

## Ethnic Studies Lesson 8A: Ethnic Studies Conclusion—Mixed Race

Topics: Conclusion

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

#### Themes:

- 1) Identity
- 4) Social Movements and Equity

#### 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)
- 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)

Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1b)

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

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

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

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

Analyze the impact of 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 research the growing population that identifies as mixed race in the US.

### Essential Questions:

*How does the growing group of Americans that identify as mixed race change civil rights issues in the future?*

*How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.*

### Materials:

[Pew Research Center: Multiracial in America](#)

8A: Support Essay Outline

### Vocabulary:

multiracial	thesis	conclusion
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### Lesson Steps:

- **Step 1:** As a class, let students know that 33.8 million people or 10.2% of the population identified as multiracial in the 2020 census. This was up from 9.0 million people in 2010 or 2.4% of the population. Print a copy of [Pew Research Center: Multiracial in America](#). Separate the reading into 8 groups by headings. Form 8 student groups. Students should highlight and take notes in their respective reading portions in order to become experts in that section. Student notes should help summarize their section and answer the question, “How do you believe that a growing multicultural population in the US will impact civil rights?”

When students have completed their reading, have groups share their notes and answers to the lesson’s question, “*How does the growing group of Americans that identify as mixed race change civil rights issues in the future?*” for their subject area.

- **Step 2:** Introduce the final essay question for this class, “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.” Let students know that they will be preparing their rough draft over this class and the next two classes, and that it will be a summary of their learning from KWL charts, unit essays and homework assignments.

During this class session students will work on the outline for their essay, the thesis, introduction and conclusion. Show students a 8A: Support Essay Outline. Depending on the level of class writing, students could also choose to write a more advanced essay by topic—housing, education, violence, citizenship, economic success, etc.—or by democratic methods—citizenship, voting rights, legislation, supreme court rulings, organizations, etc. Have students work on their outline and thesis and get teacher approval before continuing.

Ask students how the information on multi-racial trends in the U.S. could be used as part of their conclusion. What do these trends mean for the future?

- **Step 4:** As a class, ask students this lesson's question, "How does the growing group of Americans that identify as mixed race change civil rights issues in the future?" and this unit's question, "How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years?" Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America." Let students discuss at the end of the class in order to continue the discussion as they prepare for their essay writing. Encourage students to refer back to KWL charts and homework assignments for citations.

#### **Essential Question Assessment, Application, Action, and Reflection:**

Ask students to complete an essay (either nine paragraphs or longer) summarizing their learning of "How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America." All students should have access to the KWL charts for all units, previous unit essays, and homework assignments. All students should cite the sources of their information accurately. This is the first day of three that students will have to work on their essay.

#### **Additional Readings and Resources:**

None.

## Support Ethnic Studies 8A: Conclusion Essay

This is one possible outline format for the question: *How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.* Other essay outlines could be by topic—housing, education, violence, citizenship, economic success, etc.—or by democratic methods—citizenship, voting rights, legislation, supreme court rulings, organizations, etc. Present your outline to the teacher for approval before continuing.

### I. Introduction:

- a. Explanation of the topic
- b. Thesis statement

### II. Body Paragraphs

#### A. Native Americans

- a. Topic sentence
- b. Evidence of civil rights effectiveness and democratic measures
- c. Conclusion

#### B. Latino / Hispanic Americans

- a. Topic sentence
- b. Evidence of civil rights effectiveness and democratic measures
- c. Conclusion

#### C. African Americans

- d. Topic sentence
- e. Evidence of civil rights effectiveness and democratic measures
- f. Conclusion

#### D. Asian Americans

- d. Topic sentence
- e. Evidence of civil rights effectiveness and democratic measures
- f. Conclusion

#### E. Jewish Americans

- g. Topic sentence
- h. Evidence of civil rights effectiveness and democratic measures
- i. Conclusion

#### B. Counter Argument and rebuttal on whiteness in America

- g. Topic sentence
- h. Evidence of civil rights effectiveness and democratic measures
- i. Conclusion

### III. Conclusion

- a. Restatement of Thesis
- b. Restate main points from the body
- c. Make a point with the ending

## Ethnic Studies Lesson 8B: Ethnic Studies Conclusion—Food

**Topics:** Conclusion

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

#### Themes:

- 1) Identity
- 4) Social Movements and Equity

#### 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)
- 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)

Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1b)

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

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

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

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

Analyze the impact of 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 research how U.S. immigrant food scarcity, production, and offerings reflect cultural diversity.

**Essential Questions:**

How does U.S. immigrant food scarcity, production and offerings reflect U.S. cultural diversity?  
How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.

**Materials:**

- [Pew Research Center: Multiracial in America](#)
  - [Immigrant food: Food Insecurity Among Immigrants in the US](#)
  - [Migration Policy Institute: The Essential Role of Immigrants in the US Food Supply Chain](#)
- 8B: Support Essay Outline

**Vocabulary:**

Politics of food	Food scarcity	diverse
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● **Step 1:** As a class, ask students if they believe that the U.S. is the most ethnically diverse country in the world. Have students write down a thesis on their own. Have students read quietly on their own, [Pew Research: The most \(and least\) culturally diverse countries in the world](#). While students read, have them take notes on evidence that proves or disproves their thesis. As a class, when students have completed their reading, have students share their results. Are the results surprising or expected? How might other countries handle ethnic diversity? What might be issues in other countries? (e.g., civil rights, access to education, housing, voting, legislation, power)  
Ask students “How might food be a mirror for ethnic diversity, civil rights and tolerance?” Separate the class into two groups. Each group should take notes in their area in order to answer that question.

- [Immigrant food: Food Insecurity Among Immigrants in the U.S.](#)
- [Migration Policy Institute: The Essential Role of Immigrants in the U.S. Food Supply Chain](#)

When students have completed their reading, have the two groups present their findings. Ask students if information about food as an example of diversity in the U.S. could be used in their essay introduction or conclusion.

If possible, let students know that the class will be holding a diverse ethnic food day for the last day of class (lesson 8D). The class can coordinate dishes, or the food can be provided through another school organization if students are not allowed to bring home-cooked items.

● **Step 2:** Continue working on the final essay question for this class, “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument

and rebuttal about whiteness in America.” Let students know that they will be preparing their rough draft over this class and the next class, and that it will be a summary of their learning from KWL charts, unit essays and homework assignments.

During this class session students will work on the body paragraphs of their essay. Show students the 8A: Support Essay Outline. Depending on the level of class writing, students could also choose to write a more advanced essay by topic—housing, education, violence, citizenship, economic success, etc.—or by democratic methods—citizenship, voting rights, legislation, supreme court rulings, organizations, etc. Have students access their end of unit essays in order to create the topic sentences for each of their 5 body paragraphs. Students can also fill in their outlines with evidence from their essays that support their topic sentences and conclusions.

Have students share their topic sentences and evidence outline with the teacher for approval before the end of class.

- **Step 4:** As a class, ask students this lesson’s question, “How does U.S. immigrant food scarcity, production and offerings reflect U.S. cultural diversity?” and this unit’s question, “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.” Let students discuss at the end of the class in order to continue the discussion as they prepare for their essay writing. Encourage students to refer to KWL charts and homework assignments for citations.

### **Essential Question Assessment, Application, Action, and Reflection:**

Ask students to complete an essay (either nine paragraph or longer) summarizing their learning of “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.” All students should have access to the KWL charts for all units, previous unit essays, and homework assignments. All students should cite the sources of their information accurately. This is the first day of three that students will have to work on their essay.

### **Additional Readings and Resources:**

[Five Documentaries About How Immigrants Have Shaped U.S. Food Culture](#)

### **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 8C: Conclusion—The Essay

**TOPICS:**

CONCLUSION

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

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

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*Themes:*

1. Identity
2. Social Movements and Equity

*Values and Principles:*

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

## California English and Social Science Standards Alignment

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

**Reading**—Informational Text (RI.11-12)

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**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)

Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (W.11-12.1b)

## CONCLUSION

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

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

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

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

Analyze the impact of 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

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Students will summarize and evaluate their learning regarding the effectiveness of civil rights measures for different ethnic groups in the U.S.

## Essential Questions

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*How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.*

## Materials

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[Cabrini University: Counterargument and Rebuttal](#)

[Sample essay outline](#)

## Vocabulary

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counter-argument

rebuttal

## Lesson Steps

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### ***Step 1:***

- Remind students that their essay should contain a counter argument and rebuttal. As a class, read [Cabrini University: Counter-Argument and Rebuttal](#). As students listen, they should take notes on how they would determine a counterargument to their thesis.
- When the reading is complete, have the students meet in pairs. Students should help each other look at their essay thesis and determine if it has a problem, disadvantage or alternative explanation. Once that is done, pairs should help each other state a cage against their thesis and then create a rebuttal that re-affirms their argument.

## CONCLUSION

- Remind students of their Unit 7 essay on whiteness in America. That essay may provide a topic sentence, evidence and conclusions for a counterargument. The questions from that end-of-unit exercise might also help. They can be found again here.
  - In what ways is this thesis correct, “White Americans are the majority in the U.S. and have systematically kept other ethnic groups from obtaining their fair share of civil rights”?
  - How has the construct and classification of being white changed over time?
  - 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 present their counterargument and rebuttal to the teacher for approval before the end of class.

### *Step 2:*

- Continue working on the final essay question for this class, “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.” Let students know that this is their last class period to prepare their essay. It is due during the next class period. This will be a summary of their learning from KWL charts, unit essays and homework assignments.
- During this class session students will continue to work on their essay. Show students a [sample essay outline](#). Depending on the level of class writing, students could also choose to write a more advanced essay by topic—housing, education, violence, citizenship, economic success, etc.—or by democratic methods—citizenship, voting rights, legislation, supreme court rulings, organizations, etc.
- Students should carefully check their citations and use peer editing where helpful to check for citing their sources.

### *Step 3:*

- As a class, ask students this unit’s question, “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.”

## Essential Question Assessment, Application, Action, and Reflection

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Ask students to complete an essay (either nine paragraphs or longer) summarizing their learning of “How effective have civil rights measures been for different ethnic groups in the United States over the last 400 years? Include measures of a democratic society that were used to improve civil rights as well as a counterargument and rebuttal about whiteness in America.” All students should have access to the KWL charts for all units, previous unit essays, and homework assignments. All students should cite the sources of their information accurately.

## Additional Readings and Resources

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Anderson, William L., and David Kiriazis. “Rents and Race: Legacies of Progressive Politics.” *The Independent Review* 18 (1): 115-133, 2013.

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

## CONCLUSION

David E. Bernstein & Ilya Somin “Judicial Power & Civil Rights Reconsidered,” George Mason University School of Law Working Paper Series, Paper 9, 2004. <https://law.bepress.com/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1008&context=gmulwps>

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

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

Sowell, Thomas, The Poorest People in America Are Whites, Thomas Sowell TV. <https://www.youtube.com/watch?v=oGvn9YedVnU>

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

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## **Ethnic Studies Lesson 8D: Ethnic Studies Conclusion—The Final Day**

While students submit their final essay, consider the following methods of concluding the class.

- Enjoy a multicultural food day that celebrates many of the ethnicities that have been studied,
- Highlight the student work from the semester including timelines, posters, galleries, and slideshows. Consider using a larger space,
- Invite other classes or student families to the celebration,
- Invite a guest speaker,
- Have students share their essays or conclusions,
- Invite students to share their opinion of the class. Make a unique student survey asking students what parts of the course could be improved, what parts did they enjoy, and what were their main takeaways.
- As a teacher, share feedback with your school administration and the curriculum creators.