

Ethnic Studies Lesson 3A: Latino Americans—Pre-Columbian Period

Topics: Latino American History

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

Themes:

- 1) Identity
- 2) History and Movement

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) 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
- 3) Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society

California English and Social Science Standards Alignment:

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

Reading: Informational Text (RI.11-12)

Analyze the interactions between individuals, events, and ideas in a text. (RI.11-12.3).

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

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

Analyze the historical development and major achievements of Meso-American cultures, including their impact on the borderland between present-day Mexico and the United States in the Aridoamerica and Oasisamerica regions before Spanish colonization (History-Social Science Content Standard 4.2).

Understand the interactions and exchanges between different cultures in the Aridoamerica and Oasisamerica regions, including trade, migration, and conflict (History-Social Science Content Standard 5.1).

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

What do we already know about Latino American culture and what do we want to learn?

How did the predominant cultures of Meso-America impact Latino Americans in borderlands before Spanish colonization?

How has life changed for Latino Americans in the last 250 years?

Materials:

3A: Support KWL Chart

[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](#)

Vocabulary:

| | | |
|---|--|------------------------------|
| Pre-Columbian Latin American Latino/ Latina / LatinX Hispanic Mexican / Chicano | Olmec Maya Mexeca (Aztec) Teotihuacan | Aridoamerica Oasisamerica |
|---|--|------------------------------|

Lesson Steps:

- **Step 1:** As a whole class, present the KWL chart for this unit. Refer students to the use of Latin American, Hispanic, Mexican American, or Latino/Latina/LatinX. Just as with Native Americans, remind students that most people prefer to be addressed by the specific nation they come from. Asking someone what they prefer is usually appropriate. Have students watch [What's the Difference Between Latino and Hispanic?](#) (video 9 minutes 2 seconds). Only a small portion of Latino Americans approve of the gender neutral term LatinX (see [HERE](#)). See these personal examples from Duke Medical School ([HERE](#)). As the class is working through the KWL chart, make sure to suggest these questions:
 - Do all people who consider themselves Latin American or Hispanic come from Mexico?
 - What other countries or regions could someone who is Hispanic come from? Latino?
 - How many Hispanic/Latino people do you believe are in the US?
 - When and how did Hispanic/Latino people come to the US?
 - What states have the largest Hispanic/Latino populations and why?
 - What people from what countries might be unintentionally left out in a conversation about Hispanic/Latino cultures?
 - What do you already know about ancient cultures in Central and Meso-America?
- **Step 2:** Describe to the class what Pre-Columbian means. Break the class into 6 groups and give them chart paper. Ask students in their groups to read [Culture Frontier: Pre-Columbian Era: Mexico Before European Contact](#) and draw a map of their assigned group/ region. Also, ask them to list six defining characteristics of this group/region. Let them know that the boundaries are not hard lines

but rather overlapping regional areas and that they may have occurred at very different times.

Groups/regions:

- Olmec
 - Maya
 - Aztec / Mexico
 - Teotihuacan
 - Aridoamerica
 - Oasiamerica
-
- **Step 3:** Have students walk through the displayed maps in a carousel style and have students return to the whole class discussion. Ask students what they have learned by looking at the maps. Have students watch [The Cultural Regions of Mexico, US Southwest and Central America](#) (video 3 minutes, 9 seconds). As students listen, students should take notes on how the information changes or adds to what they have learned so far.
 - **Step 4:** As students this lesson's question, "*What do we already know about Latino American culture and what do we want to learn? How did the predominant cultures of Meso-America impact Latino Americans in borderlands before Spanish colonization?*" and this unit's question, "*How has life changed for Latino Americans in the last 250 years?*" Have students complete the 'Learned' section of the KWL chart and make sure to note the citation for where it was learned from.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students review the resources from this lesson and note three things that were learned on the shared KWL chart. Students should write a short paragraph and include citations.

Additional Readings and Resources:

Arana, Marie. *LatinoLand: A Portrait of America's Largest and Least Understood Minority*. Simon & Schuster, 2024.

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, pp, 249-251.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, page 245.

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

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Ethnic Studies Lesson 3B: Latino Americans—Spanish Colonialism and North American Missions

Topics: Latino American History

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

Themes:

- 1) Identity
- 2) History and Movement
- 3) Systems of Power

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) 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
- 3) Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society
- 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 the interactions between individuals, events, and ideas in a text, including how studying Spanish exploration, colonization, and missionizing in the Americas helps us understand modern Latino/Hispanic Americans (RI.11-12.3).

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

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

Evaluate the significance of Spanish exploration, colonization, and missionizing in shaping the cultural, linguistic, and demographic diversity of modern Latino/Hispanic Americans (History-Social Science Content Standard 4.2).

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

How does studying Spanish exploration, colonization and missionizing in the Americas help us understand modern Latino/Hispanic Americans?

How has life changed for Latino/Hispanic Americans in the last 250 years?

Materials:

[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](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|------------------------------|----------------------|-------------------------|
| Colonization Meso-America | Smallpox Mestizos | Missions conscriptio |
|------------------------------|----------------------|-------------------------|

Lesson Steps:

- **Step 1:** As a whole class, present the KWL chart for this unit. Ask students how understanding the history of the Spanish in Latin America might help us answer some questions about Latino Americans today. Remind students of some of the Want to Know questions from the last lesson:
 - What other countries or regions could someone come from that is Hispanic? Latino? (Where and Who)
 - When and how did Hispanic/Latino people come to the US? (When)
 - What US states have the largest Hispanic/Latino populations and why?
 - What do you already know about ancient cultures in Central and Meso-America?

Acknowledge that students have already learned a lot about early explorers to the Americas in previous grades, but this overview is a reminder to look at that history from a different point of view. We'll be reviewing that world history with an eye towards this question, *"How does studying Spanish exploration, colonization and missionizing in the Americas help us understand modern Latino/Hispanic Americans?"*

- **Step 2:** Create 5 student groups. Let students know that they'll be watching a 25-minute video, but they are responsible as a group for creating a five-slide slideshow to reteach just a portion of the film. The slideshow can be created in Google slides or another application and can use screen captures from the video to accent their text. Text should explain who, what, when, and where, and is meant for a fifth-grade level audience. As an aside, let students know that restating, summarizing or reteaching information for a lower-level audience is an effective studying technique. Assign the groups these responsibilities:
 - Isabella, Ferdinand and Columbus (minutes 1.22 - 5.10)

- Early Meso-American Colonization (minutes 6.50 - 10.05)
- Florida/Desoto and the California Missions (minutes 12.10-13:00 & 17.23-19.10)
- Mestizos and Latin American class system (minutes 16.05-17.11 & 19.15-20.04)
- Latin American Wars of Independence (minutes 20.05 - 23.29)

Have students watch this entire video, while focusing primarily on their section: [How Spain Became the World's First Superpower](#). (video, 23 minutes and 29 seconds). Make sure their slides answer the question, *“How does studying Spanish exploration, colonization and missionizing in the Americas help us understand modern Latino/Hispanic Americans?”*

- **Step 3:** As a whole class, ask the groups to present their slideshows. Make sure to clarify vocabulary and assist groups that were not able to make the connection between the ancient concept and modern Latin/Hispanic Americans. In the same groups, ask students to create a single slide for one of the Missions presented in the C-Span Classroom. The videos can be found at [C-Span Classroom: The Spanish Empire and Missions in North America](#). The slide should answer the following questions:

- Where is the mission which is being discussed and when was it founded?
- How was the mission used to further the goals of Spanish colonization?
- What evidence is still available at this mission about the impact of Spain on North America? The videos can be found at [C-Span Classroom: The Spanish Empire and Missions in North America](#).

- The Spanish Mission System: The Old Mission at Santa Barbara, Clip 1
 - The Spanish Empire in Western Florida, Mission San Luis in Tallahassee, Florida, Clip 2
 - The Spanish Empire and San Antonio Spanish Missions, Clip 3
 - Father Junipero Serra and California Missions, Carmel Mission, Clip 4
 - Native Americans and Spanish Missions, San Luis Obispo Mission Plaza, Clip 5
- **Step 4:** Have students return to the whole class discussion. Explain the term conscription, for those students that ran into that term. Have students present their single slide and ask how this information answers the question, *“How does studying Spanish exploration, colonization and missionizing in the Americas help us understand modern Latino/Hispanic Americans?”* Remind students that Latin America and the continent of South America are as diverse as the US. There are people from all over the world that live there. Also warn them that ‘mestizo’ is a historical term but is not used to describe people today. Also ask this unit’s question, *“How has life changed for Latino/Hispanic Americans in the last 250 years?”* Add to this unit’s KWL chart on what was learned about modern Latino/Hispanic Americans.

Essential Question Assessment, Application, Action, and Reflection:

Ask students to interview someone they know that identifies as Hispanic or Latino. Consider revisiting the examples from Duke Medical School (found [HERE](#)). Students should transcribe their interview and be sure to address the following questions:

- Interviewee’s name and age
- What is their family background?

- What term do they prefer? (example: Columbian, Hispanic, Chicano, Latino, Latina, Puerto Rican, Cuban, Mexican American, Indigenous Mexican American, etc.)
- Why do they feel this way?
- How does understanding their ancestors help them understand themselves?

If time permits, students may want to present their slideshows to a 4th or 5th grade classroom.

Additional Readings and Resources:

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, pp. 259, 269-281.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 245-246.

[Duke School of Medicine: Hispanic, Latino, Latina, LatinX: which is better?](#)

Interview with John McWhorter [The debate over "LatinX" and how words get adopted — or not](https://www.npr.org/transcripts/g-s1-432)
<https://www.npr.org/transcripts/g-s1-432>

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Ethnic Studies Lesson 3C: Latino Americans—Hispanos, Tejanos, Californios

Topics: Latino American History

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

Themes:

- 1) Identity
- 2) History and Movement
- 3) Systems of Power

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) 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
- 3) Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society
- 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 the interactions between individuals, events, and ideas in a text, including how revisiting the Treaty of Guadalupe Hidalgo and investigating the casta system impact Hispanos, Tejanos, and Californios (RI.11-12.3).

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

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

Evaluate the significance of the Treaty of Guadalupe Hidalgo and the casta system in shaping the historical experiences and cultural identities of Hispanos, Tejanos, and Californios, as well as their relevance to contemporary Latino American communities (History-Social Science Content Standard 4.2).

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

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 has life changed for Latino/Hispanic Americans in the last 250 years?

Materials:

[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](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|--------------|------------------------------------|-----------------------------|
| Casta System | Hispanos Tejanos Californios | Treaty of Guadalupe Hidalgo |
|--------------|------------------------------------|-----------------------------|

Lesson Steps:

- **Step 1:** As a whole class, let students know they will be watching a video about casta art in the New Spain of the late 1700's and early 1800's. Start with the last slide at minute 5:30 of the Denver Museum's [Pride and anxiety in New Spain: Francisco Clapera, set of sixteen Casta paintings, c. 1775](#) (video 5 minutes, 38 seconds). Read the last slide aloud and take note of its warnings that these are archaic terminologies and are not used to label people today. They also were depicted in art, but were not practical in real life. There was tremendous social mobility in New Spain that is not reflected in these images, but the pictures can still teach us about how people viewed others, how people saw themselves (identity), and the culture of New Spain.

Ask students to help define the casta system in New Spain by inferring its definition from the video. Leave the definition on the board. One possible definition could be: "A racial and mixed-race classification system used by the Spanish to link one's race with one's social status."

- **Step 2:** Ask students what they remember studying about the Mexican American War (1846 - 1848). As a whole class group, let students know that they will review that time in American history by watching: History: [What was the American-Mexican War?](#) (video 2 minutes, 22 seconds). Ask students to focus on how the border between New Spain and the United States changed in 1848.
- **Step 3:** As a whole class, and using a map of the United States, ask students to show how the borders changed. What areas/states were under Mexican rule one day and under the rule of the United States

on the very next day? Let students know that they will be researching 3 groups of people that were in the territories of California, Texas, and New Mexico before they became states. Break students into three groups and have them complete a Venn diagram on chart paper that shows what the characteristics and experiences of their group were before the Treaty of Guadalupe Hidalgo and what they were after. Where the circles meet, students can state the things that stayed the same (the Californios, Tejanos and Hispanos stayed where they were, etc.). When students return to the whole class discussion, students should be prepared to answer the question, “How does studying the casta system and Hispanos, Tejanos, and Californios after the Treaty of Guadalupe Hidalgo help us understand modern Latino/Hispanic Americans?”

- Group 1: [Texas A&M University: Understanding and Celebrating Tejano History](#)
 - Group 2: [University of Nebraska at Lincoln: Hispano Homeland](#)
 - Group 3: [San Diego History Center: The Decline of the Californios](#)
- **Step 4:** Have students return to the whole class group and present each of their Venn diagram posters to the class. Make sure that students address the long history of some Hispanic families in the United States. Ask if the Californios, Tejanos, and Hispanos after the Treaty of Guadalupe Hidalgo faced a different version of the casta system. Make sure students can answer this unit’s questions. “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 has life changed for Latino/Hispanic Americans in the last 250 years?” Add to this unit’s KWL chart on what was learned about modern Latino/Hispanic Americans.

Essential Question Assessment, Application, Action, and Reflection:

Ask students to write a fictional journal entry for themselves that would reflect their experience on 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 should write a short paragraph.

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, page 247.

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Ethnic Studies Lesson 3D: Latino Americans Land Ownership and Political Rights

Topics: Latino American History

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

Themes:

- 1) Identity
- 2) History and Movement
- 3) Systems of Power

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) 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
- 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 the interactions between individuals, events, and ideas in a text, including how investigating Spanish and Mexican land grants, the Treaty of Guadalupe Hidalgo, and the legacy of land grant court cases impact modern Latino Americans (RI.11-12.3).

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

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

Evaluate the significance of the Treaty of Guadalupe Hidalgo and the casta system in shaping the historical experiences and cultural identities of Hispanos, Tejanos, and Californios, as well as their relevance to contemporary Latino American communities (History-Social Science Content Standard 4.2).

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

How does studying the Treaty of Guadalupe Hidalgo and subsequent land rights acts help us understand modern Latino/Hispanic Americans?

How has life changed for Latino/Hispanic Americans in the last 250 years?

Materials:

[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](#)

3D: Support Worksheet

[AP Explains: Treaty of Guadalupe Hidalgo Remains Hot Topic](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|---|-----------|--|
| Land-grant Presidio Rancho Pueblos missions | Squatting | secular Privatizing ethnogenesis |
|---|-----------|--|

Lesson Steps:

- **Step 1:** As a whole class, ask students what rights a U.S. citizen has in terms of land. Record their answers on the board. This may include buying private land that only your family owns, owning property and buildings on that land, passing that land down to family, etc. Let students know they'll be researching how land was handled for Latino/Hispanic people before and after the Treaty of Guadalupe Hidalgo.

As a whole class, use a popcorn method or other class-wide structure to read: [The National Park Service, A history of Mexican Americans in California](#). Let students know that the purpose of reading is to discover what a land grant is. Stop the reading periodically for students to take notes. When the reading is complete. Ask students to share their ideas of what a land grant is and to cite evidence from the reading to support their claims. Make sure students understand the difference between buying private property and being granted land. Additional information could include the two types of land grants: those that were for private individuals and those that were for a community. Also, let students know that land grants were often not marked by a surveyor but were marked with natural boundaries. This was very different from how private property laws worked in the United States.

- **Step 2:** Show students the online link to the [National Archives: The Treaty of Guadalupe Hidalgo \(1848\)](#) (or provide a paper copy). In pairs, ask students to read Article VIII and IX. Students should make notes of what rights the treaty granted to Mexicans in the conquered territories and what requirements they might have to get those rights. Students should make note of where they found the information.

Also have students read the summary of “[An Act to Ascertain and Settle Private Land Claims in the State of California](#).” and take notes. Let students know that there were similar subsequent acts in other states.

When students have completed their reading, have them meet with another pair. The group of four should complete the 3D: Support Worksheet.

- **Step 3:** As a whole class, have groups of students share their worksheet answers. Students can use appropriate supporting dialogue such as, “I agree with what you said, and I would add...” or “I understand what you said, but I saw something a little differently...” Make sure students understand that even though most of the Mexican and Spanish land grants were upheld in court, that many people may have found that court costs were too high, language barriers were difficult, deeds were lost, or that deed landmarks had changed. (question content from [Steinbeck In The Schools Lesson Plan: Land Grants and the Treaty of Guadalupe Hidalgo](#)).
- **Step 4:** As a whole class, ask students if they think that the treaty settled the land grant issue fairly and completely. Print the Associated Press news article: [AP Explains: Treaty of Guadalupe Hidalgo Remains Hot Topic](#). Ask four volunteers to read the news article out loud by alternating readers and using their best “newscaster” voice. Ask students to pay attention to the who, what, where, when, and why of the article. When the reading is complete, ask students to answer this lesson’s questions: “How does studying the Treaty of Guadalupe Hidalgo and subsequent land rights acts help us understand modern Latino/Hispanic Americans?” and “How has life changed for Latino/Hispanic Americans in the last 250 years?” Add to this unit’s KWL chart on what was learned.

Essential Question Assessment, Application, Action, and Reflection:

Ask students to interview someone they know who owns a house or owns land. Students can ask that person how they purchased the land, who owns it, how that person can prove that they own it, and what they hope happens with the property in the future. Let students know that the purpose of this activity is to understand the U.S. process of private land ownership, and that the perspective of the Mexican Americans during this time can also be seen in many other civilizations around the world during times of war or conquest. Students should write a short paragraph that highlights their interview questions, the responses and what the student learned.

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[Steinbeck In The Schools Lesson Plan: Land Grants and the Treaty of Guadalupe Hidalgo](#)

[California Missions Foundation](#) (for descriptions of Ranchos, Presidios, Missions, and Pueblos)

Gardner, Richard. *Grito! Reyes Tijerina and the New Mexico Land Grant War of 1967*. Bobbs-Merrill, 1970.

Julian, George W. "Land Stealing in New Mexico." *North American Review* 145 (July 1887): 17-31.

Knowlton, Clark S. "Land Grant Problems Among the State's Spanish Americans." *New Mexico Business* 20 (June 1967): 1-13.

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3D: Support Worksheet

After reviewing the Treaty of Guadalupe Hidalgo and An Act to Ascertain and Settle Private Land Claims in the State of California, answer the following questions.

1). How long did Mexicans have to choose to become American citizens or to remain Mexican citizens?

2.) What could Mexicans do to the lands they had held before the treaty?

3) How did the Mexicans get their land before the treaty? How old might some of these land claims be?

4.) What evidence can you find that some of the land grants were disputed?

5.) What are several things that Mexicans might have to do to prove their land grants?

6). What are some things that might make proof difficult?

Some question content from: <https://www.steinbeckintheschools.com/lesson-plans/re-pony-treaty-guadalupe-hidalgo>

Ethnic Studies Lesson 3E:

Latino American Immigration Push and Pull Factors, Part 1

TOPICS:

LATINO AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. History and Movement

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.

California English and Social Science Standards Alignment

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

Reading—Informational Text (RI.11-12)

Analyze the interactions between individuals, events, and ideas in a text, including how researching 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, impacts understanding. (RI.11-12.3)

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

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

Understand the causes, consequences, and impact of Latino immigration to the United States between 1910 and 1945, including push and pull factors such as economic opportunities, political instability, and social conditions. (History-Social Science Content Standard 11.4)

Lesson Purpose

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.

Essential Questions

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 has life changed for Latino/Hispanic Americans over the last 250 years?

Materials

[The International Catholic Migration Commission: What's the Difference Between a Migrant, an Immigrant, and an Emigrant](#)

[Lesson 3E and 3F Worksheet](#)

[Library of Congress: Depression and the Struggle for Survival](#)

[Bracero History Archive: Introduction and Background](#)

[KWL Chart for Unit 3](#)

Vocabulary

| | | |
|-------------|--------------------|-----------------|
| immigration | Mexican Revolution | Bracero Program |
| emigrate | Great Depression | World War II |
| isolation | World War I | |
| migrant | agribusiness | |
| refugee | deportation | |

Lesson Steps

Step 1:

- As a whole class, ask students what they know about US Mexican Immigration policy. How does what they know differ from immigration policy from other countries? Over the next two lessons, students will be studying immigration pushes and pulls from Mexico as well as US immigration policy. Have students popcorn read (or other group reading framework) [The International Catholic Migration Commission: What's the Difference Between a Migrant, an Immigrant, and an Emigrant](#). Ask students to help create the definitions and write them on the board.
- Draw a t-chart on the board and label the left column Pushes and the right column Pulls. Have students round robin read [City University of New York: Early Twentieth Century Mexican Immigration to the U.S.](#) As students read, ask them to think of the pushes that were influencing Mexicans to immigrate to the U.S. after 1910. This is often called the first wave of Mexican Immigration. Students should also mention what pulls there were from the U.S. side that invited Mexicans to immigrate. Shared answers should include the following from the short introduction:

| Pushes | Pulls |
|--|----------------------------|
| First Wave of Immigration Mexican Revolution (1910) landless, desperate | mining, agribusiness, jobs |

- Shows students the shared [Google Lesson 3E and 3F Google Worksheet](#). Break students into pairs and ask them to look at the Primary Source Documents in the right-hand tab of the [City University of New York: Early Twentieth Century Mexican Immigration to the US](#) site. Students will pick at least two of the primary sources. They will find any additional pushes or pulls for immigration, as well as add details under the ‘Realities of Immigration’ table at the bottom of the worksheet. Analyze the [Employers Favor Increased Mexican Immigration](#) with students and include on the ‘Realities’ table the following facts: one pull for the first wave of immigration was that agricultural businesses wanted the low-wage labor; one reality was that immigrants were often considered ignorant; and another reality was that the work they were brought in for was often the type of hard agricultural work that US citizens did not want to do.
- Have students complete their primary source research on the shared document and then share their findings. Some things to point out include: immigrants were often isolated by their need to retain their customs and language, the pay was much better in the U.S. than in Mexico, the move to the U.S. was sometimes considered temporary—as people passed back and forth across the border.

Step 2:

- Refer students back to the Push and Pull table on the group Worksheet. Let students know that while there are three major waves of Mexican immigration to the United States, these are interrupted by periods of deportation. The first period of deportation came during the agricultural depression of the 1920’s and the Great Depression and Dust Bowl of the 1930’s. In the same pair groups, have students read: [Library of Congress: Depression and the Struggle for Survival](#). Let students know that they should add at least 2 new realities to the worksheet. When the students have completed their reading in pairs, have them share the realities they found with the whole class. Students should note that some 2nd-generation Mexican American citizens that had never been to Mexico were caught up in the deportations.

Step 3:

- As a whole class, refer students back to the Push and Pull table on the shared worksheet. Let students know that the second great wave of immigration came during the Bracero program during World War II. As a group have a student read a paragraph and then choose the next reader from the [Bracero History Archive: Introduction and Background](#). Pause frequently to add the Push and Pull factors to the Worksheet table. Students should note that the lack of manpower due to World War II fighting was a major pull factor. Students should also note that the treaty was to create a pool of temporary workers, but many agricultural owners wanted it to continue. (There are links in the additional resources to follow up on Mexican Americans that served in the military during World War II. If time permits, this can provide another point of view for Mexican Americans during this period.)

Step 4:

- While still in the whole class group, have students watch: [NBC News Learn: The Bracero Program](#) (video 2 minutes 49 seconds). Pause the video frequently to add to the Push and Pull table of the shared worksheet as well as to the Realities table for the Mexican workers at this time. Pause the video frequently to add, as a class, to the Realities table of the Worksheet. When the video is complete, as a class, ask students to share their answers to this week’s questions: “How does studying push and pull factors of Latino immigration 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?,” and “How has life changed for Latino/Hispanic Americans over the last 250 years?” Add to the column of what has been learned in this Unit’s KWL chart.

Essential Question Assessment, Application, Action, and Reflection

Let students know that one of the advantages about studying this recent history is that there are still people alive today who have first-hand knowledge of what the Bracero program was like. Have students pick one of the resources on the [Bracero History Archive](#) and write a short response to the primary source.

Additional Readings and Resources

Chavez, Linda, “The New Politics of Hispanic Assimilation,” in *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*, ed. Abigail Thernstrom and Stephan Thernstrom, Hoover Institution Press and Manhattan Institute, 2002, pp, 383-389.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[Bracero History Archive](#)

[Library of Congress: Hispanics in Service](#)

[Violet, Joyce. 1980. Temporary Worker Programs, Background and Issues: A Report. Congressional Research Service.](#)

John Fund, Bring Back the Braceros, Wall Street Journal, July 27, 2006 <https://www.wsj.com/articles/SB115396144637218602>

Jeffrey Sparshott, What Happened When the U.S. Got Rid of Guest Workers? Farms Used Less Labor, Wall Street Journal, Feb. 8, 2017. <https://www.wsj.com/articles/BL-REB-37301>

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Ethnic Studies Lesson 3E:

Latino American Immigration Push and Pull Factors, Part 2

TOPICS:

LATINO AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. History and Movement

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.

California English and Social Science Standards Alignment

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

Reading—Informational Text (RI.11-12)

Analyze the interactions between individuals, events, and ideas in a text, including how researching the push and pull factors of Latino immigration to the United States between 1945 and the present, as well as the realities for immigrants, impacts understanding. (RI.11-12.3)

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

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

Analyze the impact of government policies, such as the Bracero program, on Latino immigration patterns and experiences, including labor migration, family separation, and exploitation. (History-Social Science Content Standard 11.7)

Evaluate the significance of Latino immigration to the United States between 1945 and the present in shaping American society and culture, as well as its relevance to contemporary immigration debates and policies. (History-Social Science Content Standard 11.8)

Lesson Purpose

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.

Essential Questions

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 has life changed for Latino/Hispanic Americans over the last 250 years?

Materials

[Lesson 3E and 3F Worksheet](#)

[Library of Congress: Expansion and Expulsion](#)

[Operation Wetback: The Interview](#)

[Frontline World: Immigration Timeline](#)

[KWL Chart for Unit 3](#)

Vocabulary

immigration

Operation Wetback

deportation

Lesson Steps

Step 1:

- Remind students of the timeline that was created for Unit 2 on Native Americans. Construct a timeline for this unit that runs under and concurrently with the Native American timeline. Ask students to create event cards with you for the Mexican Repatriation of the 1930's and the Bracero program of the 1940's. Remind students who are looking back at the previous lesson's shared [WORKSHEET](#) to select the who, what, when, where, and why of the event.
- Read aloud the [Library of Congress: Expansion and Expulsion](#) summary. Ask students to pay attention while you read to the number of people that were deported during the second wave of deportation. How does this compare to the over one million immigrants who were deported in the 1930's.

Step 2:

- Let students know that one deportation strategy during the 1950's was called Operation Wetback. Make sure that students know that the term Wetback came from the fact that the Bracero program was not legal in Texas where workers faced discrimination, but Texas agribusiness still utilized illegal immigrants for lesser pay. Immigrants who crossed the border into Texas often came across the Rio Grande River, and this is where the term came from. Have students watch [Operation Wetback: The Interview](#) (video 3 minutes: 13 seconds). Pause the video frequently in order for students to take notes on who, what, when, where, why; pushes and pulls; and realities for this unit's [WORKSHEET](#).
- Break students into pairs to compare their notes and add them to this week's shared worksheet. When students have finished, as a whole class ask pairs of students to share what they added to the worksheet. Also have the class help you to create an event card for Operation Wetback and add it to the timeline.

Step 3:

- Let students know that although the second mass deportation event moved almost four million immigrants back to Mexico, that this number is difficult to pin-down accurately, because many immigrants recrossed the border after they were removed. Also, the deportations made only a small difference to the rising immigration from Mexico. As a class, show students the [Migration Policy Institute graph of Mexican-Born Population Over Time, 1850-Present](#). Give students several minutes to look over the graph. Ask students how to read the left-hand and right-hand vertical axis. What do they notice about the deportations of the 1950's on the graph? What do they notice about the graph from 1960 to the present? How do the notes at the bottom add to their understanding?

Step 4:

- As a whole class fill in the T-chart on this week's worksheet for the Third Wave of Immigration. Let students know that although there have been regular waves of immigration and restrictions, these policies have done little to slow the continuing rise of Mexican immigrants. Break students into 5 groups and give them access to: [Frontline World: Immigration Timeline](#). Each group should create an event card with the who, what, when, where, and why for one of these events. Students may need to search through more than one tab to find all the information on their topic.
 - The Immigration Reform and Control Act (IRCA) of 1986
 - The Immigration Reform Act of 1990
 - Operation Blockade and Hold the Line in Texas and Operations Gatekeeper in San Diego, California during the 1990s
 - Post 9/11 restrictions on immigration from all countries
- When students have completed their research, have them present their information to the class and add the event card to the timeline. As a class, ask students what keeps immigration numbers high to the US. Also, what types of factors would need to change in Mexico in order for there to be fewer pushes and pulls for immigration? Finally, ask students to answer this lesson's questions: "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?" and "How has life changed for Latino/Hispanic Americans over the last 250 years?" Add what has been learned to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

If time permits, or for outside of class work, ask students to research one entry from [The University of Texas at Austin: Voces Oral History Center](#) for Mexican Immigrants or from the [National Museum of the American Latino: Immigration Stories Exhibit Case \(13 of 16\)](#) for other immigrants from other Latin nations. By using the information from this interview and this lesson's shared worksheet on the realities for immigrants and second generation Mexican Americans, ask students to write a paragraph about what their researched individual shows about the values of resilience and determination.

Additional Readings and Resources

Chavez, Linda, "The New Politics of Hispanic Assimilation," in *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*, ed. Abigail Thernstrom and Stephan Thernstrom, Hoover Institution Press and Manhattan Institute, 2002, pp. 383-389.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[The University of Texas at Austin: Voces Oral History Center](#)

[National Museum of the American Latino: Immigration Stories Exhibit Case \(13 of 16\)](#)

[Violet, Joyce. 1980. Temporary Worker Programs, Background and Issues: A Report. Congressional Research Service.](#)

John Fund, Bring Back the Braceros, Wall Street Journal, July 27, 2006 <https://www.wsj.com/articles/SB115396144637218602>

Jeffrey Sparshott, What Happened When the U.S. Got Rid of Guest Workers? Farms Used Less Labor, Wall Street Journal, Feb. 8, 2017. <https://www.wsj.com/articles/BL-REB-37301>

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Ethnic Studies Lesson 3F: Latino American Immigration Push and Pull Factors Part 2

Topics: Latino American History

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

Themes:

- 2) History and Movement

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

California English and Social Science Standards Alignment:

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

Reading: Informational Text (RI.11-12)

Analyze the interactions between individuals, events, and ideas in a text, including how researching the push and pull factors of Latino immigration to the United States between 1945 and the present, as well as the realities for immigrants, impacts understanding (RI.11-12.3).

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

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

Analyze the impact of government policies, such as the Bracero program, on Latino immigration patterns and experiences, including labor migration, family separation, and exploitation (History-Social Science Content Standard 11.7).

Evaluate the significance of Latino immigration to the United States between 1945 and the present in shaping American society and culture, as well as its relevance to contemporary immigration debates and policies (History-Social Science Content Standard 11.8).

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

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 has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

3E: Support Worksheet

[Library of Congress: Expansion and Expulsion](#)

[Operation Wetback: The Interview](#)

[Frontline World: Immigration Timeline](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|-------------|-------------------|-------------|
| Immigration | Operation Wetback | Deportation |
|-------------|-------------------|-------------|

Lesson Steps:

- **Step 1:** Remind students of the timeline that was created for Unit 2 on Native Americans. Construct a timeline for this unit that runs under and concurrently with the Native American timeline. Ask students to create event cards with you for the Mexican Repatriation of the 1930's and the Bracero program of the 1940's. Remind students who are looking back at the previous lesson's 3E: Support Worksheet to select the who, what, when, where, and why of the event.

Read aloud the [Library of Congress: Expansion and Expulsion](#) summary. Ask students to pay attention while you read to the number of people that were deported during the second wave of deportation. How does this compare to the over one million immigrants who were deported in the 1930's.

- **Step 2:** Let students know that one deportation strategy during the 1950's was called Operation Wetback. Make sure that students know that the term Wetback came from the fact that the Bracero program was not legal in Texas where workers faced discrimination, but Texas agribusiness still utilized illegal immigrants for lesser pay. Immigrants who crossed the border into Texas often came across the Rio Grande River, and this is where the term came from. Have students watch [Operation Wetback: The Interview](#) (video 3 minutes: 13 seconds). Pause the video frequently in order for students to take notes on who, what, when, where, why; pushes and pulls; and realities for this unit's [WORKSHEET](#).

Break students into pairs to compare their notes and add them to this week's shared worksheet. When students have finished, as a whole class ask pairs of students to share what they added to the worksheet. Also have the class help you to create an event card for Operation Wetback and add it to the timeline.

- **Step 3:** Let students know that although the second mass deportation event moved almost four million immigrants back to Mexico, that this number is difficult to pin-down accurately, because many immigrants recrossed the border after they were removed. Also, the deportations made only a small difference to the rising immigration from Mexico. As a class, show students the [Migration Policy Institute graph of Mexican-Born Population Over Time, 1850-Present](#). Give students several

minutes to look over the graph. Ask students how to read the left-hand and right-hand vertical axis. What do they notice about the deportations of the 1950's on the graph? What do they notice about the graph from 1960 to the present? How do the notes at the bottom add to their understanding?

- **Step 4:** As a whole class fill in the T-chart on this week's worksheet for the Third Wave of Immigration. Let students know that although there have been regular waves of immigration and restrictions, these policies have done little to slow the continuing rise of Mexican immigrants. Break students into 5 groups and give them access to: [Frontline World: Immigration Timeline](#). Each group should create an event card with the who, what, when, where, and why for one of these events. Students may need to search through more than one tab to find all the information on their topic.
 - The Immigration and Nationality Act of 1965
 - The Immigration Reform and Control Act (IRCA) of 1986
 - The Immigration Reform Act of 1990
 - Operation Blockade and Hold the Line in Texas and Operations Gatekeeper in San Diego, California during the 1990s
 - Post 9/11 restrictions on immigration from all countries

When students have completed their research, have them present their information to the class and add the event card to the timeline. As a class, ask students what keeps immigration numbers high to the US. Also, what types of factors would need to change in Mexico in order for there to be fewer pushes and pulls for immigration? Finally, ask students to answer this lesson's questions: "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?" and "How has life changed for Latino/Hispanic Americans over the last 250 years?" Add what has been learned to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

If time permits, or for outside of class work, ask students to research one entry from [The University of Texas at Austin: Voces Oral History Center](#) for Mexican Immigrants or from the [National Museum of the American Latino: Immigration Stories Exhibit Case \(13 of 16\)](#) for other immigrants from other Latin nations. By using the information from this interview and this lesson's shared worksheet on the realities for immigrants and second generation Mexican Americans, ask students to write a paragraph about what their researched individual shows about the values of resilience and determination.

Additional Readings and Resources:

Chavez, Linda, "The New Politics of Hispanic Assimilation," in *Beyond the Color Line: New Perspectives on Race and Ethnicity in America*, ed. Abigail Thernstrom and Stephan Thernstrom, Hoover Institution Press and Manhattan Institute, 2002, pp. 383-389.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[The University of Texas at Austin: Voces Oral History Center](#)
[National Museum of the American Latino: Immigration Stories Exhibit Case \(13 of 16\)](#)

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John Fund, Bring Back the Braceros, Wall Street Journal, July 27, 2006
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Ethnic Studies Lesson 3G: Latino American Education

Topics: Latino American History

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

Themes:

- 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 the interactions between individuals, events, and ideas in a text. (RI.11-12.3).

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 investigate school segregation, the Mendez v. Westminster case, and positive examples in Latino/Hispanic American education.

Essential Questions:

How did school segregation impact Latino/Hispanic Americans and what is one positive example of methods used to improve Latino/Hispanic education?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

[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.](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|-------------|---------------|-----------------|
| segregation | desegregation | Jamie Escalante |
|-------------|---------------|-----------------|

Lesson Steps:

- **Step 1:** As a whole class, ask students what they have learned so far about the realities of education for Latino/Hispanic immigrants. What do students know about the Brown v. Board of Education Supreme Court case? Have they heard of the case Mendez v. Westminster? As of January 2024, the California legislature has introduced Assembly Bill 1805 in order to have the case taught in social studies and history courses in California.

Divide students into four groups and let them know that they'll be finding evidence for the California legislators on why this case is important to Latino/Hispanic Americans but also to the civil rights movement as a whole. Give groups the following resources:

- [C-SPAN: Interview with Sylvia Mendez by the US Commission on Civil Rights](#) (video 8 minutes, 41 seconds)
- [United States Courts: Background - Mendez v. Westminster Re-Enactment](#)
- [California Legislative Information: Assembly Bill 1805](#)
- [PBS: Mendez vs Westminster 75th Anniversary](#) (video, watch minutes 2:00 - 11:25)

When groups have completed their research, have them present their evidence to the whole group. As a group, create a timeline event card for Mendez v Westminster using the who, what, where, when and why of the group. Let students know that there were two important civil rights characters that participated in Mendez v. Westminster. Read to the class the third and fourth paragraphs under the Appeal section from the [National Park Service: Setting the Precedent: Mendez, et al. v. Westminster School District of Orange County, et al.](#) Make sure to point out who Earl Warren and Thurgood Marshall are in terms of the Supreme Court, Brown v. the Board of Education, and the continuing civil rights movement.

- **Step 2:** Ask students if they believe that all students—regardless of their background—can be successful with the right start. Have they heard of Jaime Escalante or the movie *Stand and Deliver*? Use a group reading strategy such as round robin or popcorn to read [Teaching Lab: Why Jaime Escalante Was So Important to Education](#). As students listen, they should take notes on how Mr. Escalante's teaching methods are different. Can any teacher employ his methods?

Before students share their notes, have them watch [ABC: East LA native, who was Jaime Escalante's student, playing integral part in Mars mission](#) (2 minutes, 17 seconds). As students watch, they should take notes on how Mr. Escalante's teaching methods impacted students.

When students have completed the video, students should pair up with another student to compare their notes. Have student pairs share their notes with the class.

- **Step 3:** Ask students to reflect on “How did school segregation impact Latino/Hispanic Americans and what is one positive example of methods used to improve Latino/Hispanic education?” and

“How has life changed for Latino/Hispanic Americans over the last 250 years?” Add what has been learned to this unit’s KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students write a short paragraph about an educator that made a difference for them and the techniques that educator used. If the students do not have an educator that has impacted their life yet, have them write about what they would hope for in an educator that could bring out the best in them.

Additional Readings and Resources:

Jonathan J. Bean, R.C. Hoiles, Civil Rights Pioneer, Orange County Register, November 25, 2007
<https://www.independent.org/news/article.asp?id=2086>

Editorial, “Sylvia Mendez’s Moment,” Orange County Register, February 18, 2011.
<https://www.ocregister.com/2011/02/18/editorial-sylvia-mendezs-moment/>

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[The Orange County Register, Sacramento Snapshot: Legislators want Mendez desegregation case taught in California schools, January 16th, 2024](#) (Digital Access requires a subscription for more than one access).

[Biography: Jamie Escalante](#)

[Matthews, Jay. *Finding the Aorta of San Diego. \(Excerpt from An Optimist’s Guide to American Public Education. Santa Anita Publishing, 2021.\)*](#)

Tonatiuh, Duncan. *Separate is Never Equal: Sylvia Mendez and Her Fight for Desegregation*. Harry N. Abrams, 2014.

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Ethnic Studies Lesson 3Ha: Latino American Bilingual Education Debate Part 1

Topics: Latino Americano History

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)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

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?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

1H: Support Debate Rubric

[PBS: The Battle for Bilingual Education](#)

[98th Percentile: Multilingualism Benefits & Challenges.](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|-----------|--|--|
| bilingual | | |
|-----------|--|--|

Lesson Steps:

- **Step 1:** As a class, let students know that today we will prepare for a debate. We will spend one day preparing and one day debating. Remind students of the 1H 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:** Ask students what they know about the history of bilingual education? Have students watch [PBS: The Battle for Bilingual Education](#) (video 4 minutes, 41 seconds). As students watch, students should take notes on what were the pushes for parents to request bilingual education in Boston. What languages were being requested and why?

Before students share their notes, as a class, use a group reading strategy such as round robin or popcorn to read [98th Percentile: Multilingualism Benefits & Challenges](#). As students read, they should take notes on what some of the disadvantages of learning a second language while trying to learn a first can be.

When students have completed their notes, have them pair with another student to share their notes.

- **Step 3:** Once students have completed their notes, give every student a 3 x 5 card. Write the question “Does bilingual education improve educational opportunities for Latino/Hispanic students?”

| | | | |
|---------------------------------------|---|--|--|
| 1 - Yes, it is very beneficial today. | 2 - Yes, it is still somewhat beneficial today. | 3 - No, it is not as beneficial today. | 4 - No, it is not beneficial at all today. |
|---------------------------------------|---|--|--|

On their 3x5 card, students should **NOT** put their name. They should put the question on 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 [bilingual education](#) 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 write an essay unethically. 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 bilingual education, create a table of pros and cons for bilingual education in K-12. Embed website citations in the text and use a list of works cited at the end.

As an expert in bilingual education and using educational websites, write an article on the history of bilingual education in the US. Include the role of state laws in its implementation and how it is used in 2024. Embed website citations in the text and add a list of works cited at the end.

As an expert in bilingual education and using educational websites, write an article about the languages that have been taught bilingually in the US. Include languages from the US early beginnings. Embed website citations in the text and add 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 5:** Ask students to reflect on “*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?*” and “*How has life changed for Latino/Hispanic Americans over the last 250 years?*” Add what has been learned to this unit’s KWL chart.

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:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

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

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

Capaldi, Nicholas, and Smit, Miles, *The Art of Deception: An Introduction to Critical Thinking*, 2nd ed., Prometheus, 2019.

[Education Week: Bilingual Education Traces its U.S. Roots to the Colonial Era](#)

[Spanish Academy: The Pros and Cons of Bilingual Education](#)

[University of Michigan: Legislation Related to Bilingual Education](#)

[Reason: Loco, Completamente Loco](#)

[BBC: The AMAZING benefits of being bilingual](#)

[Education Week: Bilingual Education Traces its U.S. Roots to the Colonial Era](#)

[Spanish Academy: The Pros and Cons of Bilingual Education](#)

[University of Michigan: Legislation Related to Bilingual Education](#)

Jorge Amselle, ed., *The Failure of Bilingual Education*. Washington, D.C.: Center for Equal Opportunity, 1997.

Manuel H. Guerra, "Bilingualism and Biculturalism: Assets for Chicanos," in Arnulfo D. Trejo, ed., *The Chicanos: As We See Ourselves* (Tucson: University of Arizona Press, 1980), pp. 121–32. [pro-bilingual ed]

Porter, Rosalie Pedalino. *The Case Against Bilingual Education*. The Atlantic, May 1998.

<https://www.theatlantic.com/magazine/archive/1998/05/the-case-against-bilingual-education/305426/>

Porter, Rosalie Pedalino. *Forked Tongue: The Politics of Bilingual Education*. Basic Books, 1990.

NOTE TO EDUCATORS REGARDING THE ADDITIONAL READINGS AND RESOURCES:

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Ethnic Studies Lesson 3Hb: Latino American Bilingual Education Debate

Topics: Latino Americano History

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)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

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?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

1H: Support Debate Rubric

3A: Support KWL Chart

Vocabulary:

| | | |
|-----------|--|--|
| bilingual | | |
|-----------|--|--|

Lesson Steps:

- **Step 1:** As a class, remind students about the 1H: 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, 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: Debate Rubric for their group.

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

- **Step 4:** Ask students to reflect on “*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?*” and “*How has life changed for Latino / Hispanic Americans over the last 250 years?*” Add what has been learned to this unit’s KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

For homework, have students write a short paragraph of how their beliefs about bilingual education 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 opportunities.

Additional Resources

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

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

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

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[Spanish Academy: The Pros and Cons of Bilingual Education](#)

[University of Michigan: Legislation Related to Bilingual Education](#)

[Reason: Loco, Completamente Loco](#)

[BBC: The AMAZING benefits of being bilingual](#)

[Education Week: Bilingual Education Traces its U.S. Roots to the Colonial Era](#)

[Spanish Academy: The Pros and Cons of Bilingual Education](#)

[University of Michigan: Legislation Related to Bilingual Education](#)

Jorge Amselle, ed., *The Failure of Bilingual Education*. Washington, D.C.: Center for Equal Opportunity, 1997.

Manuel H. Guerra, "Bilingualism and Biculturalism: Assets for Chicanos," in Arnulfo D. Trejo, ed., *The Chicanos: As We See Ourselves* (Tucson: University of Arizona Press, 1980), pp. 121–32. [pro-bilingual ed]

Porter, Rosalie Pedalino. *The Case Against Bilingual Education*. The Atlantic, May 1998.

<https://www.theatlantic.com/magazine/archive/1998/05/the-case-against-bilingual-education/305426/>

Porter, Rosalie Pedalino. *Forked Tongue: The Politics of Bilingual Education*. Basic Books, 1990.

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Ethnic Studies Lesson 3I: Latino American Housing

Topics: Latino American History

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

Themes:

- 2) History and Movement
- 3) Systems of Power

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
- 5) Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
- 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 information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

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

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

Analyze the major political, social, economic, technological, and cultural developments of the 20th century. (11.11)

Examine the impact of government policies and programs on different social groups, including racial and ethnic minorities. (11.11)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research the 1949 Housing Act and the 1956 Federal Highway Act and investigate those Acts' impacts on Latino/Hispanic Americans.

Essential Questions:

How did urban renewal, as fueled by the 1949 Housing Act and the 1956 Federal Highway Act, impact Latino and Hispanic Americans?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

[Statement by the President Upon Signing the Housing Act of 1949](#)

[Chavez Ravine: A Los Angeles Story](#)

3I: Support Worksheet

[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?](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|---------------------------|--|------------------------------------|
| barrios gentrification | urban urban planning urban renewal | Housing Act Federal Highway Act |
|---------------------------|--|------------------------------------|

Lesson Steps:

- **Step 1:** As a whole class, ask students what they have learned so far about the realities of housing and isolation for Latino/Hispanic immigrants? Have they heard the term Barrio before? In Spanish, the word means “Neighborhood,” but do students believe the term is always used positively? How might the term have been used in the 1940’s, 60’s, or today? What might urban planning and urban renewal mean? Why might cities need to be renewed? What was happening in 1949 that might have called for an increase in housing in the United States?

Ask one student to read out loud (in a Harry S. Truman Presidential voice) the [Statement by the President Upon Signing the Housing Act of 1949](#). Ask students that are listening to take notes on what Harry S. Truman wanted to happen with this law’s enactment. Students may need a paper copy of the text in pairs after the reading to clarify their notes. Ask students to share what they believe the intent of the 1949 Housing Act was. Make sure that students notice that the word ‘slum’ appears four times in this short text. Ask students where slums might have been located in rapidly expanding cities. What parts were the oldest and housed the most immigrants?

- **Step 2:** As a class, have students watch minute 0:00 - minute 13:00 of [Chavez Ravine: A Los Angeles Story](#) (The latter part of this video has some inappropriate language and deals with sub-topics of McCarthyism and the 1950s). While students are watching the video, they should complete the shared T-chart on this lesson’s WORKSHEET with reasons why or why not the barrios of Chavez Ravine should have been made to relocate. Students should prepare as if they were going to share their evidence to a court. Where in the video did they get their information? Pause the video frequently to give students an opportunity to take notes.

When the video is complete, ask students to share the evidence they recorded on the shared worksheet. Ask students if they believe this happened in other large cities across the country. Ask students if they believe that relocations of neighborhoods happened to other ethnic groups and their communities?

Ask students what gentrification might mean. Who are the gentry? The word comes from England and, in common parlance, means higher income people. Thus, gentrification means some higher-income people coming into a neighborhood. How might the gentrification of a lower income neighborhood affect those already living there? Ask students to evaluate the pros and cons. (Con:

Displacement of residents and small businesses because of rising property values and higher accompanying taxes, loss of cultural identity and historical characteristics in neighborhoods, potential increase of differences between older and newer residents. Pro: Economic development lifts the poor and their neighborhood out of poverty, new businesses and job opportunities attracted to a neighborhood, reduced crime, increased tax revenue for street repairs and other public facilities, greater education opportunities for children, property value increases benefit owners of those properties).

- **Step 3:** Let students know that the Federal Highway Act of 1954 also created displacement for minorities and immigrants. Have students watch films from two completely opposite points of view and complete the lower section on Reasons to Build Major Highways and Reasons Not To Build Major Highways on this week's 3I: Support Worksheet. Break students into pairs to watch portions of the following videos: Remind students to be careful of listening to extreme voices on either side of a question, but to look at all the information carefully from both sides.
 - [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?](#) (video 5 minutes, 34 seconds)

When students have completed their research, have them share in pairs with the whole class what was added to the T chart on reasons to build or not build major highways. Make sure students note who sponsored both videos. How might that have impacted the videos' messages? Were there ways that highways could have been built differently? Can those decisions be made differently today?

- **Step 4:** Ask students as a class to help answer this lesson's questions: "How did urban renewal as fueled by the 1949 Housing Act and the 1956 Federal Highway Act impact Latino and Hispanic Americans?" "How has life changed for Latino/Hispanic Americans over the last 250 years?" Make notes of what was learned on this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students read, [Latin Reporter: Gentrification, rising rent prices push Latinos out of neighborhoods](#) and [The Federalist: Oh, Wait! Studies Find Gentrification Is Awesome](#). Use this article and the information from this lesson's shared worksheet to answer the question: "What are the pros and cons of a neighborhood being gentrified?" Students should answer this question in a long paragraph citing their sources and including information on both sides.

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[Latin Reporter: Gentrification, rising rent prices push Latinos out of neighborhoods](#)

[The Federalist: Oh, Wait! Studies Find Gentrification Is Awesome](#).

Anderson, Martin. *The Federal Bulldozer*. MIT Press, 1964.

How the U.S. Government Destroyed Black Neighborhoods | Scott Beyer

Hartman, Chester W. *Yerba Buena: Land Grab and Community Resistance in San Francisco*. Glide, 1974.

Wissler, Mary L. Review of *The Federal Bulldozer*, by Martin Anderson, *Harvard Crimson* December 2, 1964.
<https://www.thecrimson.com/article/1964/12/2/the-federal-bulldozer-pithe-federal-bulldozer/>

Scott Beyer, What Actually Caused Gentrification in Brooklyn? *Catalyst*, Independent Institute
<https://catalyst.independent.org/2020/01/29/what-actually-caused-gentrification-in-brooklyn/>

Hymowitz, Kay S. Gentrification for Social Justice? *City Journal*, July 23, 2019.
<https://www.city-journal.org/article/gentrification-for-social-justice>

Kay Hymowitz talks about gentrification and social justice. *WIND-AM*, 560 AM, Chicago, Aug. 6, 2019.
Starts at 4:15. <https://www.youtube.com/watch?v=s2P4OYIAVUs>

Hymowitz, Kay S. The mistaken racial theory of gentrification, *Los Angeles Times*, Nov. 13, 2015.
<https://www.latimes.com/opinion/op-ed/la-oe-1115-hymowitz-gentrification-20151115-story.html>

'The New Brooklyn' Looks at Gentrification, Inequality, Growth. *Brownstoner*, March 14, 2017.
<https://www.brownstoner.com/brooklyn-life/brooklyn-books-the-new-brooklyn-kay-hymowitz-gentrification-manhattan-institute/>

Editorial, "What does Los Angeles owe the people who lost their homes in Chavez Ravine? More than an apology," *Los Angeles Times*, May 9, 2024.
<https://www.latimes.com/opinion/story/2024-05-09/editorial-what-does-los-angeles-owe-people-who-lost-their-homes-in-chavez-ravine-more-than-an-apology>

Sowell, Thomas. *Economic Facts and Fallacies*, pages 32-36.
https://scholar.cu.edu.eg/?q=mmyoussif/files/sowell_thomas_economic_facts_and_fallacies.pdf

Sowell, Thomas. *The Housing Boom and Bust*. Basic Books, 2009.

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Ethnic Studies Lesson 3J: Latino American Chicano Movement

Topics: Latino American History

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 information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

(RI.11-12.2)

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

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

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Analyze the impact of key events, ideas, and people of the Chicano civil rights movement, such as César Chávez, Dolores Huerta, the United Farm Workers, and the Delano grape strike. (11.6)

Examine the impact of social movements and reforms on changing societal norms and policies. (12.2)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will investigate key characters and events leading up to the Chicano movement.

Essential Questions:

Who were the characters and what were the events of the Chicano civil rights movement?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

[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](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|------------|--|---|
| Zoot suits | Reies Tijerina New Mexico Land Grant Movement Rodolfo Corky Gonzales Aztlán Chicano Moratorium | Cesar Chaves Dolores Huerta Farm Workers Movement |
|------------|--|---|

Lesson Steps:

- **Step 1:** Ask students if they have heard the term Zoot Suit. Do they know of groups of people who use their clothes to express themselves or their affiliations? As a class watch: [History: How Anti-Mexican Racism in L.A. Caused the Zoot Suit Riots](#). Ask students to pay attention to the who, what, when, where, and why of this event. When students have completed the video, have them help in creating an event card for this unit’s timeline. Let students know that this event led to the Chicano movement of the 1960’s and 1970’s. According to [National Archives Pieces of History: El Movimiento: The Chicano Movement and Hispanic Identity in the United States](#), during the 1960’s, “The Hispanic community embarked on a social movement aimed at combating institutional racism, increasing cultural hegemony, and guaranteeing equal labor and political rights.” Write a version of this definition in the student’s own terms on the board so students can refer to it when looking at how characters and events related to the Chicano movement’s goals.
- **Step 2:** Break the students into five groups. Let students know they will be researching a key individual or event of the early Chicano movement, and they will present their information in a five-slide slide show. Students should focus on who, what, when, where, and why as well as on the possible significance to the themes of the Chicano movement. Students may need to search the internet to find additional images for their slideshow.

Resources for Groups:

- [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](#)

When students have completed their research, have them present their slideshow to the class.

- **Step 3:** As a whole class, ask students to answer this lesson’s questions, “Who were the characters and what were the events of the Chicano civil rights movement?” and “How has life changed for Latino/Hispanic Americans over the last 250 years?” Add information that has been learned to this unit’s KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

As time allows, for homework, have students read [United Farm Workers, The 1965-1970 Delano Grape Strike and Boycott](#). In a short essay, have students describe how Cesar Chavez adopted the tactics of Martin Luther King Jr. and Mahatma Gandhi. What tactics did he use that were new? Students should also answer the question, “Why is leading by example such a powerful tool for change?”

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[United Farm Workers, The 1965-1970 Delano Grape Strike and Boycott](#)

[CALMATTERS: In familiar refrain, United Farm Workers grapples with how to grow](#)

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Ethnic Studies Lesson 3K: Latino American Prominent Figures

Topics: Latino American History

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)

California English and Social Science Standards Alignment:

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

Reading: Informational Text (RI.11-12)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.1)

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 Latino/Hispanic entrepreneurs, entertainers, athletes and other prominent figures to showcase resilience and determination.

Essential Questions:

How have prominent Latino/Hispanic figures shown resilience and determination?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

[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](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|------------|---------------|--|
| resilience | determination | |
|------------|---------------|--|

Lesson Steps:

- **Step 1:** Ask students what they know about prominent Latino/Hispanic figures. Students will break into groups in order to create a poster for the classroom or for future Hispanic Heritage Month (September 15th - October 15th). As students research, they should find facts that highlight their subject's resilience and determination. Students may need to view other sites in order to gather additional images. Students should be careful to cite their sources. Break students into the following groups:
 - [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](#)
- **Step 2:** When students have completed their posters, as a class, have students walk the room gallery style and put questions on sticky notes on posters. When students have completed their gallery walk, have student groups present their posters and answer questions.
- **Step 3:** As a class, ask students to answer this lesson's questions, "How have prominent Latino/Hispanic figures shown resilience and determination?" and "How has life changed for Latino/Hispanic Americans over the last 250 years?" Add information that has been learned to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

As time permits and for homework, have students write a short paragraph about someone they have learned about in this class or in the student's life who inspires them to be more resilient or more determined. The student's paragraph should answer the question, "Why is it important to set an example for others in terms of resilience and determination?"

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

Lorenzo de Zavala. https://en.wikipedia.org/wiki/Lorenzo_de_Zavala

Kinnally, Cara Anne. Race, slavery, and liberalism in Lorenzo de Zavala's "Viaje a los Estados-Unidos del Norte de América", año 2015, n. 10, p. 21-37. <https://ebuah.uah.es/dspace/handle/10017/24841>

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 3L: Latino American California

Topics: Latin American History

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)

California English and Social Science Standards Alignment:

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

Reading: Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

(RI.11-12.4)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

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

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

Analyze the impact of demographic changes and migration on California's economy, society, and environment. (4.4)

Analyze the impact of key events, ideas, and people of the Chicano civil rights movement, such as César Chávez, Dolores Huerta, the United Farm Workers, and the Delano grape strike. (11.10)

Analyze the social, economic, and political factors that contribute to demographic shifts and inequalities in California. (12.3)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will investigate data to help understand the Latino/Hispanic experience in California.

Essential Questions:

How can data help us to understand the unique experience of Latinos, Latinas, and Hispanics in California?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

[UCLA Latino Policy & Politics Institute: 15 Facts About Latino Well-Being in California](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|---------------|--------------------|--------|
| data analysis | critical questions | census |
|---------------|--------------------|--------|

Lesson Steps:

- **Step 1:** As a class, ask students if they noticed how many of the units that we've discussed have highlighted Latinos/Hispanics in California (Californios, Ranchos, Mendez v. Westminster, Chavez Ravine, Zoot Suit Riots in LA, Cesar Chavez, Dolores Huerta, Chicano anti-war protests in California, etc.) What do we know about the geography and history of California that might have been major pulls for immigration? (the border, jobs in agribusiness, respect for early Californios—at least in San Diego, the railroads, the size of the state, etc.). What might have been barriers to immigration? (The gold rush and major influx of white settlers, discrimination.) What do we also know about the realities for Latinos/Hispanics in terms of isolation, Spanish language persistence, strong communities, and large households? Let the class know they will use data to understand how these factors have uniquely impacted California Latinos/Hispanics.
- **Step 2:** As a class, show students the [UCLA Latino Policy & Politics Institute: 15 Facts About Latino Well-Being in California](#). Let students know that you'll be guiding them through a data analysis that they'll be conducting shortly. On a large piece of chart paper, recreate the graph for Figure 1, showing California Population by Race and Ethnicity, 2019.

On the chart paper and under the graph, start by documenting a critical analysis through questions, such as: Where did the information come from? Is it the same as Census data from that year? Who conducted the survey? How reliable is it? What groups would be considered Latino? What Hispanic groups might this leave out that don't consider themselves Latino? What about how mixed races identify? Could this number be higher? Did all racial groups equally participate in the 5-year survey?

Next, under the critical questions, ask what this graph shows, such as: the Latino population is the largest race in California in 2019. Whites are just below Latinos. Whites and Latinos make up 76.2% of the California population in 2019. Asian, Asian American and Pacific Islanders (AAPI) make up the next largest group. Those that identified as Native Americans and took the survey make up less than 1% of California's population.

Finally, mark on the chart 'follow up' questions, such as: How do Latinos/Hispanics making up the largest ethnic group in California impact the state's culture, educational system, housing, political power structures and voting? What are the percentage of Latinos/Hispanics in other states? How is life different for those people in those states?

- **Step 3:** Break students into 5 groups. Have students follow the same process of analyzing data to recreate (or in some cases create) the graphs, create a list of critical analysis questions, what does the graph show, and follow up questions. Some groups may need guidance in creating a graph where none exists to support the data. Ask students if a pie chart might show the data more effectively. The groups should reflect these points:
 - Group 1: Points 2 and 3: Latinos in California are young, and Latino ancestries in California reflect the state's history.

- Group 2: Points 4 and 5: California’s Latinos have lower levels of educational attainment compared to the state average and to Latinos nationally, and Latinas have higher educational attainment than Latino Men (Figure 2).
- Group 3: Points 8 and 9: Latino Men are more likely to participate in the workforce than men of all other race groups (Figure 3), and Latinas have the second-highest workforce participation rate among women (Figure 4).
- Group 4: Points 10 and 11: Latino median household incomes are lower than the state average, and Despite Latinos’ high workforce participation rates, they are likely to live in poverty.
- Group 5: Points 12 and 13: Less than half of Latinos own their home, and Latinos had the second-lowest median home values among major racial groups (Figure 5).

When students have completed their chart papers, have students do a classroom gallery walk to look at the posters and use sticky notes to post additional questions. Then have students present their charts to the class and answer the sticky note questions. Ask students what follow up questions they have about other data such as political office, voting patterns, whether the data shows that things are improving for Latinos/Hispanics in California or not, and how housing prices impact Latinos/Hispanics.

Step 4: Ask students to answer this week’s questions: “How can data help us to understand the unique experience of Latinos, Latinas, and Hispanics in California?” and “How has life changed for Latino/Hispanic Americans over the last 250 years?” Add what was learned—and any new questions—to this unit’s KWL chart.

Essential Question Assessment, Application, Action, and Reflection:

As time permits, for homework, have students look at data from the [Latino Data Hub: Eligible Latino Voters, 2021](#). Have students look at the indicator drop downs for Eligible Voters, Registered Voters, and Individuals Who Voted in California. In a short paragraph ask students to write critical analysis questions, a summary of what the data shows, and follow up questions for what this might mean in future elections.

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

[Latino Data Hub: Eligible Latino Voters, 2021](#)

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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.

Ethnic Studies Lesson 3M: Latino American Civil Rights Effectiveness

Topics: Latino American History

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)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

Writing: (W 11-12)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W 11-12.2)

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

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

Analyze the impact of social movements and reforms on changing societal norms and policies. (11.10)

Analyze the impact of landmark Supreme Court cases and legislation on the advancement of civil rights and liberties. (12.5)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

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.

Essential Questions:

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?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials:

[State Bar of Texas: Hernandez v Texas - Oyez, Oyez, Oh Yay!](#)

[League of United Latin American Citizens: LULAC Applauds a Landmark Court Victory for Bilingual Voters in Iowa](#)

[Mexican American Legal Defense and Educational Fund \(MALDEF\): History](#)

[UnidosUS \(formerly National Council of La Raza\): History of UnidosUS](#)

[Brittanica: What is National Hispanic Heritage Month?](#)

[Oyez: Sonia Sotomayor](#)

3A: Support KWL Chart

Vocabulary:

| | | |
|-------------------|--|--|
| Hernandez v Texas | Mexican American Legal Defense Fund (MALDEF) League of United Latin American Citizens (LULAC) | UnidosUS (formerly National Council of La Raza) National Hispanic Heritage Month Chief Justice Sonia Sotomayer |
|-------------------|--|--|

Lesson Steps:

- **Step 1:** As a class, ask students what aspects of a democratic culture allow the improvement of civil rights over time. Help students highlight the court system, legislative acts, the right to demonstrate, the right to form organizations, the right to vote, etc. Ask how the students have already seen this in what has been studied so far in this unit. (The Mexican Land Grant movement using the Treaty of Guadalupe Hidalgo to pursue their claims, Mendez v. Westminster to open educational opportunities, demonstrations for the Chicano movement, the formation of United Farm Workers and their strike, etc.)
- Let students know they'll be watching a video about an important case that uses many aspects of the democratic system to improve civil rights for all Latino/Hispanic Americans. Students should watch [State Bar of Texas: Hernandez v Texas—Oyez, Oyez, Oh Yay!](#) (video 13 minutes, 9 seconds) Students should take notes on what aspects of American democracy were used to advance civil rights. Students should also take notes on the who, what, where, when, and why of the event in order to create a class event card. As a class, when students have completed the video, have them share what notes they took. Answers could include: the U.S. Constitution; local appellate, and Supreme courts; and laws on jury selection were aspects of the American democratic system that were used. Have students help create an event card for the timeline.
- **Step 2:** Let students know they will be looking at other people, organizations, and events that have used avenues of American democracy to advance Latino/Hispanic civil rights. Students will create a five-slide slideshow to show the who, what, where, when, and why of their topic. They should also be prepared to answer the question, "How did Latinos/Hispanics use the court system, legislative acts, the right to demonstrate, the right to form organizations, and other rights guaranteed in a democratic society to improve their civil rights, and how effective have these measures been?"

Break students into the following groups:

- - [League of United Latin American Citizens: LULAC Applauds a Landmark Court Victory for Bilingual Voters in Iowa](#)
- [Mexican American Legal Defense and Educational Fund \(MALDEF\): History](#)
- [UnidosUS \(formerly National Council of La Raza\): History of UnidosUS](#)
- [Brittanica: What is National Hispanic Heritage Month?](#)
- [Oyez: Sonia Sotomayor](#)

When student groups have completed their slideshows, students should present their slideshows to the class.

- **Step 3:** Ask students to complete an essay (either five paragraph or longer) summarizing their learning of “How has life changed for Latino/Hispanic Americans over the last 250 years?” All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately.

Essential Question Assessment, Application, Action, and Reflection:

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?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Essential Question Assessment, Application, Action, and Reflection:

Ask students to complete an essay (either five paragraph or longer) summarizing their learning of “How has life changed for Latin/Hispanic Americans over the last 250 years?” All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately.

Additional Readings and Resources:

Bernstein, David E., *Classified: The Untold Story of Racial Classification in America*, Bombardier, 2022.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 244-270.

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