya no kai (The PTA for the JLDI) offers is the Sapporo Summer Institute. It's a trip over the summer to Sapporo where I would do homestays and learn at a couple of different schools. As part of the application process, I need recommendations from a few teachers who know me well, and I want to ask if you could write a letter of recommendation for me.

I feel that your class last year was a really cool opportunity for me because only a couple classes got to do modern issues like Israel and Palestine, and I thought you created lessons for and taught complex and important topics really well. I ended up getting to know you pretty well, so I think you can talk about my character.

Students participating in the Sapporo Summer Institute will be "Junior Ambassadors" of the City of Portland, the Portland-Sapporo Sister City Association, and Oya No Kai. They will need to collaborate well with diverse groups, tolerate ambiguity, and demonstrate a high level of responsibility and respect. Please describe my attributes in these areas and why you think I would be a strong fit for the program.

Letters of reference should be emailed by the author directly to ssi@oyanokai.org with your name and "2025 SSI Reference" in the email header (i.e. "[Student Name] 2025 SSI Reference"). The deadline for submission is November 1st.

Thank you so much for your support, and feel free to discuss this further with me if you have any questions.

Thanks again,



From: [Zinn Education Project](#) on behalf of [Zinn Education Project](#) <dmenkart@teachingforchange.org>
To: skassouf@pps.net
Subject: Native American Heritage Month Teaching Resources
Date: Wednesday, October 30, 2024 10:50:49 AM

[View as Webpage](#)

[zep_logo_horizontal_3.0.png](#)



Native American Heritage

November may be the only month our students learn about American Indians — and then, it is often a distorted Thanksgiving story. According to a detailed [study](#), “a staggering 87 percent of references to American Indians in all 50 states’ academic standards portray them in a pre-1900 context.”

Let’s help change that. At the Zinn Education Project, we highlight lessons and other teaching resources on contemporary Native Americans, including stories of resistance.

Teaching Climate Disobedience

Using the Film *Necessity* in the Classroom

Topping_Necessity-650x367 image

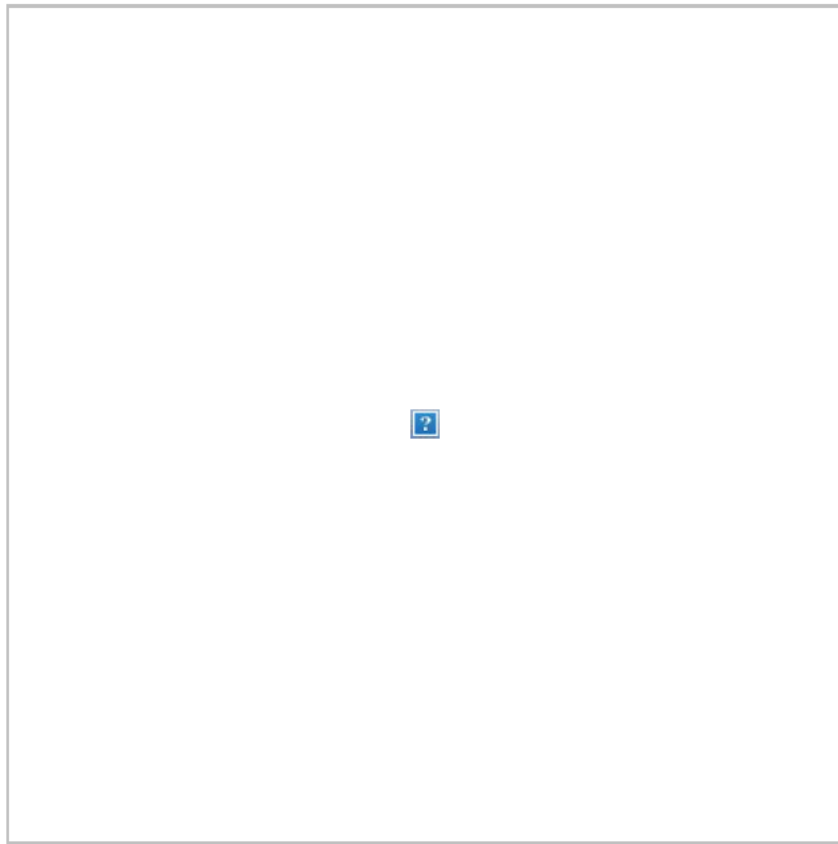


In Ursula Wolfe-Rocca's lesson, **students learn about climate activists:** Indigenous leaders in the Climate Justice Movement, valve turners using civil disobedience to stop the flow of oil, and the legal team that uses the "necessity defense" in the courts. Based on the documentary film, [*Necessity: Oil, Water, and Climate Resistance*](#), students engage with excerpts from the film and a mixer activity based on the real-life subjects of the film.

Lesson

Indigenous Resistance

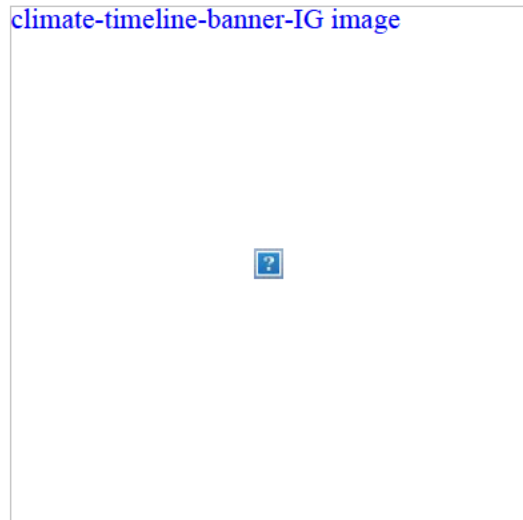
Climate Crisis Timeline



As young people study the climate crisis, they draw ideas and inspiration from stories of resistance such as entries from our [Climate Crisis Timeline](#).

Our timeline traces its roots of crisis from European colonial expansion and racial capitalism to present-day fossil fuel industry and government projects that exploit the Earth in the name of maximum profit.

[climate-timeline-banner-IG image](#)



Climate Crisis Timeline

The Gold Rush

[nmai_goldrush_lesson image](#)



The [National Museum of the American Indian Native Knowledge 360°](#) initiative offers lessons and other resources for teaching outside the textbook about Native American history. These include [The Impact of the Gold Rush on Native Americans of California](#) — teaching ideas, along with extraordinary primary sources, maps, images, and background information.

Lesson

Recommended Reading

Here is a [list of books on Native Americans for pre-K–12](#), drawn from recommendations by Debbie Reese of American Indians in Children's Literature and posted at [Teaching for Change's Social Justice Books](#).

Native-1400x500-1 image



Pre-K–12 Booklist

Join Us in Boston
Annual Social Studies Teachers' Conference

NCSS_Philadelphia-1536x1152 image



The Zinn Education Project team will be at the [National Council for the Social Studies Conference in Boston](#) on November 22–23, 2024

We have a booth in the exhibit area and we are offering a number of workshops. We'll have information about our **Reconstruction report**, **Teach Climate Justice campaign**, **Teaching for Black Lives study groups**, and all our **people's history lessons**. Visitors can take a photo with our #TeachTruth frame and/or record comments in our story booth.

[Let us know](#) if you'll be there (or at NCTE). Our booth is always a gathering place of people's history educators.

[Read More](#)

This Day in People's History

Alcatraz Occupation

slide_alcatraz image



On Nov. 20, 1969, a group of Native Americans launched a [19-month occupation of Alcatraz Island](#) in San Francisco Bay and issued a set of grievances and demands.

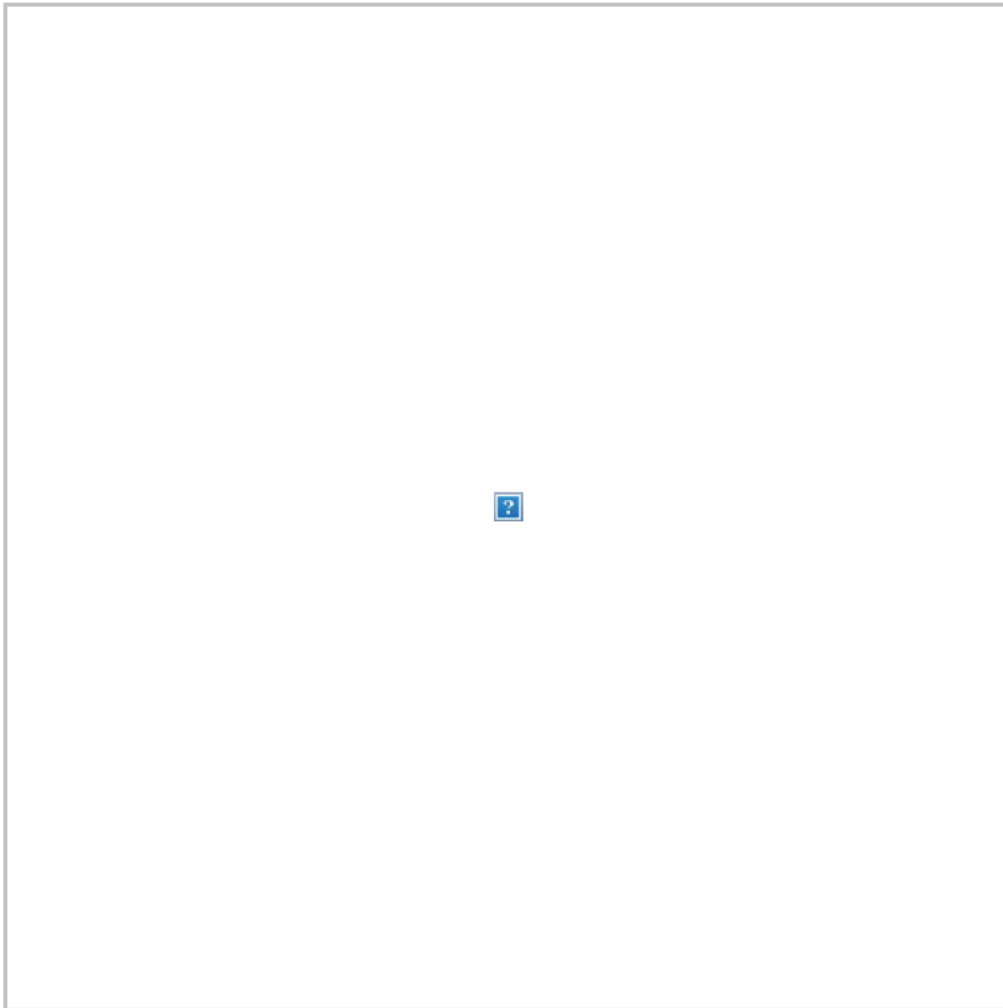
Other upcoming **days in people's history** include the 1887 [Thibodaux Massacre](#), the 1919 [Bogalusa Labor Massacre](#), the 1927 [Lum v. Rice Supreme Court ruling](#), and the 1961 [Albany Movement](#).

Full Series

The Fight for Justice on

Native Land

An Interview with Rebecca Nagle



In the video above, Cherokee writer and journalist **Rebecca Nagle** speaks on *Democracy Now!* about [***By the Fire We Carry: The Generations-Long Fight for Justice on Native Land***](#). In the new book, the generations-long fight for tribal land and sovereignty in eastern Oklahoma is told through a contemporary legal battle and historic acts of Indigenous resistance.

[Read More](#)

Also see the [Democracy Now! interview with Nick Tilsen of the NDN Collective](#) about Native American boarding schools.

Why Register at ZEP?

why_register_at_zep_10-2024 image



Hundreds of educators register for free each month at the Zinn Education Project to access lessons and other resources. We love hearing the reasons why and thought you might, too.

[Read More](#)

Conferences and Classes

november24-TBFS-class-1-1020x534 image



Check out events hosted by the Zinn Education Project and our colleagues, including:

- **Nov. 7:** [Teaching Truths: Educators Speak on Justice & Liberation in the Classroom](#)
- **Nov 15–16:** [Freedom Teaching Roundtable](#)
- **Nov. 18:** [An American Coup: Wilmington 1898](#)
- **Nov. 22–23:** [NCSS Conference](#)
- and [more](#).

[More Events](#)

We Need Your Help

Defend-Teachers-5 image



Teachers are under attack for teaching truthfully about U.S. history. [Please donate](#) so that we can continue to offer free people's history lessons and resources, and defend teachers' right to use them.

Donate Today

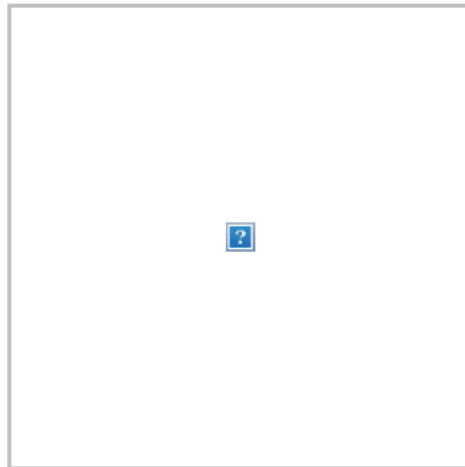
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