



Ethnic Studies Lesson 3L: Latino American California

TOPIC:

LATINO AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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

Theme:

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)

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](#)

[KWL Chart for Unit 3](#)

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 Los Angeles, 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, re-create 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 five-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 percent 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 percent 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 percentages of Latinos/Hispanics in other states? How is life different for those people in those states?

Step 3:

- Break students into five groups. Have students follow the same process of analyzing data to re-create (or in some cases create) the graphs, create a list of critical analysis questions, examine what the graph shows, and write 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. Ask students to write a short paragraph including 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

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

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

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

Ethnic Studies 3A: KWL Chart

KNOW

WONDER

LEARNED

What do we think we already know about this topic?

What do we wonder about this topic? Write your questions below.

After the research is completed, what did we learn? Make sure to cite your source.

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>