

Unit 7: White Ethnic Groups



7A White in America
Unit 7 KWA Support 7A

7B White and Irish Americans
Support 7B

7C White and Slavic Americans

7D White and German Americans

7E White and Italian Americans

7F White and Middle Eastern North African (MENA) Americans

7G White in America and the English

7H White in America and Change

Ethnic Studies Lesson 7A: White in America

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).

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.11-12.7)

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

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

Lesson Purpose

Students will investigate US white ethnicities, cultures, and religious groups in the past and today.

Essential Questions

How has the concept of being white changed in the US over the last 350 years?

Materials

[PBS NewsHour: America is becoming more urban, more diverse and less white, 2020 Census reveals](#)

[US Census Bureau: QuickFacts](#)

[Lesson 7A WORKSHEET](#)

[USAFACTS: Our Changing Population: United States](#)

[US Census Bureau: English Most Common Race or Ethnicity in 2020 Census](#)

[Unit 7 KWL Chart](#)

Vocabulary

census

white passing

Middle Eastern
North African (MENA)

Lesson Steps

Step 1:

- As a class, present this unit's [KWL chart](#). Ask students what they already know about the concept of who is considered white in America, in terms of the social construct, of power, of the disparities within that category, and of what country origins count as white. Fill in information on the shared KWL chart as students share.
- Let students know that the last American census was conducted in 2020, and the next census will be conducted in 2030. Have students watch [PBS NewsHour: America is becoming more urban, more diverse and less white, 2020 Census reveals](#) (video 7 minutes, 57 seconds). As students watch, have them take notes on what the most recent census says about being white in the US. When the video is complete, have students pair up to check their notes. As a class, have the pairs share their notes. Help students see that the proportion of the population that is white and non-Hispanic is still the majority but has declined. It is also more complicated to define ethnicity as there is more intermarriage.

Step 2:

- As a class, show students [US Census Bureau: QuickFacts](#). Help students see the correlation between the census data and this week's [WORKSHEET](#). Divide the class into four groups to continue filling out the worksheet. Show students [USAFACTS: Our Changing Population: United States](#). Show students how to change the date range just below the blue bar, how to click on the line graph in "How many people live in the US?", and how to find the number of persons by ethnicity by clicking on the graph "How has the US racial and ethnic populations changed?" Have students work in the following groups to continue filling in the graph. Also have students calculate the percentages of the total population for each ethnicity.
 - 2000-2010
 - 1990-2000
 - 1980-1990
 - 1971-1980
- When students have completed their portion of the table, have them work together as a group to bullet item notes in order to answer the following questions that appear on the bottom of the worksheet. Students should be careful to cite their sources on the worksheet.

WHITE AMERICANS

1. How has the US population changed between 1971 and 2020?
 2. How has the percentage of whites in the US changed between 1971 and 2020?
 3. What are some of the challenges in using data to describe the number of whites in the US?
- When the groups have completed their research, as a class, have the groups share their comments. Help students see that racial categories have shifted over time, more categories have been added, and more people are identifying with multiple ethnicities.

Step 3:

- Let students know that the 2020 census allowed people who identified as white to write in a more detailed description of their identity. Show students [US Census Bureau: English Most Common Race or Ethnicity in 2020 Census](#). Use a group reading strategy such as round robin or popcorn to read through Figure 3 (about halfway down the page). As students listen, they should take notes on what ethnicities and countries of origin are mentioned as part of the white category.
- When the reading is concluded, project the three graphs again. Have students pair up with another student to review their notes. As a class, have the pairs share their notes and ask them what surprises them about these ethnicities. How does this compare with the ethnic category of white from what might have been included in the 1980 census?

Step 4:

- As a class, ask students this lesson's questions, "How has the concept of being white changed in the US over the last 350 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students read [Phoenix Mag: History: The Abduction of 40 Orphans in 20th Century Clifton](#). As students read, they should take notes to summarize the story of the "Great Orphan Abduction." Students should write a long paragraph about a summary of this story and the historical expectations and benefits of being white in the US.

Additional Readings and Resources

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

[CNN: Most People Think I'm White](#) (video 3 minutes, 54 seconds) (Some strong language.)

DeWitt, Petra. *Degrees of Allegiance: Harassment and Loyalty in Missouri's German-American Community during World War I*. University of Illinois Press, 2012.

Glazer, Nathan. "Blacks and Ethnic Groups: The Difference and the Political Difference It Makes." In his *Ethnic Dilemmas, 1964-1982*. Harvard University Press, 1983, 70-93.

[Phoenix Mag: History: The Abduction of 40 Orphans in 20th Century Clifton](#)

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

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

[Thomas SowellTV, "The Poorest People in America Are Whites"](#)

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 7A: 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>

Ethnic Studies 7A: White in America

After viewing [US Census Bureau, Quick Facts](#) and [USA FACTS: Our Changing Population](#), complete the following table and questions below.

	2020	2010	2000	1990	1980
Total Population, Census	331,449,281	308,745,538			
Persons 65 and Over	17.3%				
Black or African American	13.6% 41,737,491				
American Indian	1.3% 2,101,969				
Asian	6.3% 20,196,083				
Native Hawaiian and Other Pacific Islander	.3%				
Two or More Races	3.0% 7,629,431				
Hispanic or Latino	19.1% 61,838,550				
White Alone, not Hispanic or Latino	58.9% 197,704,168				

1. How has the US population changed between 1971 and 2020?
2. How has the percentage of whites in the US changed between 1971 and 2020?
3. What are some of the challenges in using data to describe the number of whites in the US?

Ethnic Studies Lesson 7B: White and Irish Americans

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).
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)

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)

Examine the push factors leading to Irish immigration to the United States, including economic hardship, famine, and political instability. (8.6)

Evaluate the impact of Irish immigration on American society and culture, considering its contributions to economic development, labor movements, and urbanization. (11.2)

Lesson Purpose

Students will investigate the push and pull factors of Irish immigration to the US and the nativist reaction.

Essential Questions

What were the push and pull factors of Irish immigration to the US, and how did nativists react?

How has the concept of being white changed in the US over the last 350 years?

Materials

[PBS: Irish Immigrants: Emerald Isle to Ellis Island](#)

[WORKSHEET for lessons 7B, 7C, 7D, 7E, 7F](#)

[NBC News: Nativism](#)

[Unit 7 KWL Chart](#)

Vocabulary

Irish famine

tenement

nativism

Lesson Steps

Step 1:

- As a class, ask students what they know about Irish immigration to the US. Have students watch through minute 24 of [PBS: Irish Immigrants: Emerald Isle to Ellis Island](#) (video 27 minutes, 2 seconds). As students watch the video, they should take notes on what were the push and pull factors of Irish immigration. They should also note what challenges they faced along the way and when they arrived.
- When the video is complete, have students pair with another student to check their notes. Introduce students to this lesson's [WORKSHEET](#). As a class and as students share their notes, include the push and pull factors on the worksheet. Make sure students see that Irish immigrants came from a rural background and settled on the East Coast in urban areas—usually next to the port where they disembarked. Also, even though they were considered white, Irish immigrants faced discrimination, and it took several generations for Irish Americans to reach the middle class and success.

Step 2:

- Have students watch [NBC News: Nativism](#) (video 3 minutes, 38 seconds). As students watch the video, students should take notes on the religions of these immigrants and the nativist reaction to Irish immigration.
- When students have completed the video, have student pair up to share their notes. Have pairs compare their notes and then make comments on the shared worksheet. When students have finished comparing notes, as a class, have pairs share their comments on the shared document.

Step 3:

- As a class, ask students this lesson's questions, "What were the push and pull factors of Irish immigration to the US, and how did nativists react?" and this unit's question, "How has the concept of being white changed in the US over the last 350 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [NYTN: How Irish Americans became White: finding](#)

[your roots](#) (video 16 minutes, 10 seconds). As students watch the video, students should take notes on the stereotypes that were attributed to Irish immigrants during the 1900s. Student notes should help them answer the question, “Where did Irish American stereotypes from the 1900s come from, and how did they lead to xenophobia?” Students should write a long paragraph and be careful to cite their sources.

Additional Readings and Resources

Frankel, Garion. “Old Kinderhook and Civic Integration in America.” *The Independent Review* 29, no. 1 (Summer 2024): 5-30. <https://www.independent.org/publications/tir/article.asp?id=1976>

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

Hackett Fischer, David. *Albion's Seed*. Oxford University Press, 1989.

Jensen, Richard. “Religion, Morality, and American Politics.” *Journal of Libertarian Studies* 6, no. 3 (1982): 321-332. <https://mises.org/journal-libertarian-studies/religion-morality-and-american-politics>

Kleppner, Paul. “Religion, Politics, and the American Polity: A Dynamic View of Relationships.” *Journal of Libertarian Studies* 6, no. 3 (1982): 349-358. <https://mises.org/journal-libertarian-studies/religion-politics-and-american-polity-dynamic-view-relationships>

Kleppner, Paul. *The Cross of Culture: A Social Analysis of Midwestern Politics, 1850-1900*. The Free Press, 1970.

Kleppner, Paul. *The Third Electoral System, 1853-1892: Parties, Voters, and Political Cultures*. University of North Carolina Press, 1979.

Marks, Gary, and Seymour Martin Lipset. *It Didn't Happen Here: Why Socialism Failed in the United States*, chap. 4, “Immigrants and Socialism: Double-Edged Effects.”

Novak, Michael. *Unmeltable Ethnics*, 2nd ed. Transaction, 1996.

[NYTN: How Irish Americans Became White: finding your roots](#)

Sibley, Joel H. “‘Let the People See’: Reflections on Ethnoreligious Forces in American Politics.” *Journal of Libertarian Studies* 6, no. 3 (1982): 333-347.

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 63-67.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

[Thomas SowellTV, “How British Immigrants Shaped the United States We Know Today”](#)

[Thomas SowellTV, “The History of Irish Immigrants around the World”](#)

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 7B: White and Irish, Slavic, German, Italian, Middle Eastern, and North African Americans

WAVES OF IMMIGRATION
 BY COUNTRY
 (push/pull factors for immigration)

MAJOR RELIGIONS

NATIVIST REACTIONS IN
 THE US AND DIFFICULTIES

Russia		Reaction to Slavs:
Ukraine		
Belarus		
Poland		
Czech Republic		
Slovakia		
Slovenia		
Croatia		
Bosnia		
Serbia		

WHITE AMERICANS

Montenegro		
North Macedonia		
Albania		
Bulgaria		
Scots-Irish Ireland		
Eastern European Jews		
Germany		
Italy Sicily		
Middle Eastern and North African Countries (MENA)		Reactions to MENA:

Ethnic Studies Lesson 7C: White and Slavic Americans

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).
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)

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)

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

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

Investigate the push factors leading to Slavic immigration to the United States, including economic opportunities, religious persecution, and political unrest. (11.2, 8.6)

Evaluate the impact of Slavic immigration on American society and culture, considering its contributions to labor markets, ethnic communities, and cultural diversity. (11.3)

Lesson Purpose

Students will investigate the push and pull factors of Slavic immigration to the US and the nativist reaction.

Essential Questions

What were the push and pull factors of Slavic immigration to the US, and how did nativists react?

How has the concept of being white changed in the US over the last 350 years?

Materials

[Who are the Slavs?](#)

[WORKSHEET](#) for lessons 7B, 7C, 7D, 7E, 7F

[Migration Policy Institute: European Immigrants in the United States](#)

[Unit 7 KWL Chart](#)

Vocabulary

Slavic

Orthodox

xenophobia

Lesson Steps

Step 1:

- As a class, ask students what they know about what countries Slavic Americans come from. Have students watch [Who are the Slavs?](#) (video 7 minutes, 10 seconds), and then have them take notes on the shared [WORKSHEET](#) from the previous lesson. Have students take notes on the religion column. Stop the video frequently for students to take notes.
- When the video is complete, have students share their notes. Have students make a prediction about nativist reactions to Slavic immigration.

Step 2:

- Form students into four groups. As students read, have them take notes on the shared worksheet for push and pull immigration factors as well as nativist reactions by country or region (region names have changed over the last 200 years.) Some of the readings may overlap with other groups. Some Slavic countries may not be mentioned, and some immigrants may be classified by religion rather than one country or multiple countries.
 - [Library of Congress: Russian Beginnings](#)
 - [Library of Congress: Soviet Exiles](#)
 - [Library of Congress: The Nation of Polonia](#)
 - [Library of Congress: A People at Risk—Eastern European Jews](#)
 - [Library of Congress: The Lower East Side](#)
- When groups have completed their research, have them share their notes on the worksheet with the class.

Step 3:

- As a class, use a group reading strategy such as round robin or popcorn to read the section “Subregions and Countries of Origin” midway down the page on [Migration Policy Institute: European Immigrants in the United States](#). As students read, have them take notes on the shared worksheet on modern pushes and pulls for Slavic immigration.

WHITE AMERICANS

- When students have completed the reading, have them pair with another student to check their notes. As a class, have the pairs share their notes on the shared worksheet with the class.

Step 4:

- As a class, ask students this lesson's questions, "What were the push and pull factors of Slavic immigration to the US, and how did nativists react?" and this unit's question, "How has the concept of being white changed in the US over the last 350 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [NYTN: How Polish Immigrants became white](#) (video 11 minutes, 52 seconds). As students watch the video, they should take notes on the stereotypes that were attributed to Polish immigrants. Student notes should help them answer the question, "Where did Polish American stereotypes come from, and how did they lead to xenophobia in the US?" Students should write a long paragraph and be careful to cite their sources.

Additional Readings and Resources

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

Marks, Gary, and Seymour Martin Lipset. *It Didn't Happen Here: Why Socialism Failed in the United States*, chap. 4, "Immigrants and Socialism: Double-Edged Effects."

Novak, Michael. *Unmeltable Ethnics*, 2nd ed. Transaction, 1996.

[NYTN: How Polish Immigrants Became white](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

[Thomas SowellTV, The Hidden Connections Between Geography and Slavs' Enslavement](#)

[Thomas SowellTV, Why Poland Has A Complicated History](#)

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Ethnic Studies Lesson 7D: White and German Americans

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).

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)

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

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

Investigate the push factors driving German immigration to the United States, including economic opportunities, political instability, and religious freedom. (10.3, 10.7, 10.8)

Examine the nativist reaction to German immigrants in the United States, including xenophobia, anti-German sentiment, and the rise of nativist organizations. (11.7)

Evaluate the impact of German immigration on American society and culture, considering its contributions to agriculture, industry, and the development of ethnic communities. (11.3)

Lesson Purpose

Students will investigate the push and pull factors of German immigration to the US and the nativist reaction.

Essential Questions

What were the push and pull factors of German immigration to the US, and how did nativists react?

How has the concept of being white changed in the US over the last 350 years?

Materials

[NBC News: German Immigration](#)

[WORKSHEET](#) for lessons 7B, 7C, 7D, 7E, 7F

[Library of Congress: The Call of Tolerance](#)

[Library of Congress: Building a New Nation](#)

[Library of Congress: A New Surge of Growth](#)

[Library of Congress: Filling the Nation's Breadbasket](#)

[Library of Congress: Urban Germans](#)

[Library of Congress: Building Institutions, Shaping Tastes](#)

[American Experience: Anti-German Sentiment](#)

[Library of Congress: Shadows of War](#)

[Unit 7 KWL Chart](#)

Vocabulary

Germanic

World War I

xenophobia

Lesson Steps

Step 1:

- As a class, ask students what they know about German American immigration. Have students watch [NBC News: German Immigration](#) (video 2 minutes, 22 seconds). As students watch, they should take notes on the push and pull factors of German immigration. When the video is complete, as a class, have the students share their comments and note them on the [WORKSHEET](#) from the previous lesson.

Step 2:

- Form students into five groups. As students read, they should create a poster with major movements of German immigration and their difficulties and nativist responses. Students should be careful to cite their sources and should include their notes for pushes and pulls and nativist reactions and difficulties on the shared worksheet.
 - [Library of Congress: The Call of Tolerance](#)
 - [Library of Congress: Building a New Nation](#)
 - [Library of Congress: A New Surge of Growth](#)
 - [Library of Congress: Filling the Nation's Breadbasket](#)

- [Library of Congress: Urban Germans](#)
- [Library of Congress: Building Institutions, Shaping Tastes](#)
- When student groups have completed their posters, have students tour the room gallery style and put their questions on sticky notes to place on the posters. As a class, have students present their posters.

Step 3:

- Let students know that even though German Americans had experienced some influence in American culture prior to World War I, German Americans experienced wide-scale discrimination during World War I. Have the class watch [American Experience: Anti-German Sentiment](#) (video 2 minutes, 52 seconds). As they watch the video, students should take notes on nativist responses to German Americans during World War I. As a class, when the video is complete, have students share their notes and add them to the worksheet.
- As a class, use a group reading strategy such as round robin or popcorn to read [Library of Congress: Shadows of War](#). As students read, they should take notes on why the nativist reaction to German Americans during World War II might have been different than during World War I. When the reading is complete, have students share their notes.

Step 4:

- As a class, ask students this lesson's questions, "What were the push and pull factors of German immigration to the US, and how did nativists react?" and this unit's question, "How has the concept of being white changed in the US over the last 350 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [NYTN: German Immigrants: not white and not wanted](#) (video 11 minutes, 33 seconds). As students watch the video, they should take notes on the stereotypes that were attributed to German immigrants. Student notes should help them answer the question, "Where did German American stereotypes come from, and how did they lead to xenophobia in the US?" Students should write a long paragraph and be careful to cite their sources.

Additional Readings and Resources

DeWitt, Petra. *Degrees of Allegiance: Harassment and Loyalty in Missouri's German-American Community during World War I*. University of Illinois Press, 2012.

Jensen, Richard. "Religion, Morality, and American Politics." *Journal of Libertarian Studies* 6, no. 3 (1982): 321-332. <https://mises.org/journal-libertarian-studies/religion-morality-and-american-politics>

Kleppner, Paul. *The Cross of Culture: A Social Analysis of Midwestern Politics, 1850-1900*. The Free Press, 1970.

Kleppner, Paul. "Religion, Politics, and the American Polity: A Dynamic View of Relationships." *Journal of Libertarian Studies* 6, no. 3 (1982): 349-358. <https://mises.org/journal-libertarian-studies/religion-politics-and-american-polity-dynamic-view-relationships>

Kleppner, Paul. *The Third Electoral System, 1853-1892: Parties, Voters, and Political Cultures*. University of North Carolina Press, 1979.

Marks, Gary, and Seymour Martin Lipset. *It Didn't Happen Here: Why Socialism Failed in the United States*, chap. 4, "Immigrants and Socialism: Double-Edged Effects."

WHITE AMERICANS

Sibley, Joel H. “‘Let the People See’: Reflections on Ethnoreligious Forces in American Politics.” *Journal of Libertarian Studies* 6, no. 3 (1982): 333-347. <https://mises.org/journal-libertarian-studies/let-people-see-reflections-ethnoreligious-forces-american-politics>

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

Sowell, Thomas. “Germans and History.” In *Black Rednecks and White Liberals*. Encounter Books, 2005, 171-201.

Sowell, Thomas. *Migrations And Cultures: A World View*. Basic Books, 1996, chap. 2.

[Thomas SowellTV, “Facts about Germans Never Taught in School”](#)

[Thomas SowellTV, “The Forgotten Greatness of Germans around the World”](#)

[Thomas SowellTV, “How Germans Reshaped Modern America”](#)

Trefousse, Hans L. *Carl Schurz: A Biography (The North's Civil War)*, 2nd ed. Fordham University Press, 1998.

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Ethnic Studies Lesson 7E: White and Italian Americans

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).
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)

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)

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

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

Investigate the push factors driving Italian immigration to the United States, including economic opportunities, political instability, and social changes. (11.2)

Examine the nativist reaction to Italian immigrants in the United States, including xenophobia, anti-immigrant sentiment, and discriminatory laws and policies. (11.7)

Evaluate the impact of Italian immigration on American society and culture, considering its contributions to the labor force, cuisine, and urban development. (11.3)

Lesson Purpose

Students will investigate the push and pull factors of Italian immigration to the US and the nativist reaction.

Essential Questions

What were the push and pull factors of Italian immigration to the US, and how did nativists react?

How has the concept of being white changed in the US over the last 350 years?

Materials

[PBS: The Italian Americans, Birds of Passage](#)

[WORKSHEET](#) for lessons 7B, 7C, 7D, 7E, 7F

[Library of Congress: Early Arrivals](#)

[Library of Congress: The Great Arrival](#)

[Library of Congress: Ellis Island](#)

[Library of Congress: A City of Villages](#)

[Library of Congress: Tenements and Toil](#)

[Library of Congress: Working Across the Country](#)

[Library of Congress: Under Attack](#)

[Library of Congress: A Century in the Spotlight](#)

[Italian American Museum of Los Angeles: Recognizing Bias](#)

[Italy Segreta: 8 Sicilian Secrets, Stereotypes, and Missteps from the White Lotus S. 2](#)

[WWTV, The 1891 Lynching of 11 Italian-Americans in New Orleans](#)

[Unit 7 KWL Chart](#)

Vocabulary

Sicily

Mafia

Lesson Steps

Step 1:

- As a class, ask students what they know about Italian American immigration. Have students watch [PBS: The Italian Americans, Birds of Passage](#) (video 9 minutes, 30 seconds). As students watch, they should take notes on the push and pull factors of Italian immigration. When the video is complete, as a class, have the students share their comments and note them on the [WORKSHEET](#) from the previous lesson.

Step 2:

- Break the students into eight groups. As students read, they should take notes on the push/pull factors and the nativist reactions/difficulties in order to create a poster. Students should also add push/pull factors and nativist reactions/difficulties to the shared WORKSHEET.
 - [Library of Congress: Early Arrivals](#)
 - [Library of Congress: The Great Arrival](#)

- [Library of Congress: Ellis Island](#)
 - [Library of Congress: A City of Villages](#)
 - [Library of Congress: Tenements and Toil](#)
 - [Library of Congress: Working Across the Country](#)
 - [Library of Congress: Under Attack](#)
 - [Library of Congress: A Century in the Spotlight](#)
- When students have completed their posters, have students walk the room gallery style and put their questions on sticky notes that are placed on the posters. Have student groups present their posters and answer questions.

Step 3:

- Ask students what they know about Sicilian Americans. Did they notice that Italians often differentiate between Northern Italians of the mainland and Southern Italians from Sicily? Use a group reading strategy such as round robin or popcorn to read [Italian American Museum of Los Angeles: Recognizing Bias](#) (pages 6 and 7). As students read, have them take notes on the stereotypes that have been attributed to Southern Italians.
- Before students share their notes, ask them if they believe that current American shows continue Sicilian stereotypes. As a class, use a group reading strategy to read [Italy Segreta: 8 Sicilian Secrets, Stereotypes, and Missteps from the White Lotus S. 2](#) (read the paragraph “The Inevitability of Sicilian Stereotypes” halfway down the page). As students read, they should continue to take notes on the stereotypes that have been attributed to Southern Italians.
- When students have completed reading, have them pair up to discuss their notes. As a class, have pairs of students share their notes. Let students know that although stereotypes may seem like they have no consequences, the anti-Italian sentiment at the beginning of the 20th century often resulted in violence towards Italians. Have students watch [WWTN, The 1891 Lynching of 11 Italian-Americans in New Orleans](#) (video 1 minute, 40 seconds). As students watch, ask them to take notes on how the Italian government got involved in American prejudice. When students have finished watching, as a class, have students share their notes and add any new information to the WORKSHEET.

Step 4:

- As a class, ask students this lesson’s questions, “What were the push and pull factors of Italian immigration to the US, and how did nativists react?” and this unit’s question, “How has the concept of being white changed in the US over the last 350 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students watch [NYTN: Finding Your Roots: How Italians Became White](#) (video 12 minutes, 6 seconds). As students watch the video, students should take notes on the stereotypes that were attributed to Italian immigrants. Student notes should help them answer the question, “Where did Italian American stereotypes come from, and how did they lead to xenophobia in the US?” Students should write a long paragraph and be careful to cite their sources.

Additional Readings and Resources

Barzini, Luigi, Jr. *From Caesar to the Mafia: Persons, Places, and Problems in Italian Life*, 2nd ed. Routledge, 2017.

Barzini, Luigi, Jr. *The Italians: A Full-Length Portrait Featuring Their Manners and Morals*. Atheneum, 1964.

WHITE AMERICANS

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

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

Marks, Gary, and Seymour Martin Lipset. *It Didn't Happen Here: Why Socialism Failed in the United States*, chap. 4, "Immigrants and Socialism: Double-Edged Effects."

Novak, Michael. *Unmeltable Ethnics*, 2nd ed. Transaction, 1996.

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

[PBS: The Italian Americans—Becoming Americans](#) (video 52 minutes, 52 seconds).

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

Sowell, Thomas. *Migrations and Cultures: A World View*. Basic Books, 1996, chap. 4.

Thomas SowellTV. "How Italians Fought Their Way to the Top in the United States." <https://www.youtube.com/watch?v=ZTRN5jNMqL0&t=40s>

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Ethnic Studies Lesson 7F: White and Middle Eastern and North African (MENA) Americans

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).

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)

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

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

Evaluate the impact of Middle Eastern and North African immigration on American society and culture, considering its contributions to various fields such as cuisine, art, and science. (11.3)

Lesson Purpose

Students will investigate the push and pull factors of Middle Eastern and North African immigration to the US and the nativist reaction.

Essential Questions

What were the push and pull factors of Middle Eastern and North African immigration to the US, and how did nativists react?

How has the concept of being white changed in the US over the last 350 years?

Materials

[US Census: 3.5 Million Reported Middle Eastern and North African Descent in 2020](#)

[WORKSHEET](#) for lessons 7B, 7C, 7D, 7E, 7F

[Middle Eastern and North African Immigrants in the United States](#)

[World 101: Middle East & North Africa: Religion Runs Deep in Middle East](#)

[World 101: Middle East & North Africa: Politicians Exploit Sunni-Shia Divide to Advance Agendas](#)

[World 101: Middle East & North Africa: Kurds Face Historical Oppression Across Region](#)

[World 101: Middle East & North Africa: Humanitarian Crises Prove Extremely Deadly](#) and [Region Home to Millions of Refugees, Internally Displaced Persons](#)

[World 101: Middle East & North Africa: Palestinian Refugees Unable to Return to Former Homes](#)

[ABC News: Islamophobia in America 20 years after 9/11](#)

[Unit 7 KWL Chart](#)

Vocabulary

Middle Eastern
9/11

North African
refugee

Armenian genocide

Lesson Steps

Step 1:

- As a class, ask students what they know about Middle Eastern and North African Americans. The abbreviation MENA is used by the census. As a class, use a group reading strategy to read [US Census: 3.5 Million Reported Middle Eastern and North African Descent in 2020](#) through Table 1 (approximately 25 percent down the page). As students read, they should take notes on the push and pull factors of MENA immigration. When the video is complete, as a class, have the students share their comments and note them on the [WORKSHEET](#) from the previous lesson. Also, as a class, find the ten most populous groups from Table 1 and make a note of them on the worksheet.
- As a class, use a group reading method such as round robin or popcorn to read [Middle Eastern and North African Immigrants in the United States](#) (through Figure 1). As the class reads, have students take notes on the three major waves of MENA immigration. When the reading is completed, have

students form pairs to check their notes. As a class, have pairs share their notes and add them to the worksheet. Remind students that *Islam* is the religion, and *Muslim* refers to the people who practice that religion.

Step 2:

- Form five groups of students in the following groups. As students read, they should take notes in order to create a poster that summarizes their reading. Students should include at least six summary points and answer the question, “What issues in this region could create push factors for immigration?”
 - [World 101: Middle East & North Africa: Religion Runs Deep in Middle East](#)
 - [World 101: Middle East & North Africa: Politicians Exploit Sunni-Shia Divide to Advance Agendas](#)
 - [World 101: Middle East & North Africa: Kurds Face Historical Oppression Across Region](#)
 - [World 101: Middle East & North Africa: Humanitarian Crises Prove Extremely Deadly and Region Home to Millions of Refugees, Internally Displaced Persons](#)
 - [World 101: Middle East & North Africa: Palestinian Refugees Unable to Return to Former Homes](#)
- When students have completed their posters, have the class walk the room gallery style and put their questions on sticky notes to place on the posters. As a class, have student groups present their posters, answer questions, and add information to the worksheet.

Step 3:

- Ask students what they know about Islamophobia and discrimination against Muslims or against people from Arab countries. Have students watch [ABC News: Islamophobia in America 20 years after 9/11](#) (video 7 minutes, 42 seconds). As students watch, they should take notes to answer the question, “Does Islamophobia still exist in the US today?” When students have completed the video, have them pair with another student to check their notes. Have pairs of students share with the class, and add the information to the worksheet.

Step 4:

- As a class, ask students this lesson’s questions, “What were the push and pull factors of Middle Eastern and North African immigration to the US, and how did nativists react?” and this unit’s question, “How has the concept of being white changed in the US over the last 350 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students read [Armenian American Action Network: Who are the Armenians?](#) and watch [FOX 11 Los Angeles: The History of Armenian Americans in California](#) (video 6 minutes, 4 seconds). As students read and watch the video, students should take notes on the stereotypes that were attributed to Armenian immigrants. Student notes should help them answer the questions, “How did Armenian stereotypes reflect Middle Eastern and North African American stereotypes? Where did they come from, and how did they lead to xenophobia in the US?” Students should write a long paragraph and be careful to cite their sources.

Additional Readings and Resources

[Armenian American Action Network: Who are the Armenians?](#)

WHITE AMERICANS

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

[FOX 11 Los Angeles: The History of Armenian Americans in California](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

[TED: What it's like to be a Muslim in America: Dalia Mogahed](#) (video 16 minutes, 16 seconds)

Ungor, Ugur, and Mehmet Polatel. *Confiscation and Destruction: The Young Turk Seizure of Armenian Property*. Bloomsbury Academic, 2011.

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Ethnic Studies Lesson 7G: White in America and the English

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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).

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)

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

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

Examine the contributions of the English to American culture, language, law, and religion, including their influence on political institutions, common law, and the English language. (7.5, 7.11, 8.1, 8.2, 10.2, 12.1)

Evaluate the lasting impact of English colonization and settlement in America, considering both positive and negative consequences for various groups, including Native Americans, African Americans, and immigrants. (5.4, 10.4)

Lesson Purpose

Students will research the contributions of the English to American culture, language, law, and religion.

Essential Questions

How have the English added to American culture, language, law, and religion?

Materials

[The Conversation: Why the idea that the English have a common Anglo-Saxon origin is a myth](#)

[Open Learn: English in the world: a very brief history of a global language](#)

[Cornell Law School: Magna Carta](#)

[National Archives: Magna Carta Legacy](#)

[UK Parliament: Bill of Rights 1689](#)

[MSNBC: Britain's Dark History of Racism and Brutality](#)

[Library of Congress: Religion and the Founding of the American Republic](#)

[What were the British origins of American constitutionalism?](#)

[How did the rights of Englishmen develop?](#)

[Unit 7 KWL Chart](#)

Vocabulary

Anglo-Saxon

English

Magna Carta

Bill of Rights

Protestant

Lesson Steps

Step 1:

- As a class, ask students what they know about the term *Anglo-Saxon*. Using a group reading strategy such as round robin or popcorn, have students read [The Conversation: Why the idea that the English have a common Anglo-Saxon origin is a myth](#). As students read, students should take notes on when the Anglo-Saxons lived and where they were originally from. Students should also ask the question, “What is the most appropriate name for Americans who came from Great Britain?”

Step 2:

- Ask students what contributions the English have made to American society. Form three student groups. Students will research their area in order to create a poster that includes at least six facts and appropriate citations. Students may have to use other websites to create their poster, but they should cite their work carefully.
- The English language: [Open Learn: English in the world: a very brief history of a global language](#) (video 3 minutes, 7 seconds)

- English law and political structure: [Cornell Law School: Magna Carta](#), [National Archives: Magna Carta Legacy](#), and [UK Parliament: Bill of Rights 1689](#)
- Religion: [Library of Congress: Religion and the Founding of the American Republic](#)
- When students have finished their research, students should walk the classroom gallery style and leave their questions on sticky notes on the posters. As a class, have student groups present their posters and answer questions.

Step 3:

- Ask students what they know about Great Britain's political culture. Have students watch [What were the British origins of American constitutionalism?](#) (video 3 minutes, 14 seconds) and [How did the rights of Englishmen develop?](#) (video 2 minutes, 6 seconds). As students watch, have them take notes on the British legal legacy.

Step 4:

- As a class, ask students this lesson's question, "How have the English added to American culture, language, law, and religion, as well as to ideas of political culture?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits, have students watch [CNBC: What is the special relationship?](#) (video 4 minutes, 43 seconds). As students watch, they should take notes on how American and British political life has similarities and differences. Their notes should also help them answer the questions, "How has a partially shared ethnic and political culture between the British and the US affected the foreign policy of both countries? How is America's influence both a good thing and a bad thing?" Students should write a long paragraph and cite their sources carefully.

Additional Readings and Resources

[CNN: Reagan and Thatcher: "Political Soulmates"](#)

Hackett Fischer, David. *Albion's Seed*. Oxford University Press, 1989.

[NATO, "The Atlantic Charter"—Declaration of Principles Issued by the President of the United States and the Prime Minister of the United Kingdom, August 14, 1941](#)

[Niall Ferguson: The 2004 TIME 100](#)

[Sean McMeekin: Review of Colossus by Niall Ferguson](#)

[Smithsonian Magazine: The Many Myths of the Term "Anglo-Saxon"](#)

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, chap. 2, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

[The Guardian: Britain is not America. But we too are disfigured by deep and pervasive racism](#)

[Thomas SowellTV, How the British common law made the difference](#) (video 2 minutes, 38 seconds)

["The White Man's Burden" Summary & Analysis by Rudyard Kipling](#)

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Ethnic Studies Lesson 7H: White in America and Change

TOPIC:

WHITE AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

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

Themes:

1. Identity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

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)

Lesson Purpose

Students will summarize their understanding of the concept of being white in the US and what ethnic and religious groups have been included in that definition in the past and today.

Essential Questions

How has the concept of being white changed in the US over the last 350 years?

Materials

[PBS: What is Racial Passing?](#)

[Lesson 7A WORKSHEET](#)

[Pew Research Center: Most Americans say the declining share of White people in the US is neither good nor bad for society](#)

[Unit 7 KWL Chart](#)

Vocabulary

white passing

Lesson Steps

Step 1:

- As a class, ask students what they know about *white passing*. Have students watch [PBS: What is Racial Passing?](#) (video 10 minutes, 5 seconds). While students watch, they should take notes on what have been the benefits of claiming white status.
- When students have finished watching, have them pair up to check each other's notes. Have pairs share their notes with the class.

Step 2:

- Ask students what they have learned about whiteness in America over time. What problems are there in discussing the social construct of whiteness? As a class, use a group reading strategy to read [Pew Research Center: Most Americans say the declining share of White people in the US is neither good nor bad for society](#) (Read the section "How the U.S. White population has changed over the decades" about halfway down the page.) As students read, have them take notes summarizing this information and theorizing any issues that might come up when talking about this data.
- When students have completed their reading, have them join with one other student to discuss their notes. As a class, have pairs share their notes. Help students to see that the categories for ethnicity have changed over time, and they may continue to change through 2030 and 2045. Also, racial mixing has become more common in the US and will probably become even more prevalent by 2030 and 2045. All of these factors make comparisons difficult.

Step 3:

- Have students read [CBS News: White House releases Census revision to include Middle Eastern or North African category](#). As students read, they should take notes on how this change will impact

the way Americans understand diversity and white in the US in 2030. When students have finished reading, as a class, have students share their notes.

Step 4:

- Remind students that their homework assignment for this unit will be completing an essay to address the question, “How has the concept of whiteness changed in the US over the last 350 years?” Post this thesis on the board: “White Americans are the majority in the US and have systematically kept other ethnic groups from obtaining their civil rights.” Ask students to work in pairs to bullet point a rebuttal to that thesis using the information from this unit. Answering the following questions may help students create their bullet items.
 - In what ways is this thesis correct?: “White Americans are the majority in the US and have systematically kept other ethnic groups from obtaining their civil rights.”
 - How has the construction and classification of being white changed over time?
 - How have some disadvantaged groups that were white-passing assimilated more quickly into American society and obtained the privileges of white society after a few generations?
 - What percentage of Americans are white, and is that category clear?
 - What groups within the white category have had their civil rights limited?
 - What might the percentage of the white population be in the future?
 - Who is responsible for ensuring civil rights for ethnic groups?
 - What measures of a democratic society can be used to ensure basic civil rights?
- Students should include this list of bullet points with their final essay for this unit.

Step 5:

- As a class, ask students this unit’s question, “How has the concept of being white changed in the US over the last 350 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

Ask students to complete an essay (five paragraphs or longer) summarizing their learning of “How has the concept of whiteness changed in the US over the last 350 years?” All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately. Students can use their pair’s list of bullet points from this lesson’s final assignment in the essay, and they should include the list of bullet points in their final submission.

Additional Readings and Resources

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

[CNN: Most People Think I’m White](#) (video 3 minutes, 54 seconds) (Some strong language.)

Hackett Fischer, David. *Albion’s Seed*. Oxford University Press, 1989.

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

Sowell, Thomas. *Conquests and Cultures*. Basic Books, 1998, 3-98.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 14-100.

[Thomas SowellTV, The Poorest People in America Are Whites](#)

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