



Ethnic Studies Lesson 1A: Introduction—Teacher Resources

- Outline of course for UC submission as an approved Ethnic Studies course
- 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. A [List of Videos and Websites](#) is available in order to help schools and districts whitelist these resources.
- Use this [Advertisement Blocking Strategy Resource](#) page to set up an ad-blocking extension on your Windows machines or to utilize the Safari browser Reader View icon.
- 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 Google documents, websites, and slide-making software
 - Screen-sharing software for the teacher
 - Student journals (composition notebooks, spiral notebooks, three-ring binders, 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
 - Sticky notes
- 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 Readings and 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 that are listed at the end of the course.
- 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 3 x 5 event cards and place them on bulletin board timelines. Plan for a space for this activity that will grow over

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time. Conversely, the timeline can be created using Google Sheets or Google Drawings, 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](#).
- Ongoing teacher feedback is appreciated and necessary in order to keep the course up to date and relevant for teachers. Teachers can ask questions or provide requests for updates on this form—**QUESTIONS and REQUESTS for UPDATES**. This form can be submitted as many times as necessary.
- Teacher overall course feedback is also in the last unit. Submitting this final form is also very helpful in keeping the course up to date: **COURSE EVALUATION**.

NOTE TO EDUCATORS REGARDING 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 1A: List of Videos and Websites

Lesson	Videos and Websites
1A	California Ethnic Studies Model Curriculum
1B	WWLTV: What is critical race theory? PBS News Hour: Why Americans are so divided over teaching critical race theory Constitution US: What is Pluralism?
1C	University of Michigan Center for Research on Learning and Teaching: Guidelines for Discussing Difficult 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
1D	University of Delaware, Race: The Power of an Illusion, Ep. 1 PBS: The Origin of Race in the USA
1E	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
1F	Council on Foreign Relations: What is Colonialism and How Did It Arise? Ted-Ed, The Atlantic slave trade: What too few textbooks told you History: Social Darwinism CNN: The KKK: Its history and lasting legacy
1G	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

1Ha	Cornell Law School: affirmative action Pearson: Why is Affirmative Action so Controversial and Do We Still Need It? Chat GPT
1Hb	Chat GPT
1I	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
2A	Administration for Native Americans Native Lands Map National Humanities Center Bureau of Indian Affairs Teaching Young Children about Native Americans US Census: Detailed Data for Hundreds of American Indian and Alaska Native Tribes Academy of Arts and Sciences National Geographic Centers for Disease Control Native American Guardians' Association National Museum of the Native American Gladstone Institute Native American Heritage Commission Michigan State University The Conversation National Science Foundation
2B	National Museum of the American Indian—Native Knowledge 360—American Indian Cultures Native Knowledge 360—Northern Plains History Native Knowledge 360—Pacific Northwest History
2C	PBS, History in a Nutshell, The Trail of Tears (12 minutes: 41 seconds) 8/26/2022 National Museum of the American Indian, Native Knowledge 360, How Did Six Different Native Nations Try to Avoid Removal? Department of the Interior, Map of Federally recognized American Indian reservations

2D	PBS: Unspoken: America’s Native American Boarding Schools
2E	Library of Congress: Westward Expansion: Encounters at a Cultural Crossroads Library of Congress: Primary Source Analysis Tool Smithsonian American Art Museum National Archives: Treaty of Fort Laramie (1868) Hopi Reservation, Arizona State University Nez Perce Tribe: History Shoshone-Bannock Tribes: History National Museum of the American Indian: Unratified California Treaty K, 1852
2F	Military Times (November 15, 2019), A “Warrior Tradition”: Why Native Americans continue fighting for the same government that tried to wipe them out, Jon Simkins, Claire Barrett. PBS, (18 minutes: 29 seconds), Native Americans and Stereotypes: The Warrior Tradition National Museum of the American Indian
2G	Alaskan-Natives, Eskimo, Inuit and Inupiaq C-Span, Alaska Native Heritage Minority Rights Group: Alaska Natives in the United States of America Alaska. Show students, BLM Alaska Native Tribes
2H	PBS: Indian Pride 102: Treaties & Sovereignty PBS: How Does Tribal Government Work? Wyoming’s Native Americans Bureau of Indian Affairs: History BIA Kevin Gover’s Historic Apology for the Bureau of Indian Affairs (video 11:58)
2I	Library of Congress: Indian Citizenship Act National Congress of American Indians (1924) About: From Imminent Threat to Self-Determination University of Alaska, Fairbanks: Tribal Governance: Termination Era, the 1950s, Public Law 280 Digital Public Library of America: The American Indian Movement 1968-1978 <i>We Hold the Rock</i> Bureau of Indian Affairs: Indian Self-Determination and Education Assistance Act (1975)

3A	What's the Difference between Latino and Hispanic? Culture Frontier: Pre-Columbian Era: Mexico Before European Contact The Cultural Regions of Mexico, US Southwest and Central America
3B	How Spain Became the World's First Superpower. (video, 23 minutes and 29 seconds) C-Span Classroom: The Spanish Empire and Missions in North America
3C	Denver Art Museum; Pride and anxiety in New Spain; Francisco Clapera, set of Sixteen Casta paintings, c. 1775 History Channel; What Was the Mexican-American War? Texas A&M University: Understanding and Celebrating Tejano History University of Nebraska at Lincoln: Hispano Homeland San Diego History Center: The Decline of the Californios
3D	The National Park Service, A history of Mexican Americans in California National Archives: Treaty of Guadalupe Hidalgo (1848) An Act to Ascertain and Settle Private Land Claims in the State of California AP Explains: Treaty of Guadalupe Hidalgo Remains Hot Topic
3E	The International Catholic Migration Commission: What's the Difference Between a Migrant, an Immigrant, and an Emigrant Library of Congress: Depression and the Struggle for Survival Bracero History Archive: Introduction and Background
3F	Library of Congress: Expansion and Expulsion Operation Wetback: The Interview Frontline World: Immigration Timeline
3G	C-SPAN: Interview with Sylvia Mendez by the US Commission on Civil Rights United States Courts: Background—Mendez v. Westminster Re-Enactment California Legislative Information: Assembly Bill 1805 PBS: Mendez vs Westminster 75th Anniversary National Park Service: Setting the Precedent: Mendez, et al. v. Westminster School District of Orange County, et al.

3Ha	PBS: The Battle for Bilingual Education 98th Percentile: Multilingualism Benefits & Challenges.
3Hb	
3I	Statement by the President Upon Signing the Housing Act of 1949 Chavez Ravine: A Los Angeles Story 1950's Interstate Highway Promo Fil by American Road Buildings Association (watch segments 0-3:25, 19.20 - 20.43, and 26.24 to 31.27) Can a Highway be Racist?
3J	History: How Anti-Mexican Racism in L.A. Caused the Zoot Suit Riots National Archives Pieces of History: El Movimiento: The Chicano Movement and Hispanic Identity in the United States Library of Congress: 1967 Tierra Amarilla Land Grant and Courthouse Raid National Women's History Museum: Dolores Huerta Cesar Chavez Foundation: About Cesar Chavez Behind the Doodle: Celebrating Rodolfo "Corky" Gonzales (video 4:10) Library of Congress, The Chicano Moratorium
3K	Nina Vaca Nely Galan: Time Magazine, Entrepreneur's Journey to becoming 'Self-Made' Library of Congress: Emilio and Gloria Estefan Biography: Selena Gomez Los Angeles Latino Chamber of Commerce Biography: Oscar de la Renta Goya: Remembering Joseph A. Unanue Baseball Hall of Fame: Roberto Clemente National Women's History Museum: Rita Moreno National Endowment for the Arts: Lin-Manuel Miranda National Park Service: Farragut, Admiral David Glasgow NASA: Franklin R. Chang-Diaz National Park Service: Dr. Helen Rodriguez Trias
3L	UCLA Latino Policy & Politics Institute: 15 Facts About Latino Well-Being in California

3M	<p>State Bar of Texas: Hernandez v Texas—Oyez, Oyez, Oh Yay!</p> <p>League of United Latin American Citizens: LULAC Applauds a Landmark Court Victory for Bilingual Voters in Iowa</p> <p>Mexican American Legal Defense and Educational Fund (MALDEF): History</p> <p>UnidosUS (formerly National Council of La Raza): History of UnidosUS</p> <p>Brittanica: What is National Hispanic Heritage Month?</p> <p>Oyez: Sonia Sotomayor</p>
4A	<p>PBS, Why Do We Say “African American”?</p> <p>New Jersey State Bar Association: The Ghana Kingdom</p> <p>National Geographic: The Mali Empire</p> <p>PBS: Timbuktu</p> <p>BlackPast, Songhai Empire</p> <p>National Geographic, The Kingdom of Benin</p> <p>BlackPast, Kingdom of Oyo</p>
4B	<p>Slave Voyages</p> <p>The National Park Service, Park Ethnography Program</p>
4C	<p>University of Alabama Huntsville, What is the correct terminology: Black, African American or People of Color?</p> <p>The Gilder Lehrman Institute of American History, Historical Context: Facts about the Slave Trade and Slavery</p> <p>The Gilder Lehrman Institute of American History, The horrors of slavery, 1805</p> <p>RH Smith Center for the Constitution, The Laws of Slavery</p>
4D	<p>1821 Benjamin Lundy founds the <i>Genius of Universal Emancipation</i> in Ohio The University of Tennessee Libraries</p> <p>Blackpast.org, The Founding of the Pennsylvania Abolition Society (1775)</p> <p>National Archives, The Slave Trade</p> <p>The 1833 Abolition of Slavery Act and compensation claims</p> <p>Harriet Beecher Stowe Center: A moral Battle Cry for Freedom</p> <p>PBS Abolitionists</p>

<p>4E</p>	<p>The US Constitution, Article 1. Section 2. The Three-Fifths Clause PBS, The Fugitive Slave Law of 1850 PBS: Elizabeth Freeman (Mum Bett): Trailblazer for Patriots Nat Turner Rebellion The breathtaking courage of Harriet Tubman PBS: Frederick Douglass Biography: Sojourner Truth—Civil Rights Activist United Nations Story, The Secret History of the Underground Railroad</p>
<p>4F</p>	<p>The Equality Amendments: 13, 14, & 15 NBC News: Jim Crow Laws in the South Georgia Public Education: Jim Crow Laws and Racial Segregation in America National Archives: The Great Migration North National Archives: Exodusters and Western Expansion Communities Count: The Great Migration and Seattle PBS: The Great Migration: Creating a New Black Identity in Los Angeles Oakland Here and Now: Black Oakland’s Story University of Washington: The Great Migration (African American)</p>
<p>4G</p>	<p>PBS Newshour: The Harlem Renaissance’s cultural explosion, in photographs</p>
<p>4H</p>	<p>Blues—Short History Smithsonian: What is Jazz</p>
<p>4I</p>	<p>The Guardian: Why the first US cowboys were black Smithsonian Magazine: The Lesser-Known History of African-American Cowboys Blackpast: Black Cowboys in the 19th Century West (1850-1900) Oklahoma Historical Society: Pickett, William (ca. 1870-1932). Oklahoma Historical Society: Reeves, Bass (1838-1910). Kansas Historical Society: Nat Love National Park Service, Buffalo Soldiers—Service on the Frontier Buffalo Soldiers National Museum</p>
<p>4J</p>	<p>TED: How young Africans found a voice on Twitter US State Department: Office of the Historian, The Founding of Liberia, 1847 NewAfrican: W.E.B. Du Bois—The father of modern Pan-Africanism? BlackPast: The Pan-African Congresses, 1900-1945 National Archives: Back to Africa movement and Marcus Garvey TED Talk: A historical musical that examines Black identity in the 1901 World’s Fair</p>

<p>4K</p>	<p>History: Black Wall Street Established in Tulsa, Oklahoma Tulsa Burning: The 1921 Race Massacre Smithsonian: Meet the First Self-Made Female Millionaire National Women’s History Museum: Maggie Lena Walker (1864-1934) The History Makers, John H. Johnson The History Makers, Ursula Burns The History Makers, Daymond John NPR: Mount Bayou, Mississippi Blackpast: Dr. T.R.M. Howard The History Makers: John H. Johnson Black Entrepreneur Profile: Robert L. Johnson Blackpast: The History of Allensworth, CA Blackpast: Charles Clinton Spaulding</p>
<p>4L</p>	<p>FEE Stories: The Tulsa Race Massacre Equal Justice Initiative: Terror Lynching in America Library of Congress: Ida B. Wells Time: The Surprising Story of Walter White and the NAACP NAACP: Thurgood Marshall NAACP: History of <i>The Crisis</i></p>
<p>4M</p>	<p>PBS, Historically Black Colleges and Universities Making Black America Smithsonian National Museum of African American History & Culture, The Struggle Against Segregated Education PBS, Brown v. Board of Education (video 4 minutes, 53 seconds) Scholastic, Celebrating Ruby Bridges</p>
<p>4Na</p>	<p>Harvard Kennedy School: How redlining prevented Black and Brown families from becoming homeowners Habitat for Humanity: 5 policy solutions to advance racial equity in housing FDIC: Identifying and Mitigating Potential Redlining Risks US Department of Justice: Justice Department Announces New Initiative to Combat Redlining. Chat GPT</p>
<p>4Nb</p>	<p>Harvard Kennedy School: How redlining prevented Black and Brown families from becoming homeowners Habitat for Humanity: 5 policy solutions to advance racial equity in housing FDIC: Identifying and Mitigating Potential Redlining Risks US Department of Justice: Justice Department Announces New Initiative to Combat Redlining. Chat GPT</p>

<p>4O</p>	<p>MLJ Center for Nonviolence, MLK Nonviolence is the Most Powerful Weapon PBS: MLK in Gandhi's Footsteps Nobel Prize: Martin Luther King Jr. Biographical Southern Christian Leadership Conference: About US National Women's History Museum: Rosa Parks National Women's History Museum: Fannie Lou Hamer National Women's History Museum: Montgomery Bus Boycott National Archives: Selma Marches US Civil Rights Trail: Freedom Riders MSNBC: The Civil Rights Act of 1964 History: What is the Voting Rights Act of 1965?</p>
<p>4P</p>	<p>Biography, The Life of Malcolm X National Archives: The Black Panther Party New York Historical Society: Angela Davis: Resisting the System National Archives: The Student Nonviolent Coordinating Committee (SNCC) National Archives: Black Power National Archives: The Nation of Islam National Archives: Women in Black Power</p>
<p>4Q</p>	<p>PBS, Reconstruction: The 15th Amendment and African American Men in Congress National Women's History Museum: Shirley Chisholm National Women's History Museum: Barbara Jordan National Archives: John Lewis National Park Service: Mayor Shirley Franklin The White House: Kamala Harris The White House: Barack Obama Office of the Historian: Condoleezza Rice Office of the Historian: Colin Powell Oyez: Justice Clarence Thomas</p>
<p>4Ra</p>	<p>Channel 4 News: Black Lives Matter explained: The history of a movement Find Law: Qualified Immunity: Both Sides of the Debate Chat GPT</p>
<p>4Rb</p>	<p>Chat GPT</p>

4S	<p>WLKY News: Batson v. Kentucky: jury</p> <p>VICE News: We Talk to Interracial Couples 50 Years After Loving V. Virginia</p>
4Ta	<p>Cap 20: 3 Ways to Improve the Outcomes for African Americans in the Rural South</p> <p>Goldman Sachs: Charles Phillips, Co-chair of the Black Economic Alliance</p> <p>Chat GPT</p>
4Tb	<p>Chat GPT</p>
5A	<p>PEW Research Center, Documentary: Being Asian in America</p> <p>USA Facts: AAPI Demographics: Data on Asian American ethnicities, geography, income, and education</p>
5B	<p>Re-imagining Migration: Why Chinese People Came to the United States</p> <p>Library of Congress: Intolerance</p> <p>Wyoming History: The Rock Springs Massacre</p> <p>U.S. Department of Labor: Hall of Honor Inductee: The Chinese Railroad Workers</p> <p>Library of Congress: Building Chinatowns</p> <p>Immigration History: People v. Hall</p> <p>National Park Service: Mary Tape</p> <p>Smithsonian Magazine: Anti-Chinese Riot of 1880</p> <p>Library of Congress: The anti-Chinese Wall</p> <p>Nature: Plague in San Francisco: rats, racism and reform</p> <p>TED-ED: The Dark History of the Chinese Exclusion Act of 1882</p>
5C	<p>Library of Congress: Japanese</p> <p>Library of Congress: The U.S. Mainland: Growth and Resistance</p> <p>Stanford Medicine: Dates in Japanese Immigration and History</p> <p>PBS, Angel Island and the Chinese Exclusion Act</p> <p>Densho Encyclopedia: Gentlemen's Agreement</p> <p>Daily Dose: Immigration Act of 1924</p>

5D	Retro Report: How a 1944 Supreme Court Ruling on Internment Camps Led to a Reckoning National Archives: Executive Order 9066 Oyez: Korematsu v. United States Densho Encyclopedia: Civil Liberties Act of 1988 Los Angeles Times: Madame Chiang’s Influence on America Immigration History: Repeal of the Chinese Exclusion Act The U.S. Army: “Go For Broke”
5E	PBS: McCarthyism, Asian Americans National Park Service Asian American Pacific Islander National Historic Landmarks Theme Study Japanese American Citizens League History PBS: The Fight for Ethnic Studies Asian Americans
5F	Office of the Historian: United States Maritime Expansion across the Pacific TED-Ed: The dark history of the overthrow of Hawaii PBS Hawaii Statehood, Asian Americans (video 3 minutes, 11 seconds) Office of the Historian: The Philippine-American War, 1899 - 1902 History: How the United States Ended Up With Guam US Department of Interior: American Samoa and Brown Political Review: Decolonizing America: American Samoa The US Army. “Soldier Stories: Filipino American Heritage
5G	CCX News: Fleeing Home: Hmong Memories of the Secret War MPR News—10 things about Hmong culture, food and language you probably didn’t know Migration Policy Institute: The Foreign Born Hmong in the US Hmong National Development (HND), Hmong Education Hmong Independent: A Struggle to Be Seen Hmong Archives: Resources
5H	University of Washington, America’s Great Migrations Project: Mapping Asian American and Pacific Islander Migrations Fox 5 News: South Asians in America: Redefining the American Dream Sikh Coalition, Sikhs in America

5I	TED-Ed, The five major world religions Jainism 101: What is Jainism Daoism: The Basics Pew Research, Religion Among Asian Americans Council on Foreign Relations: World 101—Politics East Asia Council on Foreign Relations: World 101—Politics South Asia and Central Asia NBC News: Generational Changes in Asian America’s Politics
5J	PBS: Community Organizing and Activism Japanese American National Museum Chinese American Museum Asia Society: Museum Asian Art Museum: Cultural Celebration Calendar CBS News: Diwali, the Hindu festival of lights, celebrated across America 10 Ways to Celebrate Filipino American History Month CBS Today: Keeping Hawaii’s Cultural Traditions Alive PBS: Hmong New Year
5K	Localish: Celebrating Asian American Entrepreneurship Across America Kamala Harris: The White House Nikki Haley: Congress.gov Patsy Mink: National Women’s History Museum Dalip Singh Saund: US House of Representatives Forbes: Jerry Yang Forbes: Indra Nooyi
5L	Retro Report: The Crime that Fueled an Asian American Civil Rights Movement FBI Hate Crimes Database Department of Justice, State Data
6A	TED-Ed, The five major world religions Judaism 101 Unpacked, The History of Jewish Life in America My Jewish Learning Jewish Virtual Library, American Zionism International Institute for Secular Humanistic Judaism, Who is a Jew

<p>6B</p>	<p>Unpacked, A Jewish American Tale: The Jewish Story Pew Research Center: Jewish Americans in 2020 Pew Research Center: Jews in US are far less religious than Christians and Americans overall Pew Research Center: 10 key findings about Jewish Americans Pew Research Center: Jewish attitudes towards Israel</p>
<p>6C</p>	<p>Anti-defamation League: Antisemitic Attitudes in the USA Anti-defamation League: Antisemitism Uncovered Myth: Jews Have Too Much Power Myth: Jews are Disloyal Myth: Jews are Greedy Myth: Jews Killed Jesus Myth: Jews Use Christian Blood for Religious Rituals Myth: the Holocaust Didn't Happen Myth: Anti-Zionism or Criticism of Israel is Never Antisemitic</p>
<p>6D</p>	<p>Miami Jewish Film Festival: Shared Legacies: The African American Jewish Civil Rights Alliance Movie Trailer Office of Public Affairs: US Department of Justice: Justice Department Recognizes Jewish American Heritage Month ADL Our History ADL: Six Facts About Threats to the Jewish Community Anti-Defamation League: Who We Are Anti-Defamation League: Our Mission and History Anti-Defamation League: Six Facts About Threats to the Jewish Community</p>
<p>7A</p>	<p>PBS NewsHour: America is becoming more urban, more diverse and less white, 2020 Census reveals US Census Bureau, QuickFacts USAFACTS: Our Changing Population: United States US Census Bureau: English Most Common Race or Ethnicity in 2020 Census</p>
<p>7B</p>	<p>PBS: Irish Immigrants: Emerald Isle to Ellis Island NBC News: Nativism</p>
<p>7C</p>	<p>Who are the Slavs? Migration Policy Institute: European Immigrants in the United States</p>

<p>7D</p>	<p>NBC News: German Immigration Library of Congress: The Call of Tolerance Library of Congress: Building a New Nation Library of Congress: A New Surge of Growth Library of Congress: Filling the Nation’s Breadbasket and Library of Congress: Urban Germans Library of Congress: Building Institutions, Shaping Tastes American Experience: Anti-German Sentiment Library of Congress: Shadows of War</p>
<p>7E</p>	<p>PBS: The Italian Americans, Birds of Passage Library of Congress: Early Arrivals Library of Congress: The Great Arrival Library of Congress: Ellis Island Library of Congress: A City of Villages Library of Congress: Tenements and Toil Library of Congress: Working Across the Country Library of Congress: Under Attack Library of Congress: A century in the Spotlight Italian American Museum of Los Angeles: Recognizing Bias Italy Segreta: 8 Sicilian Secrets, Stereotypes and Missteps from the White Lotus S. 2 WWTN, The 1891 lynching of 11 Italian-Americans in New Orleans</p>
<p>7F</p>	<p>US Census, 3.5 Million Reported Middle Eastern and North African Descent in 2020 Middle Eastern and North African Immigrants in the United States World 101: Middle East & North Africa: Religion Runs Deep in Middle East World 101: Middle East & North Africa: Politicians Exploit Sunni-Shia Divide to Advance Agendas World 101: Middle East & North Africa: Kurds Face Historical Oppression Across Region World 101: Middle East & North Africa: Humanitarian Crises Prove Extremely Deadly and Region Home to Millions of Refugees, Internally Displaced Persons World 101: Middle East & North Africa: Palestinian Refugees Unable to Return to Former Homes ABC News: Islamophobia in America 20 years after 9/11</p>
<p>7G</p>	<p>The Conversation: Why the idea that the English have a common Anglo-Saxon origin is a myth. Open Learn: English in the world: a very brief history of a global language Cornell Law School: Magna Carta National Archives: Magna Carta Legacy UK Parliament: Bill of Rights 1689 MSNBC: Britain’s Dark History of Racism and Brutality</p>

7H	PBS: What is Racial Passing Pew Research Center: Most Americans say the declining share of White people in the U.S. is neither good nor bad for society
8A	Pew Research Center: Multiracial in America
8B	Pew Research Center: Multiracial in America Immigrant food: Food Insecurity Among Immigrants in the US Migration Policy Institute: The Essential Role of Immigrants in the US Food Supply Chain
8C	Cabrini University: Counter-Argument and Rebuttal

Ethnic Studies 1A: Advertisement Blocking Strategy Resources

This course uses websites and videos. Use the following strategies—with the help of your school’s IT department—to block advertisements on these sites.

For Apple Machines:

1. Use Safari Browser:
 - Open Safari on your Apple machine.
 - Navigate to the YouTube video you want to show to your class.
2. Utilize Reader View:
 - Once the video page loads, look for the Reader View icon in the address bar (it looks like a series of lines).
 - Click on the Reader View icon to enter Reader View mode. This will strip away ads and extraneous content, leaving only the video.
3. Full-Screen Mode:
 - Click on the video to start playing it.
 - Click on the full-screen icon in the bottom-right corner of the video player to expand the video to full screen.
4. Optional: Use an Ad-Blocking Extension:
 - If you prefer additional ad-blocking measures, you can install an ad-blocking extension from the Mac App Store for Safari.

For Windows Machines:

1. Install Ad-Blocking Extension:
 - Open your preferred web browser (such as Google Chrome or Mozilla Firefox) on your Windows machine.
 - Navigate to the browser’s extension store (Chrome Web Store for Chrome, Add-ons for Firefox, etc.).
 - Search for and install a reputable ad-blocking extension, such as uBlock Origin or Adblock Plus.
2. Access YouTube:
 - Once the ad-blocking extension is installed, navigate to YouTube in your browser.
3. Play Video without Ads:
 - Search for the video you want to show to your class and start playing it.
 - The ad-blocking extension should automatically block any advertisements, allowing you to play the video seamlessly.
4. Full-Screen Mode:
 - Click on the full-screen icon within the YouTube video player to expand the video to full screen.

Works Cited:

Google Support. “Use Safari Reader to Read Articles without Ads.” Accessed January 30, 2024.
Safari Reader. “Customize Your Reading View in Safari on Mac.” Accessed January 30, 2024.
uBlock Origin. “uBlock Origin—Get this Extension for Firefox (en-US).” Accessed January 30, 2024.
YouTube. “YouTube Help.” Accessed January 30, 2024.

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 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 350 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 US 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 Diné 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 in 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 US 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 US federal government.
- Students will understand the events leading up to the Native American civil rights movement of the 1960s and 1970s 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, and 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 350 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 *Hispanios*, *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 displaced 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 their 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 include the following information: 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 experience?
- 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 a Latino/Hispanic American who 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 write 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 250 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 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 helped break down African American stereotypes. Students will also articulate how these two groups impacted the 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 1960s 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 175 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 1500s? 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 did 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 fueled 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 youth'? What are some reasons why, after almost three centuries (by the 1920s) 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 questions, "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 you have handled those events if you were there?”
- Students will use class-based sources to write a long paragraph reflecting 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?” The paragraph should include a claim, one point of evidence, second point of evidence, counterclaim and rebuttal, and conclusion.
- Students will use class-based sources to create a T-chart that analyzes the differences between Booker T. Washington and W. E. B. Du Bois’s 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 250 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 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 250 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 1800s and 1900s? 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 to 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 from and the same as the experience of 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 150 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 350 years? How has American Jewish faith and secularism impacted American culture? How have anti-Semitic 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 anti-Semitic 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 about a prominent Jewish American and answer 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 to 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 350 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 350 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 questions, “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 questions, “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 questions, “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 questions, “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 350 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 400 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 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument 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 the future of mixed race Americans 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 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument 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 counterargument and rebuttal to their thesis and share with the teacher before including in their final essay.
- Students will create a final essay to 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 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.”*