

1A: Introduction—Teacher Resources

- 1A Support UC Submission Document.
- This course does not rely on a textbook, but additional resources, including books, are mentioned at the end of each lesson.
- This course uses websites and videos extensively. 1A Support List of Videos and Websites is available in order to help schools and districts whitelist these resources.
- Use the 1A Support Advertisement Blocking Strategy Resources page to set up an ad blocking extension on your Windows machines or to use Safari browser Reader View.
- Some additional materials and resources are mentioned in the course. You can prepare for teaching this course by making sure the class has access to the following:
 - Computers for students to access worksheets, debate rubrics, KWL charts, websites, videos, and slide making software,
 - Screen sharing software for the teacher,
 - Student journals (composition notebooks, spiral notebook, or three-ring binder, etc.) to use daily for note taking, short paragraph writing, and essay writing,
 - 3 x 5 cards for timeline events and other activities,
 - Bulletin board for timelines by ethnicity,
 - Chart paper for student group work and displays, and
 - Sticky notes (in order to add comments to chart paper).
- Student groups are sometimes required to view videos by group. This will require that students have access to computers in class, that videos are already whitelisted, that ad blocking strategies have been taught, and that acceptable use of computer policies have already been implemented with students.
- It is assumed that students may already have some prior knowledge of American history topics or of specific ethnicities—through education or personal experience. Almost all new topics are introduced by asking respectfully what students already know. This can lead to lengthier conversations than what is indicated in the course. Each unit’s KWL chart (what we Know, what we Want to learn, and what we’ve Learned) allows for a repository of this information. The use of students’ personal experience should be an integral part of this course.
- The course presents an abundance of information, and few units can be missed without missing an ethnic group or relevant topic. Some strategies, though, for reducing course content due to timing or learning speed may include: omitting the assessment or homework assignments (use class notes, deliverables, and participation for assessment), omit the Conclusion unit and final paper, or omit the

debate lessons (these are two-part lessons indicated in the example form of 3Ha and 3Hb). Conversely, the course can be extended to a year-long course by using the assessments/homework during class time, focusing on the Additional Resources section in each lesson, encouraging students to pursue private study questions that have arisen during the KWL process, using novel studies, and participating in additional debates.

- When students conduct in-class research, they are almost always asked to work in a group or pair with another student before sharing that information with the class. This strategy can help students, especially ESL students, build academic language skills and build language confidence before sharing with the class.
- This course uses fixed display space, especially for concurrent timelines by ethnicity. Students will create 3x5 event cards and place them on bulletin board timelines. Plan for a space for this activity that will grow over time. Conversely, the timeline can be created using an online program, so students have access to the timeline information remotely when they are completing their writing activities.
- Student groups are often asked to create a five-slide slideshow to summarize their research. Teachers should feel comfortable using whatever technology they have access to and are comfortable with. Five free resources that could be used include:
 - Google Slides
 - Canva
 - Prezi
 - Slides Carnival
 - Powtoon
- Support documents are used throughout the course. Teachers should create an online copy of all original support documents before using them in their class. Some documents are used by the whole group (such as the KWL chart), some are used per group, and some are used per individual. Teaching students how to make a copy of the class document for their own use, and labeling that document appropriately, will help with organizing the class's materials. Students use these support documents in their end-of-unit essays and final conclusion essays, so it is helpful to have all documents in one folder for the class and in unit folders for the students.
- The California Ethnic Studies Themes and California Ethnic Studies Values and Principles are identified and enumerated in the Preface and Chapter 1 of the [California Ethnic Studies Model Curriculum](#).

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model](#)

[Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

1A: Support UC Submission Document

Comparative Cultures Ethnic Studies (Independent Institute)

(UC Submission outline modeled after [California Department of Education: Ethnic Studies Model Curriculum, Chapter 6: UC-Approved Course Outlines](#))

Basic Course Information

Record:

Institution:

Honors Type: (None)

Length of Course: (Half Year)

Subject Area: College-Preparatory Elective

Discipline: History / Social Science

Grade Levels: 11th, 12th

Integrated Course: No

Course Learning Environment: Classroom Based

Transcript Code:

Public Notes: (None)

Overview

This Ethnic Studies course is designed to develop an understanding of how racial and ethnic cultures and categories have affected and continue to affect individuals and society in the United States – and in California in particular. The course will give students a solid background for high school courses in literature and the social sciences where ethnicity is relevant. Students will gain an understanding of and an appreciation for the struggles and contributions of various cultures in their community. The course will draw on insights from history, political science, sociology, and economics. It covers the experiences of African Americans, Asian Americans, Latinos, Native Americans, Jews, and White ethnic groups in the United States. The course acknowledges the agency of individuals and groups in shaping their destiny in a pluralist society. Students will study intellectually rigorous content and analyze issues pertaining to race, ethnicity, identity, and current and historical justice. Students will research, examine, debate, and write about how power, privilege, and commercial life are intertwined with ethnicity.

Prerequisites

(None)

Corequisites

(None)

Course Content

Unit 1: Introduction to Comparative Cultures Ethnic Studies

In this introduction, students will research the different schools of thought in ethnic studies as well as begin an understanding of the terms race, ethnicity, biological determinism, environmental determinism, and white supremacy. *What are some of the schools of thought in teaching high school ethnic studies? Why is studying American history through ethnicity important? What are the historical and modern definitions of race and ethnicity and how might a current, working definition aid in understanding ethnic studies? How did the concept of biological determinism impact scientific racism, eugenics and the justification for US chattel slavery? How did the concept of environmental determinism help justify US slavery? What are the roots of white supremacist thought and what continues to be its legacy? What are some of the pros and cons of affirmative action in education in the US? How successful has it been in addressing race-based educational opportunities? What are examples of personal and collective agency by American ethnicities and how have they helped those ethnicities advance, including by resisting and overcoming discrimination?*

Objectives:

- Students will research different schools of thought about teaching high school ethnic studies and determine why this topic is important.
- Students will research the historical and modern definitions of race and ethnicity and develop working definitions of these terms for this class.
- Students will research biological determinism and its role in scientific racism, eugenics and US chattel slavery.
- Students will research environmental determinism and its role in justifying slavery.
- Students will research the roots and legacy of white supremacist thought in the US.
- Students will research the pros and cons of affirmative action in the US, take a position, and debate its merits in addressing race-based educational opportunities.
- Students will investigate personal and collective agency across American ethnicities to see examples where groups have advanced, including by resisting and overcoming discrimination. Students will also investigate cultural traits that can either enhance or take away from personal and collective agency.

Assessments:

- Students will write a short paragraph on what they believe they might get out of this ethnic studies course. What are they hoping to learn about? What are their concerns?
- Students use class provided sources to answer the following question in a long paragraph: “How is Social Justice, in its truest form, related to the purpose of studying American history through ethnicity?”

- Students will use class provided sources to write class discussion notes on DNA sequencing and the difference (or lack of difference) in DNA between different ethnic groups.
- Students will create a lesson about environmental determinism for a younger student. Students should create a definition, an example, a consequence of the theory, and ask a younger student to create an example of their own.
- Students will use class based sources to conduct lateral fact checking and answer the questions: “What steps did you take to determine if this is a reliable website or not? Does this website have a particular agenda? Is that agenda easily found? Who funds the website? Does that impact its message?”
- Students will write a one page essay addressing the unit’s question, using unit vocabulary, and citing their sources from the unit’s work: “Why is studying American history through ethnicity important?” Students will use the research resources from the unit as well as written work conducted individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

Debates:

- What are some of the pros and cons of affirmative action in education in the US? How successful has it been in addressing race-based educational opportunities? Students will use an anonymous debate strategy to address this question and will use a guided AI process to conduct research and look for reliable websites and citations. Students will also use an inside / outside debate circle to make sure all students are actively engaged. A rubric will be used for students to assess their own learning, make improvements for future debates, and to form an assessment grade.

Unit 2: Native Americans

In this survey unit, students will study Native American culture, geography, history, contributions, civil rights movement, and current realities. *How has life changed for American Indians in the United States over the last three hundred and fifty years? How does the geography of the United States impact the development of Native American culture? What were the events leading up to Indian removal and how were Native American tribes impacted? How did the U.S. Indian boarding schools impact Native children and their families? Why are American Indian boarding schools such an untold story and what are concerned citizens doing today? How did the concept of Manifest Destiny and continued movement west impact the formation of the Indian Reservation System, and how does that continue to impact Native Americans today? How did the Dine People use their language to help in World War II? How did they respond to this request after language removal during the Indian Boarding School period? What does the term 'warrior' mean? Why do Native American youth continue to serve in the military in high numbers? What are some defining characteristics and challenges of Native Alaskans and the Inuit? When did Native American tribes become sovereign nations? What do tribal governments look like? What was and is the role of the Bureau of Indian Affairs in tribal governments? What events precipitated the Native American Civil Rights Movement of the 1960s and 1970s? How effective was the movement and what are some of its legacies?*

Objectives:

- Students will consolidate their knowledge of Native American studies from throughout elementary and middle school years in order to prepare them for current civil rights discussions.
- Students will discuss the five major cultural regions of Native Americans across the United States and evaluate the role of geography on the development of American Indian culture.

- Students will explore the timeline of Indian removal and articulate ways that Native Americans were impacted and responded.
- Students will be able to discuss the physical, mental, emotional, and spiritual impacts on American Indians of the U.S. policy on Boarding Schools, as well as understand current movements and legislation regarding this legacy.
- Students will research the impact of the Reservation System on Native Americans.
- Students will be able to evaluate the concept of ‘warrior’ and the contribution of American Indians - especially the Navajo or Diné People - to World War II.
- Students will learn about the Alaskan Native tribes and the Alaskan Inuit and some of their challenges.
- Students will explore the concept of sovereignty and how that applies to Native American tribes, their governments, and their relationship to state governments and the U.S. federal government.
- Students will understand the events leading up to the Native American Civil Rights movement of the 1960’s and 1970’s and discuss the effectiveness of the movement.

Assessments:

- Students will write two paragraphs reflecting their understanding of culture and examples of culture from the lesson’s reading.
- After reviewing a news article from 1829, students will create a newspaper article about Indian removal including the who, what, where, when, why of their event.
- Students will use class based sources to write a paragraph about current movements that are addressing the legacy of Native American Boarding Schools.
- Students will write a short paragraph addressing the question, “How do reservations continue to impact the lives of Native Americans today?” after listening to a guest speaker or spokesperson.
- Students will use class resources to create black-out poetry that reflects the history of the Code Talkers, warriors, and the Congressional Medal of Honor.
- Students will use class based sources to write a short paragraph that addresses how a changing climate is impacting some Alaskan native peoples.
- Students will write a letter to a tribal court judge and ask follow up questions such as the following: what sorts of cases do they hear, can non-natives be tried in tribal court, what powers does the tribal court have, and can a non-native sue a tribal member in tribal court?
- Students will write a five paragraph essay (or longer) summarizing their learning in this unit and addressing the question, “How has life changed for American Indians over the last three hundred and fifty years?” Students will use the research resources from the unit as well as written work conducted individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

Unit 3: Latino Americans

In this survey unit, students will study the culture, pre-Columbian and US history, immigration, education and housing issues, civil rights, contributions, challenges and current realities of Latino / Hispanic *Americans*. *What do we already know about Latin American culture and what do we want to learn? How did the predominant cultures of Meso-America impact Latin Americans in borderlands before Spanish colonization? How has life changed for Latin Americans in the last 250 years? How does studying Spanish exploration, colonization and missionizing in the Americas help us*

understand modern Latino / Hispanic Americans? How does studying the casta system and Hispanos, Tejanos, and Californios after the Treaty of Guadalupe Hidalgo help us understand modern Latino / Hispanic Americans? How does studying the Treaty of Guadalupe Hidalgo and subsequent land rights acts help us understand modern Latino / Hispanic Americans? How does studying push and pull factors of Latinos to the United States between 1910 and 1940 - as well as the realities for immigrants during that time - help us understand Latino and Hispanic Americans today? How does studying push and pull factors of Latino immigration to the United States between 1945 and the present - as well as the realities for immigrants during that time - help us understand Latino and Hispanic Americans today? How did school segregation impact Latino / Hispanic Americans and what is one positive example of methods used to improve Latino / Hispanic education? What are some of the pros and cons of bilingual education in the US? How successful has bilingual education been in addressing race-based educational opportunities? How did urban renewal as fueled by the 1949 Housing Act and the 1956 Federal Highway Act impact Latino and Hispanic Americans? Who were the characters and what were the events of the Chicano civil rights movement? How have prominent Latino / Hispanic figures shown resilience and determination? How can data help us to understand the unique experience of Latinos, Latinas and Hispanics in California? How did Latino / Hispanic Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?

Objectives:

- Students will understand major Meso-American cultures and how they impacted the borderland between present-day Mexico and the United States in the Aridoamerica and Oasisamerica regions before Spanish colonization.
- Students will revisit their understanding of Spanish exploration, colonization, and missionizing of the Americas with a focus on understanding where the ancestors of modern Latino /Hispanic Americans might have come from and when.
- Students will revisit the Treaty of Guadalupe Hidalgo and its impact on Hispanos, Tejanos, and Californios. Students will also investigate the casta system and its impact on Latino American identity.
- Students will investigate Spanish and Mexican land grants. Students will also research the Treaty of Guadalupe Hidalgo and what it offered Mexican Americans after the war, as well as the legacy of the land grant court cases and its impact on modern Latino Americans.
- Students will transcribe an interview with a current landowner in order to understand the US process of private land ownership and comment on the plight of disposed landowners during the time of war or conquest.
- Students will research the push and pull factors of Latino immigration to the United States between 1910 and 1945, as well as the realities for immigrants during this period.
- Students will research the push and pull factors of Latino immigration to the United States between 1945 and the present, as well as the realities for immigrants.
- Students will investigate school segregation, the Mendez v. Westminster case, and positive examples in Latino / Hispanic American education.
- Students will research the pros and cons for bilingual education for Latino / Hispanic Americans, take a position, and debate the merits of bilingual education in addressing race-based opportunities.
- Students will research the 1949 Housing Act and the 1956 Federal Highway Act and investigate those Acts' impacts on Latino / Hispanic Americans.
- Students will investigate key characters and events leading up to the Chicano movement.
- Students will research Latino / Hispanic entrepreneurs, entertainers, athletes and other prominent figures to showcase resilience and determination.

- Students will investigate data to help understand the Latino / Hispanic experience in California.
- Students will investigate Latino / Hispanic cases, people, organizations and events to determine what aspects of American democracy have been used to further Latino / Hispanic civil rights - and their effectiveness.

Assessments:

- Students will transcribe an interview of a Latino or Hispanic individual and answer the following questions: Interviewee's name and age, family background, term they prefer to be called and why that is their preference, and how understanding their ancestors helps them understand themselves.
- Students will write a fictional journal entry for themselves that would reflect their experience the day they woke up and found themselves living under a new country's rule. What are the sights, sounds and feelings they would have?
- Students will use class resources to write a reflection on a primary source interview on the Bracero History Archive.
- Students will use primary source interviews as well as the research from this lesson to write a short response regarding resilience and determination in Latino immigrants and second generation Mexican Americans.
- Students will use class based sources and the lesson's research to write a long paragraph answering the question, "What are the pros and cons of a neighborhood being gentrified?"
- Students will use class-based resources to write a short essay that describes how Cesar Chavez adopted tactics of Dr. Martin Luther King Jr. and Mahatma Gandhi, as well as answer the question, "Why is leading by example such a powerful tool for change?"
- Students will use class based sources to write a short paragraph about the Latino / Hispanic American that inspires them and answer the question, "Why is it important to set an example for others in terms of resilience and determination?"
- Students will use class based sources to write critical analysis questions, summarize what the data says and follow up questions regarding eligible Latino voters, registered Latino voters and Latinos who voted.
- Students will write a five paragraph essay (or longer) summarizing their learning in this unit and addressing the question, "How has life changed for Latino / Hispanic Americans over the last two hundred and fifty years?" Students will use the research resources from the unit as well as written work conducted individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

Debates:

- *What are some of the pros and cons of bilingual education in the US? How successful has it been in addressing race-based educational opportunities?* Students will use an anonymous debate strategy to address this question and will use a guided AI process to conduct research and look for reliable websites and citations. Students will also use an inside / outside debate circle to make sure all students are actively engaged. A rubric will be used for students to assess their own learning, make improvements for future debates, and to form an assessment grade.

Unit 4: African Americans

In this survey unit, students will study the culture, African and US history, slavery, reconstruction, migration, renaissance, movements, education and housing issues, civil rights movements and leaders, and roads to success for African Americans. *What were the major West African kingdoms, and what was their connection to the transatlantic slave trade? How did economics drive the transatlantic slave trade and what were the realities for those that endured the middle passage? How was the US system of slavery different from slavery in other parts of the world and how was it dehumanizing? What were the people, places and events of the White Abolitionist Movement? What were the people, places and events of Black resistance to slavery? What laws, court cases, and experiences kept African Americans from realizing the full equality guaranteed by Constitutional amendments after the Civil War? How did African Americans respond to their lack of rights after Reconstruction? Who were the artists of the Harlem Renaissance? How did the music, art, and literature of the Harlem Renaissance contribute to the breaking down of African American stereotypes? What is the history of Blues and Jazz music, and who are some of its early artists? How did Blues and Jazz contribute to the breaking down of African American stereotypes? How does studying Black cowboys and the Buffalo Soldiers help break down African American stereotypes? How did these groups add to the American culture and economy? How did Pan-Africanism in the United States form African American identity? How do African American business innovators highlight resilience? How did the NAACP and its members use aspects of democratic free speech and the legal system to combat racial violence and lynching? What were the positives of Historically Black Colleges and Universities and K-12 desegregation for African Americans' education? What were some of desegregation's realities? How have the practices of mortgage credit worthiness and redlining impacted housing equity for African Americans? How have some efforts to improve housing equity had negative consequences? What were the views of early Civil Rights leaders on resistance, violence, and morality? What were some of this early movement's legacies? What were the views of the Black Power movement on resistance, violence, and morality? What were some of this movement's legacies and how did it compare to earlier Civil Rights movements? What have been some of the political and cultural contributions of African American political leaders? After researching the Black Lives Matter movement and policing practices, what are the pros and cons of removing qualified immunity from law enforcement agents? How did African Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been? What are some ways that government intervention has helped African American upward mobility in the last 175 years and in what ways has it failed to help? What should be the government's role in future African American success?*

Objectives:

- Students will research West African kingdoms and their connection to the transatlantic slave trade.
- Students will research the economic implications of the transatlantic slave trade and the horrors of the middle passage.
- Students will study the unique slavery system of the United States and identify its dehumanizing factors.
- Students will investigate the people, places and events of the White Abolitionist Movement.
- Students will investigate the people, places and events of Black resistance to slavery.
- Students will investigate Jim Crow laws, Supreme court cases, and Southern experiences after the Civil War in order to understand the motivations for the Great Migration.
- Students will investigate the music, art, and literature of the Harlem Renaissance and its contribution to breaking down African American stereotypes.
- Students will research the history of Blues and Jazz music and identify some of its early artists and their contribution to the breaking down of African American stereotypes.

- Students will explore the history of Black cowboys and the Buffalo Soldiers in order to discover how they break down African American stereotypes. Students will also articulate how these two groups impacted American culture and economy.
- Students will research the people, places, and events of the Pan-African movement in the United States in order to understand its impact on African American identity.
- Students will research the people, places, and events of African American business innovation in order to understand resilience.
- Students will investigate racial violence and the practice of lynching during the late 19th and early 20th centuries. Students will also discover how members of the NAACP used democratic free speech and aspects of the legal system to combat racial violence.
- Students will research Historically Black Colleges and Universities and K-12 education desegregation in order to determine their positive contributions to African American education. Students will also research the realities of desegregation.
- Students will research the historical practices of mortgage credit worthiness, redlining and efforts to create an equitable yet economically healthy housing market.
- Students will research the people, places and events of the early Civil Rights movement of the 1960's in order to understand the movement's views on resistance, violence and morality.
- Students will research the people, places and events of the Black Power movement in order to understand the movement's views on resistance, violence and morality. Students will also compare and contrast this movement to other early Civil Rights movements.
- Students will research the political and cultural contributions of African American political leaders.
- Students will study policing practices such as traffic stops, pat downs and the killing of unarmed civilians brought up by the Black Lives Matter movement in order to determine the pros and cons of removing qualified immunity from law enforcement agents.
- Students will review and investigate African American cases, people, organizations and events to determine what aspects of American democracy have been used to further African Americans' civil rights - and their effectiveness.
- Students will review the role of government interventions in African Americans' upward mobility over the last one hundred and seventy-five years and question what government's role is in future African American roads to success.

Assessments:

- Students will use class based sources to write a reflection paragraph on the impact of the slave trade on the country of Ghana.
- Students will use class based sources to write a paragraph that answers the questions, "How has slavery changed in the world since the 1500's? What is chattel slavery and why might it have had a different impact on the legacy of slavery in North America vs. South America?"
- Students will use class based sources to write a paragraph that answers the questions, "How did the invention of the cotton gin in 1781 result in a Second Middle Passage? Why would this forced migration within the US be compared to the original slave trade?"
- Students will use class based sources to write a paragraph that answers the questions, "Why does Benjamin Lundy travel from Ohio to Texas, the Caribbean and Canada? How did the 1830s represent an intersection of events for Native Americans, Latinos / Hispanics, and African Americans?"

- Students will use class based sources to write a paragraph that answers the question, “How did slaves resist the slavery system in their everyday lives?”
- Students will use class based sources to write a paragraph that answers the questions, “What aspects of the Great Migration and African American service during World War I fuel the race riots across the country?”
- Students will use class based sources to write a reflection paragraph about the poems “America” by Claude McKay and “I Too” by Langston Hughes to answer the questions, “Why would Harlem Renaissance artists “love this cultured hell that tests my you?” What are some reasons why, after almost 3 centuries (by the 1920’s) of discrimination and racism, these African American poets might still love America?”
- Small student groups will create a classroom gallery display of an artist, writer or musician that was prominent during the Harlem Renaissance. The display will focus on the theme of breaking down stereotypes as well as on the infusion of African American culture across the US after the Great Migration.
- Students will use class based sources to write a reflection paragraph that answers the question, “Is it important to see images of diverse people in literature, art, and culture? How should we look at stereotypes?”
- Students will use class based sources to write a reflection paragraph that answers the following questions, “What events during the Tulsa Race Massacre in 1921 escalated or de-escalated tensions? How might they have handled those events if they were there?”
- Students will use class based sources and a claim, one point of evidence, second point of evidence, counterclaim and rebuttal, and conclusion form of long paragraph to reflect on the following question, “What aspects of Emmett Till’s 1955 murder made it a turning point in the fight for African American Civil Rights?”
- Students will use class based sources to create a t-chart that analyzes the differences between Book T. Washington and W.E.B. DuBois views on education and civil rights activism - especially in regards to the speed of change that they were advocating. Students will create a summary at the bottom of the T-chart in their own words.
- Students will use class based sources to write an opinion paragraph on whether a provided, current housing strategy could have a positive impact on housing equity without unanticipated consequences. Students should consider the source of the article when evaluating its effectiveness.
- Students will use class based sources to write a reflection paragraph that answers the following questions, “If the early Civil Rights movement was one of nonviolent resistance, why was there so much violence, and why were its leaders assassinated? What can we learn from the daughters of Martin Luther King Jr. and Malcolm X?”
- Students will use class based sources and worksheets to write a paragraph that compares and contrasts the Civil Rights movement of the early 1960s to the Black Power movement.
- Students will use class based sources to write a long paragraph with at least three pieces of evidence from interviews with Colin Powell and Condoleezza Rice to answer the following questions, “Has the African American community made progress in terms of civil rights and quality of life? Does the student agree or disagree with the interviewee’s opinions?”
- Students will write a five paragraph essay (or longer) summarizing their learning in this unit and addressing the question, “How has life changed for African Americans over the last two hundred and fifty years?” Students will use the research resources from the unit as well as written work conducted

individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

- Students will use class based sources to create an article critique in a long paragraph. Students will find at least five pieces of evidence to critique and answer the questions, “How have political interventions failed to result in African American upward mobility? Does the student agree or disagree?”

Debates:

- *After researching the Black Lives Matter movement and policing practices, what are the pros and cons of removing qualified immunity from law enforcement agents?* Students will use an anonymous debate strategy to address this question and will use a guided AI process to conduct research and look for reliable websites and citations. Students will also use an inside / outside debate circle to make sure all students are actively engaged. A rubric will be used for students to assess their own learning, make improvements for future debates, and to form an assessment grade.

Unit 5: Asian Americans

In this survey unit, students will study Asian American cultural identity, regional identity, immigration, similarities and differences, contributions, and civil rights effectiveness. *What do we know about Asian American culture and what do we want to learn? How has life changed for Asian Americans in the United States over the last two hundred and fifty years? What factors contributed to Chinese immigration during the 19th century, and what was life like for Chinese immigrants. How did the US respond to Chinese immigration? What factors contributed to Japanese immigration during the 20th century, and what was life like for Japanese immigrants. How did the US respond to Japanese immigration? What legacies are there from the treatment of Japanese and Chinese Americans during World War II? How did US immigration policy change for Asian Americans during the Cold War period? How did these changes impact Asian American demographics and the Asian American response to Civil rights issues? What were American interests in the Pacific during the 1800 and 1900's? How have Pacific Islanders responded to those interests, and how do their unique experiences challenge Pacific Islander stereotypes? How are the Hmong American experiences different from other Asian American communities? How does researching the Hmong People and their individual experiences challenge Asian American stereotypes? Where are South Asian Americans from, why did they come to the US, and what are their unique experiences? How do these experiences challenge Asian American stereotypes? How do the politics and religions of South Asia, Southeast Asia and East Asia continue to impact Asian Americans? What means do Asian Americans use to preserve their cultural heritage and promote their quality of life? How have prominent Asian American entrepreneurs and politicians impacted American culture? How did Asian Americans use the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?*

Objectives:

- Students will determine what they know about Asian American origins, cultures and civil rights issues and determine what they still want to learn.
- Students will study the push and pull factors of Chinese immigration during the 19th century. Students will also see the realities of life for Chinese immigrants, as well as the US response to this growing immigration.

- Students will study the push and pull factors of Japanese immigration during the early 20th century. Students will also see the realities of life for Japanese immigrants, as well as the US response to this growing immigration.
- Students will research the differences between how Japanese and Chinese Americans were treated during World War II and the legacies this treatment had for Asian Americans.
- Students will research US immigration policy for Asian Americans during the Cold War period. Students will also analyze shifting Asian American demographics, and the Asian American response to civil rights issues during this time period.
- Students will investigate the Pacific Islander experience through the dual lenses of American interests and native populations and note how understanding Pacific Islander experiences challenges stereotypes.
- Students will research Hmong immigration to the US, the Hmong culture, and Hmong individual experiences in order to challenge existing Asian American stereotypes.
- Students will investigate the geography and statistics of South Asian immigration to the US as well as the unique experiences of South Asians and Sikh Americans.
- Students will investigate the religions and politics of South Asia, Southeast Asia and East Asia to determine those areas' impacts on Asian Americans.
- Students will investigate how Asian American community organizations, museums and cultural events promote and preserve Asian Americans' cultural heritage and quality of life.
- Students will research prominent Asian American entrepreneurs and politicians in order to discover their impact on American culture.
- Students will investigate Asian American cases, people, organizations and events to determine what aspects of American democracy have been used to further Asian American civil rights - and their effectiveness.

Assessments:

- Students will use class based sources to write a short paragraph with several examples that answer the question, "How have Asian Americans worked with other cultures to improve civil rights?"
- Students will use class based sources to write a short paragraph that answers the question, "How might US history be different without the immigration of Chinese American immigrants?"
- Students will use class based sources to write a short paragraph that answers the question, "How might US history be different without the immigration of Japanese American immigrants?"
- Students will use class based sources to write a short paragraph that answers the question, "How did Hawaiian Japanese American responses after World War II show the character trait of resilience?"
- Students will use class based sources to write a long paragraph (including a main idea, claims (evidence), and a conclusion) to answer the following questions, "How did the 'model minority' Asian American become the 'yellow peril'? How do stereotypes limit our views of people? Why are stereotypes so persistent?"
- Students will use class based sources to write a short paragraph that answers the question, "How does understanding Hawaiian literacy prior to statehood change your views of any stereotypes you might have held about Hawaiian or Pacific Islanders?"
- Students will use class based sources to write a compare and contrast paragraph that answers the question, "How is Hmong immigration to the US similar and different from Vietnamese immigration to the US?"

- Students will use class based sources to write a long paragraph and answer the following questions, “How was the South Asian experience of entering the US through Angel Island both different and the same as Chinese and Japanese immigrants? How does learning the individual story of Kala Bagai help challenge any stereotypes of South Asians or Asian Americans?”
- Students will use class based sources to write a short paragraph that answers the questions, “Where might the common cultural idea of filial piety have come from? How can this cultural trait be both a strength and a complication for Asian Americans today? Could this be true of other cultural traits?”
- Students will use class based sources to write a short paragraph that answers the question, “How do cultural initiatives impact the quality of life for Asian Americans?”
- Students will use class based sources to write a short paragraph that answers the following questions, “What parts of Yuri Kochiyama’s identity and history make her an unlikely candidate to lead a civil rights movement; what aspects of her identity and history make her uniquely positioned to lead a civil rights movement? How can ordinary people do extraordinary things?”
- Students will write a five paragraph essay (or longer) summarizing their learning in this unit and addressing the question, “How has life changed for Asian Americans over the last one hundred and fifty years?” Students will use the research resources from the unit as well as written work conducted individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

Unit 6: Jewish Americans

In this survey unit, students will study Jewish American identity, secularism, anti-semitism, and civil rights. *What do we know about Jewish Americans’ origin and culture and what do we want to learn? How has life changed for Jewish Americans in the United States over the last three hundred and fifty years? How has American Jewish faith and secularism impacted American culture? How have antisemitic tropes been used throughout history to discriminate against and terrorize Jews? How have Jewish Americans been involved in the civil rights movement and how effective have their efforts been in lessening anti-Semitism in the United States?*

Objectives:

- Students will determine what they know about Jewish American origins and culture.
- Students will research Jewish American faith and secularism and its impact on American culture.
- Students will become aware of dangerous and pervasive antisemitic tropes that have been used throughout history.
- Students will investigate the history of Jewish American involvement in civil rights and determine the effectiveness of these efforts on lessening anti-Semitism in the United States.

Assessments:

- Students will use class based sources to write a long paragraph that summarizes a prominent Jewish American and answers the question, “How does this individual exemplify Jewish American identity?”
- Students will use class based sources to write a short paragraph that answers the question, “What aspects of Sephardic and Ashkenazi Jewish culture have become part of the fabric of American culture?”

- Students will use class based sources to rank their understanding of the Holocaust from 1-5. In a long paragraph, students will also use class based sources to create a plan to increase their understanding.
- Students will write a five paragraph essay (or longer) summarizing their learning in this unit and addressing the question, “How has life changed for Jewish Americans over the last three hundred and fifty years?” Students will use the research resources from the unit as well as written work conducted individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

Unit 7: White Americans

In this survey unit, students will study the geographic identity, history, contributions and challenges for those that are currently considered White in America. *How has the concept of being white changed in the US over the last three hundred and fifty years? What were the push and pull factors of Irish immigration to the US and how did nativists react? What were the push and pull factors of Slavic immigration to the US and how did nativists react? What were the push and pull factors of German immigration to the US and how did nativists react? What were the push and pull factors of Italian immigration to the US and how did nativists react? What were the push and pull factors of Middle Eastern and North African immigration to the US and how did nativists react? How have the English added to American culture, language, law and religion?*

Objectives:

- Students will investigate US white ethnicities (cultural and religious groups) in the past and today.
- Students will investigate the push and pull factors of Irish immigration to the US and the nativist reaction.
- Students will investigate the push and pull factors of Slavic immigration to the US and the nativist reaction.
- Students will investigate the push and pull factors of German immigration to the US and the nativist reaction.
- Students will investigate the push and pull factors of Italian immigration to the US and the nativist reaction.
- Students will investigate the push and pull factors of Middle Eastern and North African immigration to the US and the nativist reaction.
- Students will research the contributions of the English to American culture, language, law, and religion.
- Students will summarize their understanding of the concept of being white in the US and what ethnic and religious groups have been included in that definition in the past and today.

Assessments:

- Students will use class based sources to write a long paragraph summary of the ‘Great Orphan Abduction’ and summarize how this story highlights the historical expectations and benefits of being white in the US.
- Students will use class based sources to write a long paragraph that answers the question, “Where did Irish American stereotypes from the 1900s come from and how did they lead to xenophobia?”
- Students will use class based sources to write a long paragraph that answers the question, “Where did Polish American stereotypes come from and how did they lead to xenophobia in the US?”

- Students will use class based sources to write a long paragraph that answers the question, “Where did German American stereotypes come from and how did they lead to xenophobia in the US?”
- Students will use class based sources to write a long paragraph that answers the question, “Where did Italian American stereotypes come from and how did they lead to xenophobia in the US?”
- Students will use class based sources to write a long paragraph that answers the questions, “How did Armenian stereotypes reflect Middle Eastern and North African American stereotypes? Where did they come from and how did they lead to xenophobia in the US?”
- Students will use class based sources to write a long paragraph that answers the questions, “How has a partially shared ethnic and political culture between the British and the US affected the foreign policy of both countries? How is America’s influence both a good thing and a bad thing?”
- Students will write a five paragraph essay (or longer) summarizing their learning in this unit and addressing the question, “How has the concept of whiteness changed in the US over the last three hundred and fifty years?” Students will use the research resources from the unit as well as written work conducted individually and as a group. Student work will be assessed for its relevance to the topic, supporting details, and use of accurate citations. Student unit essays will be used to support the final class essay.

Unit 8: Conclusion and Final Essay

In this conclusion, students will study examples of factors that impact all ethnicities such as mixed race and food scarcity. Students will also spend several lessons reviewing their unit essays in order to craft a comprehensive class essay that summarizes their learning. *How does the growing group of Americans that identify as mixed race change civil rights issues in the future? How effective have civil rights measures been for different ethnic groups in the United States over the last four hundred years? How does US immigrant food scarcity, production and offerings reflect US cultural diversity?*

Objectives:

- Students will research the growing population that identifies as mixed race in the US.
- Students will research how US immigrant food scarcity, production and offerings reflect cultural diversity.
- Students will summarize and evaluate their learning regarding the effectiveness of civil rights measures for different ethnic groups in the US.

Assessments:

- Students will create an outline for an essay that answers the question, “*How effective have civil rights measures been for different ethnic groups in the United States over the last four hundred years? Include measures of a democratic society that were used to improve civil rights as well as a counter-argument and rebuttal about whiteness in America.*” Students will use unit KWL charts, class shared Google notes, assessment paragraphs, and other homework assignments in order to select an essay format. Students can choose from formats based on ethnicity or on more advanced themes of housing, education, violence, economic success, or democratic methods - citizenship, voting rights, legislation, supreme court rulings, or organizations. Students will also consider how to use the future of mixed race in the US in their conclusion. Student outlines should be completed in class and will have teacher approval before moving to the rough draft stage. Students will cite all sources.

- Students will create a rough draft of an essay that answers the question, “*How effective have civil rights measures been for different ethnic groups in the United States over the last four hundred years? Include measures of a democratic society that were used to improve civil rights as well as a counter-argument and rebuttal about whiteness in America.*” Students will use unit KWL charts, class shared Google notes, assessment paragraphs, and other homework assignments in order to create paragraph topic sentences and to locate appropriate evidence that supports their thesis, topic sentences and conclusion. Students will share their topic sentence and evidence draft in class and cite their sources.
- Students will create a counter-argument and rebuttal to their thesis and share with the teacher before including in their final essay.
- Students will create a final essay and share during the final class period that answers the question, “How effective have civil rights measures been for different ethnic groups in the United States over the last four hundred years? Include measures of a democratic society that were used to improve civil rights as well as a counter-argument and rebuttal about whiteness in America?”

Ethnic Studies Lesson 1B: Introduction—Ethnic Studies Schools of Thought

Topics: Introduction

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

4) Social Movements and Equity

Values and Principles:

6) Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms (RI.11-12.2).

Writing (W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research different schools of thought about teaching high school ethnic studies and determine why this topic is important.

Essential Questions:

What are some of the schools of thought in teaching high school ethnic studies?

Why is studying American history through ethnicity important?

Materials:

1B: Support KWL Chart

1B: Support Schools of Thought

[WVLTV: What is critical race theory?](#)

[PBS News Hour: Why Americans are so divided over teaching critical race theory](#)

Constitution US: What is Pluralism?

Vocabulary:

Race Ethnicity meritocracy	Critical Race Theory (CRT) intersectionality	Systemic racism Colorblind Assimilation
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Lesson Steps:

- Step 1: As a class, ask students what they believe this course will be about. What do they already know about race, ethnicity or about the history of ethnic studies? Introduce this unit's 1B: Support KWL Chart document. Document what students already know and what they would like to learn.

Let students know that there are different schools of thought on studying ethnicity in American history. We will be looking at three different schools of thought. Introduce students to the 1B: Support Schools of Thought worksheet for this lesson. Have students watch: [WWLTV: What is critical race theory?](#) (video 3 minutes 15 seconds). As students watch, have them take notes on what are the main ideas behind CRT. What are some of its advantages and some of its disadvantages for high school students to understand race and ethnicity?

When students have finished watching, have students pair up with another student to share their notes. As a class, have pairs share and make their notes on the worksheet. Help students understand that CRT is about systemic racism, power by race, and social justice. It is also a graduate-level concept.

- Step 2: Ask students if they know what the terms meritocracy or colorblindness mean. Let students know that the word meritocracy was made up by the British author Michael Young in his book, *The Rise of the Meritocracy*. Read this definition to students from Wikipedia, "Meritocracy is the notion of a political system in which economic goods or political power are vested in individual people based on ability and talent, rather than wealth or social class." As students to work with a partner to put this definition in their own words. Have students share until the class can come up with a working definition that can be put on the worksheet.

Ask the class why the term colorblind might be paired with meritocracy as a way to think about race and ethnicity. Have students pair up and share their thoughts. As a class, have the pairs share their ideas and note them on the worksheet.

What do these two different viewpoints have to do with how ethnic studies are taught or our ethnic studies course? Have students watch [PBS News Hour: Why Americans are so divided over teaching critical race theory](#) (video 9 minutes, 4 seconds). As students watch, ask them to take notes on if they can identify the different viewpoints on teaching ethnic studies. Do they hear words that are used to escalate or words that are used to help others understand ethnicity?

When students have completed watching, pair students to share their notes. Have pairs of students share their notes and add ideas to the worksheet.

- Step 3: Let students know that this course does not explicitly teach about systems of power but does address justice and ethnicities. It also does not go to the other pole and teach colorblindness or assimilation. The course falls somewhere in the middle with the ideas of multiculturalism and pluralism. Have students read a dictionary definition of multiculturalism. On the board, ask students to call out particular words that stand out to them. Add those words to this week’s worksheet. Ask students why studying distinct groups through an American history timeline might not be a complete picture. What else might be needed?

As a class, use a group reading strategy such as popcorn or round robin to read [Constitution US: What is Pluralism?](#) As students read, have them take notes on what the main ideas behind pluralism are. When students have completed the reading, have students pair with another student. As a class, have pairs share their notes and add information to the worksheet. Ask students if it is possible to use the best aspects of any of these schools of thought as they try to understand ethnic history in the US. Ask students how they believe they might benefit from taking this course. What are the benefits of studying American history through the lens of ethnicity?

- Step 4: As a class, ask students this lesson’s questions, “What are some of the schools of thought in teaching high school ethnic studies?” and this unit’s question, “Why is studying American history through ethnicity important?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students write a short paragraph on what they believe they might get out of this ethnic studies course. What are they hoping to learn about? What are their concerns? Do they think it’s important to take this course? Students should write a short paragraph and cite any sources of information they use.

Additional Readings and Resources:

[Institute of Art and Ideas: What is Meritocracy? Short Pitch | Richard Reeves](#) (video 4 minutes, 52 seconds).

Yascha Mounk, *The Identity Trap: A Story of Ideas and Power in Our Time*, Penguin Random House, 2023.

[Crooked Timber or Bent Twig? Isaiah Berlin’s Nationalism by David Miller](#)

[What Lord Acton Can Teach Us about Nationalism by Kai Weiss](#)

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[Nationalism and the Open Society by Andrew Vincent](#) [Karl R. Popper]

Garrett Jones, Review of “Out of the Melting Pot Into the Fire,” by Jens Heyche, *The Independent Review*, Spring 2024, pp. 683-686. <https://www.independent.org/publications/tir/article.asp?id=1954>

Greeley, Andrew M. *Ethnicity in the U.S.: A Preliminary Reconnaissance*, 1974.

Greeley, Andrew M. *Why Can't They Be Like Us?*, 1971.

Handlin, Oscar, *Historical Perspectives on the American Ethnic Group*, *Daedalus*, Spring 1961, pages 220-232. <https://www.jstor.org/stable/i20026650>

Handlin, Oscar. *Out of Many: A Study Guide to Cultural Pluralism in the United States*. Anti-Defamation League, 1964.

Handlin, Oscar, *Race and Nationality in American Life*. Little Brown, 1948.

Harvard Encyclopedia of American Ethnic Groups, eds. Stephan Thernstrom, Ann Orlov, and Oscar Handlin. Harvard University Press, 1980.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. M.I.T. Press, 1963.

Glazer, Nathan, and Daniel P. Moynihan, eds. *Ethnicity: Theory and Experience*. Harvard University Press, 1975.

Novak, Michael, *Further Reflections on Ethnicity*, EMPAC, 1977.

Novak, Michael, *Unmeltable Ethnics: Politics and Culture in American Life*, 2nd ed. Routledge, 1995.

Fabio Rojas, *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*, Johns Hopkins University Press, 2007.

Thernstrom, Abigail, and Stephan Thernstrom, eds. *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*. Hoover Institution and Manhattan Institute, 2002.

Glazer Nathan. "The Problem of Ethnic Studies." In his *Ethnic Dilemmas, 1964-1982*. Harvard University Press, 1983, pp. 97-125.

Pluckrose, Helen, and James Lindsay. *Cynical Theories*. Pitchstone Publishing, 2020.

Sanneh, Kelefa. "[The Fight to Redefine Racism.](#)" *The New Yorker*, August 19, 2019.

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies Lesson 1B:

Introduction—Ethnic Studies Schools of Thought

TOPICS:
INTRODUCTION

GRADE LEVELS:
11-12

TIME:
1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Social Movements and Equity

Values and Principles:

1. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RI.11-12.2)

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Lesson Purpose

Students will research different schools of thought about teaching high school ethnic studies and determine why this topic is important.

Essential Questions

What are some of the schools of thought in teaching high school ethnic studies?

Why is studying American history through ethnicity important?

Materials

[KWL Chart](#)

[WORKSHEET](#)

[WWLTV: What is critical race theory?](#)

[PBS News Hour: Why Americans are so divided over teaching critical race theory](#)

[Constitution US: What is Pluralism?](#)

Vocabulary

race	Critical Race Theory (CRT)	systemic racism
ethnicity	intersectionality	colorblind
meritocracy		assimilation

Lesson Steps

Step 1:

- As a class, ask students what they believe this course will be about. What do they already know about race, ethnicity or about the history of ethnic studies? Introduce this unit's [KWL Chart](#). Document what students already know and what they would like to learn.
- Let students know that there are different schools of thought on studying ethnicity in American history. We will be looking at three different schools of thought. Introduce students to the [WORKSHEET](#) for this lesson. Have students watch: [WWLTV: What is critical race theory?](#) (video 3 minutes 15 seconds). As students watch, have them take notes on what are the main ideas behind CRT. What are some of its advantages and some of its disadvantages for high school students to understand race and ethnicity? When students have finished watching, have students pair up with another student to share their notes. As a class, have pairs share and make their notes on the WORKSHEET. Help students understand that CRT is about systemic racism, power by race, and social justice. It is also a graduate-level concept.

Step 2:

- Ask students if they know what the terms meritocracy or colorblindness mean. Let students know that the word meritocracy was made up by the British author Michael Young in his book, *The Rise of the Meritocracy*. Read this definition to students from Wikipedia, "Meritocracy is the notion of a political system in which economic goods or political power are vested in individual people based on ability and talent, rather than wealth or social class." As students to work with a partner to put this definition in

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their own words. Have students share until the class can come up with a working definition that can be put on the WORKSHEET.

- Ask the class why the term colorblind might be paired with meritocracy as a way to think about race and ethnicity. Have students pair up and share their thoughts. As a class, have the pairs share their ideas and note them on the WORKSHEET.
- What do these two different viewpoints have to do with how ethnic studies are taught or our ethnic studies course? Have students watch [PBS News Hour: Why Americans are so divided over teaching critical race theory](#) (video 9 minutes, 4 seconds). As students watch, ask them to take notes on if they can identify the different viewpoints on teaching ethnic studies. Do they hear words that are used to escalate or words that are used to help others understand ethnicity?
- When students have completed watching, pair students to share their notes. Have pairs of students share their notes and add ideas to the WORKSHEET.

Step 3:

- Let students know that this course does not explicitly teach about systems of power but does address justice and ethnicities. It also does not go to the other pole and teach colorblindness or assimilation. The course falls somewhere in the middle with the ideas of multiculturalism and pluralism. Have students read a dictionary definition of multiculturalism. On the board, ask students to call out particular words that stand out to them. Add those words to this week's WORKSHEET. Ask students why studying distinct groups through an American history timeline might not be a complete picture. What else might be needed?
- As a class, use a group reading strategy such as popcorn or round robin to read [Constitution US: What is Pluralism?](#) As students read, have them take notes on what the main ideas behind pluralism are. When students have completed the reading, have students pair with another student. As a class, have pairs share their notes and add information to the WORKSHEET. Ask students if it is possible to use the best aspects of any of these schools of thought as they try to understand ethnic history in the US. Ask students how they believe they might benefit from taking this course. What are the benefits of studying American history through the lens of ethnicity?

Step 4:

- As a class, ask students this lesson's questions, "What are some of the schools of thought in teaching high school ethnic studies?" and this unit's question, "Why is studying American history through ethnicity important?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students write a short paragraph on what they believe they might get out of this ethnic studies course. What are they hoping to learn about? What are their concerns? Do they think it's important to take this course? Students should write a short paragraph and cite any sources of information they use.

Additional Readings and Resources

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Handlin, Oscar, *Historical Perspectives on the American Ethnic Group*, *Daedalus*, Spring 1961, pages 220-232. <https://www.jstor.org/stable/i20026650>

Handlin, Oscar. *Out of Many: A Study Guide to Cultural Pluralism in the United States*. Anti-Defamation League, 1964.

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Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. M.I.T. Press, 1963.

Glazer, Nathan, and Daniel P. Moynihan, eds. *Ethnicity: Theory and Experience*. Harvard University Press, 1975.

Novak, Michael, *Further Reflections on Ethnicity*, EMPAC, 1977.

Novak, Michael, *Unmeltable Ethnics: Politics and Culture in American Life*, 2nd ed. Routledge, 1995.

Fabio Rojas, *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*, Johns Hopkins University Press, 2007.

Thernstrom, Abigail, and Stephan Thernstrom, eds. *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*. Hoover Institution and Manhattan Institute, 2002.

Glazer Nathan. “The Problem of Ethnic Studies.” In his *Ethnic Dilemmas, 1964-1982*. Harvard University Press, 1983, pp. 97-125.

Pluckrose, Helen, and James Lindsay. *Cynical Theories*. Pitchstone Publishing, 2020.

Sanneh, Kelefa. [“The Fight to Redefine Racism.”](#) *The New Yorker*, August 19, 2019.

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Ethnic Studies Lesson 1C: Introduction—Race and Ethnicity

TOPICS:
INTRODUCTION

GRADE LEVELS:
11-12

TIME:
1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RI.11-12.2)

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze diverse historical and modern definitions of race and ethnicity, including their social, cultural, and political contexts. (History-Social Science Content Standard 11.1)

Lesson Purpose

Students will research the historical and modern definitions of race and ethnicity and develop working definitions of these terms for this class.

Essential Questions

What are the historical and modern definitions of race and ethnicity and how might a current, working definition aid in understanding ethnic studies?

Why is studying American history through ethnicity important?

Materials

[University of Michigan Center for Research on Learning and Teaching: Guidelines for Discussing Difficult or High-Stakes Topics](#)

[Anti-defamation League: Can We Talk? Tips for Respectful Conversation in Schools, Workplaces and Communities](#)

[American Anthropological Association: AAA Statement on Race](#)

[Scientific American: Race is a Social Construct, Scientists Argue](#)

[Crash Course: Race and Ethnicity, Sociology](#)

[KWL Chart](#)

Vocabulary

race

ethnicity

social construct

culture

social justice

Lesson Steps

Step 1:

- Before opening up the class to a discussion on race, ask the class to help develop norms or clear guidelines for successful class discussion on difficult subjects. Show students guideline resources such as [University of Michigan Center for Research on Learning and Teaching: Guidelines for Discussing Difficult or High-Stakes Topics](#) and [Anti-defamation League: Can We Talk? Tips for Respectful Conversation in Schools, Workplaces and Communities](#). Once students have reviewed the examples, have them pick rules for the class. Post the rules on chart paper and have students sign. Let students

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know that they can choose to add rules as the course progresses. (More resources can be found in Additional Resources at the end of this lesson.)

- As a class, ask students what they know about the term race. What does that mean to them? How do they believe that definition might have changed over time. Select student patterns and have pairs of students read the following two articles. While students read, they should develop a definition for race from the past (before the year 2000) and for the present.
 - [American Anthropological Association: AAA Statement on Race](#)
 - [Scientific American: Race is a Social Construct, Scientists Argue](#)
- When students have completed their notes, have pairs of students meet with another pair to share their notes and combine their definitions to form one past and one present definition. As a class, have students share their two definitions. As a class, have student groups share their definitions and have the class help form one past and one present definition of race. Help students see that the current scientific community views race as a limited concept, but that race has been and is very important for personal identity formation, its intersection with other aspects of ethnicity, and its large impact on people's lived experiences. As a class, have students help add information to this unit's KWL chart.

Step 2:

- As a class, ask students what they know about the term ethnicity. Have students watch the first 5 minutes and 3 seconds of [Crash Course: Race and Ethnicity, Sociology #34](#) (video 10 minutes, 58 seconds). As students watch, have them take notes on a definition for ethnicity. They should include as many examples of culture as they can.
- When students have completed their notes, have each student pair with another student to check their notes. As a class, have pairs of students share their definition of ethnicity. [As a class, have the class help form a present definition of ethnicity.](#) As a class, share American Psychological Association: Race and ethnicity. Ask students how this definition is the same or different than the one the students developed. Ask students why it might be important to study both race and ethnicity in the history of the US.

Step 3:

- As a class, ask students this lesson's questions, "What are the historical and modern definitions of race and ethnicity and how might a current, working definition aid in understanding ethnic studies?" and this unit's question, "Why is studying American history through ethnicity important?" Make note of what was learned on this unit's KWL chart - along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch, [The Federalist Society: Is Social Justice Just? The Origins of Social Justice](#) (video 4 minutes 15 seconds). As students watch, have them take notes on what Social Justice is. Students' notes should help them answer the question, "How is Social Justice, in its truest form, related to the purpose of studying American history through ethnicity?" Students should write their answers in a long paragraph and be sure to cite their sources.

Additional Readings and Resources

Peter Boghossian and James Lindsay, *How to Have Impossible Conversation: A Very Practical Guide*, Lifelong Books, 2019.

[National Association for Independent Schools: Facilitating Politically Sensitive Discussions](#)

[The Federalist Society: Is Social Justice Just? The Origins of Social Justice](#)

INTRODUCTION

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Ethnic Studies Lesson 1D: Introduction—Biological Determinism

TOPICS:
INTRODUCTION

GRADE LEVELS:
11-12

TIME:
1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Systems of Power

Values and Principles:

1. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
2. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging (RI.11-12.5).

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the impact of biological determinism on scientific racism, eugenics, and US chattel slavery, including its role in shaping ideologies and policies. (History-Social Science Content Standard 8.7)

Understand the historical and contemporary implications of scientific racism, eugenics, and biological determinism on society, including their impact on race relations, social inequality, and human rights. (History-Social Science Content Standard 11.2)

Lesson Purpose

Students will research biological determinism and its role in scientific racism, eugenics and US chattel slavery.

Essential Questions

How did the concept of biological determinism impact scientific racism, eugenics and the justification for US chattel slavery?

Why is studying American history through ethnicity important?

Materials

[University of Delaware, Race: The Power of an Illusion, Ep. 1](#)

[PBS: The Origin of Race in the USA](#)

[1B: Support KWL Chart](#)

Vocabulary

scientific determinism

eugenics

chattel slavery

biological determinism

scientific racism

DNA

Lesson Steps

Step 1:

- As a class, remind students that our current understanding of race and our historical understanding are different. Have students watch the first 5 minutes and 8 seconds of [University of Delaware, Race: The Power of an Illusion, Ep. 1](#). (video 57 minutes, 02 seconds). As students watch, have them make predictions about what they expect to learn about DNA patterns. What do they believe will be confirmations of the students' beliefs and what will be a surprise?
- When students have finished watching the video, have them pair with another student and share their answers. As a class, ask student pairs to share their predictions. Let students know that this video from 2003 is part of a larger three-part series. Let students know they will learn more about DNA sequencing results in the related homework assignment.

Step 2:

- As a class, remind students that race—determined by biology or biological determinism—had a definition in the past that is very different than today. Divide students into 5 expert groups. While student groups watch their portion of the video, they should take notes in order to create an expert class poster that gives at least six points about their subject.

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- Phrenology, [University of Delaware, Race: The Power of an Illusion](#) (minutes 10:20 - 12:03)
 - Scientific Racism or Polygenism, [University of Delaware, Race: The Power of an Illusion](#) (minutes 12:09 - 15:29)
 - Eugenics, [The University of Delaware, Race: The Power of an Illusion](#) (minutes 15:30 - 18:52)
 - Stereotypes of Race and Physical Attributes, [University of Delaware, Race: The Power of an Illusion](#) (minutes 19:06 - 22:01)
 - Skin Color, [University of Delaware, Race: The Power of an Illusion](#) (minutes 22:01 - 25:53).
- When students have completed their posters, have the class walk the room in a gallery style and put their questions on sticky notes on the posters. As a class, have students present their posters and answer questions.

Step 3:

- As a class, ask students how this biological determinism may have been used to justify slavery in the US. Have students watch, [PBS: The Origin of Race in the USA](#) (video 9 minutes, 22 seconds). As students watch, have them take notes on how biological determinism was used to justify slavery.
- When the video is complete, have students pair up to discuss their notes. As a class, have pairs of students share their notes.

Step 4:

- As a class, ask students this lesson's questions, "How did the concept of biological determinism impact scientific racism, eugenics and the justification for US chattel slavery?" and this unit's question, "Why is studying American history through ethnicity important?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [University of Delaware, Race: The Power of an Illusion](#) (minutes 32:58 - 38:31). As students watch, have them take notes on what surprises them about the answers to the students' DNA sequencing and the research on the difference in DNA between different groups.

Additional Readings and Resources

Spiro, Jonathan Peter. *Defending the Master Race: Conservation, Eugenics, and the Legacy of Madison Grant*. Univ of Vermont Press, 2009.

[National Library of Medicine: Eugenics and Involuntary Sterilization: 1907-2015](#)

[Independent Institute: Eugenics in High School History, Failure to Confront the Past](#)

Leonard, Thomas C. 2003. More Merciful and Not Less Effective: Eugenics and Progressive-Era American Economics. *History of Political Economy* 64, no. 3: 757–91.

2005. Eugenics and Economics in the Progressive Era. *Journal of Economic Perspectives*, Fall, 207–24.

2016. *Illiberal Reformers: Race, Eugenics, and American Economics in the Progressive Era*. Princeton, N.J.: Princeton University Press.

Daniel Okrent, *The Guarded Gate: Bigotry, Eugenics, and the Law That Kept Two Generations of Jews, Italians and Other European Immigrants Out of America*, Scribner, 2019.

INTRODUCTION

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Ethnic Studies Lesson 1E: Introduction—Environmental Determinism

TOPICS:
INTRODUCTION

GRADE LEVELS:
11-12

TIME:
1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Systems of Power

Values and Principles:

1. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
2. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the impact of environmental determinism on the justification of slavery, including its role in shaping ideologies and policies. (History-Social Science Content Standard 11.2)

Understand the historical and contemporary implications of environmental determinism on society, including its impact on justifying slavery and perpetuating racial injustices, and affecting the role of religion in America. (History-Social Science Content Standard 11.3)

Lesson Purpose

Students will research environmental determinism and its role in justifying slavery.

Essential Questions

How did the concept of environmental determinism help justify US slavery?

Why is studying American history through ethnicity important?

Materials

[University of North Carolina, Race Deconstructed: Science and the Making of Difference.](#)

[Science Direct: Environmental Determinism](#)

[Environmental Determinism vs Possibilism](#)

[Scientific American: The Ugly History of Climate Determinism is Still Evident Today](#)

[KWL Chart](#)

Vocabulary

environmental determinism

possibilism

Lesson Steps

Step 1:

- As a class, to restate the definition for biological determinism. Let students know that there were other pseudo-scientific theories during the Ages of Enlightenment and Reason that were used to classify people. Ask students what they believe environmental determinism might be. Break students into eight groups. As groups read the summary for their primary source, they should take notes on a summary of their primary source, what their primary source can add to the definition of environmental determinism, and how it might have eventually been used to justify slavery in the US. Have students read, [University of North Carolina, Race Deconstructed: Science and the Making of Difference.](#) Give each of the groups a separate primary source on this page.
- When students have completed their notes, have each group share with the class. Using this information, have students help develop a working definition of environmental determinism. Show students [Science Direct: Environmental Determinism.](#) Ask students how their definition is the same or different from the one presented here. Let students see that this is only one of many definitions in the scientific literature that is presented further down the page on that website.
- Ask students how environmental determinism might have been used to justify slavery in the 1700s, 1800s and 1900s.

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Step 2:

- Ask students what they know about the term possibilism. Have students watch [Environmental Determinism vs Possibilism](#) (video 5 minutes, 6 seconds). As students watch, ask them to take notes on which school of thought they identify with the most and why. Students should also note how possibilism helps us see a non-example of environmental determinism. Non-examples can help us continue to refine the definition of environmental determinism.
- When students have completed their notes, have a student pair up with another student to share notes. When students have completed their notes, have pairs meet with another pair and share notes. As a class, have groups of students share their notes and help the class continue to refine their definition of environmental determinism.

Step 3:

- Ask students if they believe that environmental determinism is still part of our thought process today. As a class, use a group reading strategy such as round robin or popcorn to read, [Scientific American: The Ugly History of Climate Determinism is Still Evident Today](#). As students read, they should take notes on what elements of environmental determinism they hear in the article. Students should also think of any time they have heard these arguments in their own lives.
- When students have finished reading, have them share their notes with one other person. As a class, have the pairs of students share their notes with the class.

Step 4:

- As a class, ask students this lesson's questions, "How did the concept of environmental determinism help justify US slavery?" and this unit's question, "Why is studying American history through ethnicity important?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students create a lesson about environmental determinism for a younger student. Students should create a definition, an example, a consequence of the theory, and ask the younger student to create an example of their own. Students should write out a one page lesson.

Additional Readings and Resources

Thomas Sowell, How Geography Rendered Africa Extremely Poor, Thomas Sowell TV. <https://www.youtube.com/watch?v=CwKKvuYQrBY&t=57s>

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Ethnic Studies Lesson 1F: Introduction—Personal and Collective Agency

TOPICS:
INTRODUCTION

GRADE LEVELS:
11-12

TIME:
1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity
2. History and Movement
3. Social Movements and Equity

Values and Principles:

1. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
2. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze various accounts of a subject told in different mediums, including which details are emphasized in each account. (RI.11-12.7)

Writing—(W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Lesson Purpose

Students will investigate personal and collective agency across American ethnicities to see examples where groups have advanced, including by resisting and overcoming discrimination. Students will also investigate cultural traits that can either enhance or take away from personal and collective agency.

Essential Questions

What are examples of personal and collective agency by American ethnicities and how have they helped those ethnicities advance, including by resisting and overcoming discrimination?

Why is studying American history through ethnicity important?

Materials

[James Madison Program in Ideals and Institutions: Agency, Not Equity: A Path to Achieve Excellence for All](#)

[PBS: Pullman Porters Plant the Seeds of Civil Rights](#)

[Brookings: Asian-American success and the pitfalls of generalization](#)

[KWL Chart](#)

Vocabulary

personal agency

collective agency

cultural traits

Lesson Steps

Step 1:

- As a class, post these two statements, “What matters to me most is what has been done to me.” or “What matters to me most is what I do about what has been done to me.” Ask students to discuss these comments. Have students watch minutes 3:13 - 14:17 from [James Madison Program in Ideals and Institutions: Agency, Not Equity: A Path to Achieve Excellence for All](#) (video 14 minutes, 17 seconds). As students watch, have them take notes on what the term ‘agency’ might mean for an individual.
- When students have completed their notes, have them pair with one other student to share their notes. Have pairs of students share with the class to develop a working definition of agency. Help students see that people with a high sense of personal agency are more likely to feel in control of their actions and hopeful for their ability to change their own circumstances.

Step 2:

- As a class, ask students what they believe collective agency might mean. Have students watch [PBS: Pullman Porters Plant the Seeds of Civil Rights](#) (video 4 minutes, 25 seconds). As students watch, have students take notes on what collective agency might mean. Students should also take notes on examples of collective agency from the Pullman Porters.
- When students have completed watching, have students pair with another student and share their notes. As a class, have pairs of students share their notes in order to develop a class working definition of collective agency. Help students to see that collective agency happens when a group acts together to seek change.

Step 3:

- As a class, ask students what types of cultural factors could improve and what cultural factors could get in the way of a sense of personal or collective agency. Remind students that some aspects of culture might include: family, religion, education, language, values, rituals, ethics, individualism and norms—or ways to live, such as education, types of work, drive or work habits. As a class, have students read [Brookings: Asian-American success and the pitfalls of generalization](#). As students read, have them take notes on examples of cultural traits that could potentially improve collective agency and what traits could potentially limit collective agency. Ask students how the same trait can be both a good thing and a bad thing at the same time.
- When students have completed their reading, have students pair with another student to discuss their notes. As a class, have pairs of students share their ideas.
- Let students know that this course will show examples of both the wrongs that have been perpetuated on different ethnicities as well as the collective agency that ethnic groups have used to resist and overcome those wrongs. Students should watch for examples of personal and collective agency in the following types of lessons:
 - Examples of prominent figures in business, politics, arts, athletics and civil rights,
 - Examples of civil rights movements,
 - Examples of legal and court challenges,
 - Examples of civic organizations and community activism,
 - Examples of military service,
 - Examples of educational excellence,
 - Examples of cultural pride and preservation,
 - Examples of resilience and persistence in the face of difficulties,
 - Examples of resistance to removal, slavery, segregation, internment, violence and racism.
- (The class can be encouraged to keep this list of agency examples in the classroom to check each lesson's relevance to personal or collective agency.)

Step 4:

- As a class, ask students this lesson's questions, "What are examples of personal and collective agency by American ethnicities and how have they helped those ethnicities advance, including by resisting and overcoming discrimination?" and this unit's question, "Why is studying American history through ethnicity important?" Make note of what was learned on this unit's KWL chart - along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

Also, students should reflect on the unit's question, "Why is studying American history through ethnicity important?" through the lens of the unit's themes: race, ethnicity, pseudo-scientific racism, white supremacy, stressors and agency. Students can access the unit's KWL chart and class assignments for citations. Students should write a one page essay addressing the unit's question and cite their sources carefully.

Additional Readings and Resources

Sowell, Thomas. *Race and Culture*. Basic Books, Year. 1997. pp. 3-4, 9, 227.

INTRODUCTION

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Ethnic Studies Lesson 1G: Introduction—White Supremacy Part 2

Topics: Introduction

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

3) Systems of Power

Values and Principles:

4) Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression

5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging (RI.11-12.5).

Writing (W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W.11-12.5).

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research the roots and legacy of white supremacist thought in the US.

Essential Questions:

What are the roots of white supremacist thought and what continues to be its legacy?

Why is studying American history through ethnicity important?

Materials:

[CNN: The KKK: Its history and lasting legacy](#)

[Brookings Institute: White nationalism remains major concern for voters of color](#)

[Anti-defamation League: Hate Beyond Borders: The Internationalization of White Supremacy](#)

[Anti-defamation League: Hate on Display, Hate Symbols Database](#)

[NBC: White Supremacist propaganda produced by US hate groups is spreading—and working](#)

[Civic Online Reasoning: Sort Fact from Fiction online with Lateral Reading](#)

1B: Support KWL Chart

Vocabulary:

KKK	White Nationals	White supremacy culture Propaganda
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Lesson Steps:

- **Step 1:** As a class, let students know that white supremacist thought is subtle but sometimes it has been manifested in specific groups that promote its agenda. What do students already know about the Ku Klux Klan? Have students watch [CNN: The KKK: Its history and lasting legacy](#) (video 7 minutes, 12 seconds). As students watch, have them take notes on who the KKK were and how their ideals are based on white supremacist thinking. Do students notice any white supremacist thinking that is similar to what they hear today in the US and around the world?

When students have finished watching, ask students to pair with another student and share their notes. As a class, have students share their notes. Make sure students note the years of the white supremacist violent actions at the end of the video. Students should also note the symbols used by the white power groups and their similarity to the KKK symbols.

- Ask students if they are aware of groups that promote white supremacy today. Have students form four groups. As students research their area, they should create a five-slide slideshow using the technology of the class's choice. (information on programs can be found in lesson 1A: Teacher Resources). The slideshow should include a definition of their topic as well as examples. Students should cite their information carefully.
 - White nationalism: [Brookings Institute: White nationalism remains major concern for voters of color](#)
 - White supremacy around the world: [Anti-defamation League: Hate Beyond Borders: The Internationalization of White Supremacy](#)
 - White supremacist symbols: [Anti-defamation League: Hate on Display, Hate Symbols Database](#)
 - White supremacist propaganda: [NBC: White Supremacist propaganda produced by US hate groups is spreading—and working](#)

When students have completed their research, as a class, have them present their slideshows to the class.

- Let students know that white supremacist, or alt-right as it is often called, propaganda is often difficult to determine. Introduce students to lateral reading for fact checking. Have students watch, [Civic Online Reasoning: Sort Fact from Fiction online with Lateral Reading](#) (video 3 minutes, 47

seconds). As students watch, they should take notes on three techniques that can be helpful in order to fact-check laterally.

When students have completed listening to the video, have each student pair up with another student to check their notes. As a class, have pairs of students share their notes with the class and create a class list on the board of the steps to lateral face-checking.

- **Step 4:** As a class, ask students this lesson's questions, "*What are the roots of white supremacist thought and what continues to be its legacy?*" and this unit's question, "*Why is studying American history through ethnicity important?*" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students use [The Conversation: Fueled by virtually unrestricted social media access, white nationalism is on the rise and attracting violent young white men](#) or [ACLU: United Nations Experts Urge Officials to Confront Institutional Racism After First U.S. Fact-Finding Visit Since Murder of George Floyd](#) in order to conduct lateral fact-checking. Use the points for fact-checking brought up in class in order to answer these questions in a short paragraph:

- What steps did you take to determine if this is a reliable website or not?
- Does this website have a particular agenda? Is that agenda easily found?
- Who funds this website? Does that impact its message?

Additional Readings and Resources:

[NYTN: Prepare to have your mind blown: the REAL history of the KKK](#) (video 17 minutes, 35 seconds)

[The Conversation: Fueled by virtually unrestricted social media access, white nationalism is on the rise and attracting violent young white men](#)

[ACLU: United Nations Experts Urge Officials to Confront Institutional Racism After First U.S. Fact-Finding Visit Since Murder of George Floyd](#)

David E. Bernstein & Ilya Somin "Judicial Power & Civil Rights Reconsidered," George Mason University School of Law Working Paper Series, Paper 9, 2004.

<https://law.bepress.com/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1008&context=gmulwps>

George M. Fredrickson, *Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*, Harper, 1971.

George M. Fredrickson, *White Supremacy: A Comparative Study of American and South African History*, Oxford University Press. 1982.

Marshall, Jonathan. "William Graham Sumner: Critic of Progressive Liberalism." *Journal of Libertarian Studies* 3, No.3 (1979): 261-277.

https://cdn.mises.org/3_3_2_0.pdf

Moreno, Paul D. *Black Americans and Organized Labor: A New History*. Baton Rouge: Louisiana State University Press, 2005.

Reilly, Wilfred, *Lies My Liberal Teacher Told Me: Debunking the False Narratives Defining America's School Curricula*, Broadside Books, 2024, pp. 184-201.

Reilly, Wilfred, *Taboo: Ten Facts You Can't Talk About*, Regnery, 2020, chap. 7.

Roback, Jennifer. "Racism as Rent-Seeking." *Economic Inquiry* 27 (October): 661-81, 1989.

Saunders, Daniel G., "The Nazis Weren't 'White Supremacists' and Why It Matters," *The Times of Israel*, June 3, 2024.

<https://blogs.timesofisrael.com/the-nazis-werent-white-supremacists-and-why-it-matters/>

Zwolinski, Matt, "Social Darwinism and Social Justice: Herbert Spencer on Our Duties to the Poor" (2015). *Institute on Law and Philosophy*. 188.

https://digital.sandiego.edu/law_philosophy_scholarship/188/

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Ethnic Studies Lesson 1Ha: Introduction—Affirmative Action Debate Part 1

Topics: Introduction

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

4) Social Movements and Equity

Values and Principles:

6) Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Speaking and Listening (SL.11-12)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (SL.11-12.1).

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives (SL.11-12.1b).

Social Sciences Standards (11th and 12th Grade):

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research the pros and cons of affirmative action in the US, take a position, and debate its merits in addressing race-based educational opportunities.

Essential Questions:

What are some of the pros and cons of affirmative action in education in the US? How successful has it been in addressing race-based educational opportunities?

Why is studying American history through ethnicity important?

Materials:

1H: Support Debate Rubric

[Cornell Law School: affirmative action](#)

[Pearson: Why is Affirmative Action so Controversial and Do We Still Need It?](#)

[Chat GPT](#)

1B: Support KWL Chart

Vocabulary:

affirmative action		
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Lesson Steps:

- **Step 1:** As a class, let students know that today we will prepare for our first classroom debate. We will spend one day preparing and one day debating. Just as the class had developed classroom norms, the class will also use debate norms. Show students the 1H: Support Debate Rubric. Take time to review each norm and let students know they will be evaluating themselves and the other team when the debate is concluded.
- **Step 2:** As a class, ask students what they already know about affirmative action in education. As a class, use a group reading strategy such as round robin or popcorn to read, [Cornell Law School: affirmative action](#). As students listen, they should take notes to help define affirmative action.

When students have completed their notes, have them help create a classroom working definition of affirmative action.

- **Step 3:** As a class, have students watch, [Pearson: Why is Affirmative Action so Controversial and Do We Still Need It?](#) (video 7 minutes, 56 seconds). As students listen, they should take notes on where they stand on the question of, “Is affirmative action still necessary today to address race-based educational opportunities?”

Once students have completed their notes, give every student a 3 x 5 card. Write the question, “Is affirmative action still necessary today to address race-based educational opportunities?” and the following table on the board:

1 - Yes, it is very necessary today.	2 - Yes, it is still somewhat necessary today.	3 - No, it is not as necessary today.	4 - No, it is not necessary at all today.
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On their 3x5 card, students should **NOT** put their name. They should put the question, the table, with their answer circled. Collect the cards from students and shuffle them. Students will be conducting an anonymized debate - meaning they may have to debate from someone else’s point of view (see more about this teaching strategy in additional resources at the end of this lesson.)

Give students a card and have them line up from 1-4. This process gives students an opportunity to see what range of opinions exist in the room. Students that have a 1-2 card will form one debate

team that is FOR the question, and students with cards for 3-4 will form one group that is AGAINST the question. Some adjustments may need to be made in the group numbers in order to form equal teams.

- **Step 4:** As a class, let students know that they will be presenting their arguments only from authoritative sources that must be cited. They will not use their own ideas or opinions. Researching affirmative action and all its nuances could take a lifetime. In order to find salient facts for a 20-minute debate, introduce the class to [Chat GPT](#).

As a class, let students know that they may have used Chat GPT in order to find a quick question to a problem or to unethically write an essay. In this class, there will be essay assignments, but the essays and paragraphs will come from what was discussed and cited in class—making it impossible to pull the ‘correct’ answers from Chat GPT. On the other hand, Chat GPT can be helpful in quickly filling in holes in understanding and can lead to appropriate websites in order to find citations.

Add the following prompts to Chat GPT and share the results with students:

As an expert in high school ethnic studies and using educational websites, create a table about the pros and cons of affirmative action and its merits in addressing race-based educational opportunities in the US. Embed website citations in the text and include a list of works cited at the end.

As an expert in high school ethnic studies and using educational websites, write an essay on when affirmative action began and when it ended. Include the role of state legislatures in its implementation and how it is used in 2024. Embed website citations in the text and include a list of works cited at the end.

As an expert in high school ethnic studies and using educational websites, write an essay about how marginalized groups such as Asians and Jews have felt about affirmative action in education both in the past and in the present. Include examples of specific people and how the laws have impacted them. Embed website citations in the text and include a list of works cited at the end.

Make sure that students see that the web links often do not work in the current version of Chat GPT. Even though AI is excellent for giving them ideas, it rarely leads to the exact source, and it makes mistakes. It is not appropriate for copying verbatim, and it cannot be cited. They will need to find the source in order to create a citation for their argument. Citations should also come from reputable sources.

Give student groups 3 x 5 cards in order to write down their evidence with citations. Give students time to form a strategy and to divide the work among their members. Students will finish researching and form the debate in the next lesson.

- **Step 4:** As a class, ask students what they have learned so far about this lesson’s questions, “*What are some of the pros and cons of affirmative action in education in the US? How successful has it been in addressing race-based educational opportunities?*” and this unit’s question, “*Why is studying American history through ethnicity important?*” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

For homework, students can continue to conduct research and find evidence for their debate in the next class session.

Additional Readings and Resources:

Peter Boghossian and James Lindsay, *How to Have Impossible Conversation: A Very Practical Guide*, Lifelong Books, 2019.

Sander, Richard H., and Stuart Taylor Jr. *Mismatch: How Affirmative Action Hurts Students It's Intended to Help, and Why Universities Won't Admit It*. Basic Books, 2012.

[National Association for Independent Schools: Facilitating Politically Sensitive Discussions](#)

[Foundation for Economic Education: Affirmative Action](#)

[CATO Institute: Affirmative Action in College Admissions](#)

[Affirmative Action: Who does it really help? | Thomas Sowell](#)

[Thomas Sowell—Affirmative Action](#)

Sowell, Thomas. *Affirmative Action Around the World*, *The Thomas Sowell Reader*. Basic Books, 2011, pages 287-304.

Sowell, Thomas. *Assumptions Behind Affirmative Action*, *The Thomas Sowell Reader*. Basic Books, 2011, pages 269-271.

Sowell, Thomas. *Barbarians Inside the Gates*. Hoover Institution Press, 1999. Pp. 168-171.

Sowell, Thomas. *End It, Don't Mend It*. *Barbarians Inside the Gates*. Hoover Institution Press, 1999. Pp. 171-173.

Sowell, Thomas. *Phony Arguments for Quotas*. *Barbarians Inside the Gates*. Hoover Institution Press, 1999. Pp. 113-115.

Sowell, Thomas. *Quotas Against Asians. Is Reality Optional?* Hoover Institution Press, 1993. Pp. 121-122.

Williams. Walter E. *Affirmative action can't be mended*. *Cato Journal*, 1997

Carter, Stephen L. *I Am an Affirmative Action Baby*, *New York Times*, Aug. 5, 1991.
<https://www.nytimes.com/1991/08/05/opinion/i-am-an-affirmative-action-baby.html>

Carter, Stephen L. *Reflections of an Affirmative Action Baby*. Basic Books, 1991.

Carter, Stephen L. Interview on Richard Heffner's Open Mind. November 30, 1991
<https://www.thirteen.org/openmind-archive/civil-rights/reflections-of-an-affirmative-action-baby/>

Garrow, David L. Review of *Reflections of an Affirmative Action Baby*, by Stephen L. Carter., New York Times Book Review Sept. 1, 1991.
<https://www.nytimes.com/1991/09/01/books/is-there-a-correct-way-to-be-black.html>

Paul, Pamela. This 1991 Book Was Stunningly Prescient About Affirmative Action. New York Times. May 25, 2023. <https://www.nytimes.com/2023/05/25/opinion/columnists/affirmative-action-stephen-carter.html>

Boonin, David. Two Cheers for Affirmative Action. In *his Should Race Matter?: Unusual Answers to the Usual Questions*. Cambridge University Press, 2011.
<https://spot.colorado.edu/~heathwoo/phil1200,SP08/boonin.pdf>

Sowell, Thomas. *Affirmative action around the world: An empirical study*. Yale University Press, 2005.

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies Lesson 1Hb: Introduction—Affirmative Action Debate Part 2

Topics: Introduction

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

4) Social Movements and Equity

Values and Principles:

6.) Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Speaking and Listening (SL.11-12)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (SL.11-12.1).

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives (SL.11-12.1b).

Social Sciences Standards (11th and 12th Grade):

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research the pros and cons of affirmative action in the US, take a position, and debate its merits in addressing race-based educational opportunities.

Essential Questions:

What are some of the pros and cons of affirmative action in Education in the US? How successful has it been in addressing race-based educational opportunities?

Why is studying American history through ethnicity important?

Materials:

1H: Support Debate Rubric

[Chat GPT](#)

1B: Support KWL Chart

Vocabulary:

affirmative action		
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Lesson Steps:

- **Step 1:** As a class, remind students about the 1H: Support Debate Rubric. Take time to review each norm again and let students know they will be evaluating themselves and the other team when the debate is concluded.
- **Step 2:** As a class, have the two student groups continue their research and organize their cards by topic. Have them continue to pose questions to Chat GPT and continue finding evidence from reputable sources. Encourage students to anticipate the questions from the other group and research those questions in order to find rebuttals. Allow the groups to work for an additional 20 minutes if possible.
- **Step 3:** When the research time has elapsed, as a class, introduce the students to a circular debate. Half of the students from each team will sit in chairs that are arranged in a circle. The other half of the students will stand behind the students who are actively participating in the debate. The students who are standing are given sticky notes in order to remind the debate participants about key facts they may have forgotten. Students inside the circle will be holding the note cards the group has made with evidence.

The students who are seated can start the discussion at any time by saying something like:

- According to the website...., this point was made.
- According to this authority...., this point was made.

Students should listen carefully and wait their turn to speak. Seated students can also support their own team, but saying something like:

- I agree with my friend...., and I would add....

Or students can disagree with the other team by saying something like:

- While I see your point, I would disagree. According to this website...., this point was made....

Students who are standing can pass sticky notes to those who are sitting in order to keep the debate going.

Step 4: As a class, once the debate is concluded, or after about 20 minutes, have the students return

to their groups and have them make a copy of and fill out the 1H: Support Debate Rubric for their group.

When students have completed the rubric, as a class, review the debate rubrics and have students discuss how their first debate went. What can they do next time to improve?

- **Step 5:** As a class, ask students what they have learned so far about this lesson's questions, "*What are some of the pros and cons of affirmative action in Education in the US? How successful has it been in addressing race-based educational opportunities?*" and this unit's question, "*Why is studying American history through ethnicity important?*" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

For homework, have students write a short paragraph of how their beliefs about affirmative action stayed the same or changed over the course of the debate. Also, they should include in their paragraph their observations on some of the difficulties of trying to improve race-based societal problems.

Additional Readings and Resources:

Peter Boghossian and James Lindsay, *How to Have Impossible Conversation: A Very Practical Guide*, Lifelong Books, 2019.

Sander, Richard H., and Stuart Taylor Jr. *Mismatch: How Affirmative Action Hurts Students It's Intended to Help, and Why Universities Won't Admit It*. Basic Books, 2012.

[National Association for Independent Schools: Facilitating Politically Sensitive Discussions](#)

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Boonin, David. Two Cheers for Affirmative Action. In his Should Race Matter?: Unusual Answers to the Usual Questions. Cambridge University Press, 2011.
<https://spot.colorado.edu/~heathwoo/phil1200,SP08/boonin.pdf>

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Ethnic Studies Lesson 1I: Introduction—Personal and Collective Agency

Topics: Introduction

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement
- 4) Social Movements and Equity

Values and Principles

- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 6) Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Analyze various accounts of a subject told in different mediums, including which details are emphasized in each account (RI.11-12.7).

Writing (W.11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.11-12.1).

Social Sciences Standards (11th and 12th Grade):

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will investigate personal and collective agency across American ethnicities to see examples where groups have advanced, including by resisting and overcoming discrimination. Students will also investigate cultural traits that can either enhance or take away from personal and collective agency.

Essential Questions:

What are examples of personal and collective agency by American ethnicities and how have they helped those ethnicities advance, including by resisting and overcoming discrimination?

Why is studying American history through ethnicity important?

Materials:

[James Madison Program in Ideals and Institutions: Agency, Not Equity: A Path to Achieve Excellence for All](#)
[PBS: Pullman Porters Plant the Seeds of Civil Rights](#)

[Brookings: Asian-American success and the pitfalls of generalization](#)

1B: Support KWL Chart

Vocabulary:

personal agency	collective agency	cultural traits
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Lesson Steps:

- **Step 1:** As a class, post these two statements, “What matters to me most is what has been done to me.” or “What matters to me most is what I do about what has been done to me.” Ask students to discuss these comments. Have students watch minutes 3:13 - 14:17 from [James Madison Program in Ideals and Institutions: Agency, Not Equity: A Path to Achieve Excellence for All](#) (video 14 minutes, 17 seconds). As students watch, have them take notes on what the term ‘agency’ might mean for an individual.

When students have completed their notes, have them pair with one other student to share their notes. Have pairs of students share with the class to develop a working definition of agency. Help students see that people with a high sense of personal agency are more likely to feel in control of their actions and hopeful for their ability to change their own circumstances.

- **Step 2:** As a class, ask students what they believe collective agency might mean. Have students watch [PBS: Pullman Porters Plant the Seeds of Civil Rights](#) (video 4 minutes, 25 seconds). As students watch, have students take notes on what collective agency might mean. Students should also take notes on examples of collective agency from the Pullman Porters.

When students have completed watching, have students pair with another student and share their notes. As a class, have pairs of students share their notes in order to develop a class working definition of collective agency. Help students to see that collective agency happens when a group acts together to seek change.

- **Step 3:** As a class, ask students what types of cultural factors could improve and what cultural factors could get in the way of a sense of personal or collective agency. Remind students that some aspects of culture might include: family, religion, education, language, values, rituals, ethics, individualism and norms—or ways to live, such as education, types of work, drive or work habits. As a class, have students read [Brookings: Asian-American success and the pitfalls of generalization](#). As students read, have them take notes on examples of cultural traits that could potentially improve collective agency and what traits could potentially limit collective agency. Ask students how the same trait can be both a good thing and a bad thing at the same time.

When students have completed their reading, have students pair with another student to discuss their notes. As a class, have pairs of students share their ideas.

Let students know that this course will show examples of both the wrongs that have been perpetuated on different ethnicities as well as the collective agency that ethnic groups have used to resist and overcome those wrongs. Students should watch for examples of personal and collective agency in the following types of lessons:

- Examples of prominent figures in business, politics, arts, athletics and civil rights,
- Examples of civil rights movements,
- Examples of legal and court challenges,
- Examples of civic organizations and community activism,
- Examples of military service,
- Examples of educational excellence,
- Examples of cultural pride and preservation,
- Examples of resilience and persistence in the face of difficulties,
- Examples of resistance to removal, slavery, segregation, internment, violence and racism.

(The class can be encouraged to keep this list of agency examples in the classroom to check each lesson's relevance to personal or collective agency.)

- **Step 4:** As a class, ask students this lesson's questions, "What are examples of personal and collective agency by American ethnicities and how have they helped those ethnicities advance, including by resisting and overcoming discrimination?" and this unit's question, "*Why is studying American history through ethnicity important?*" Make note of what was learned on this unit's KWL chart - along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

Also, students should reflect on the unit's question, "Why is studying American history through ethnicity important?" through the lens of the unit's themes: race, ethnicity, pseudo-scientific racism, white supremacy, stressors and agency. Students can access the unit's KWL chart and class assignments for citations. Students should write a one page essay addressing the unit's question and cite their sources carefully.

Additional Readings and Resources:

Sowell, Thomas. *Race and Culture*. Basic Books, Year. 1997. pp. 3-4, 9, 227.

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alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.