



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

**TOPIC:**  
CONCLUSION

**GRADE LEVELS:**  
11-12

**TIME:**  
1½ HOURS

## 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)

## 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 research the growing population that identifies as mixed race in the US.

## Essential Questions

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*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

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

[Sample essay outline](#)

## Vocabulary

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multiracial

thesis

conclusion

## Lesson Steps

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

- As a class, let students know that 33.8 million people, or 10.2 percent of the population, identified as multiracial in the 2020 census. This was up from 9 million people in 2010, or 2.4 percent of the population. Print a copy of [Pew Research Center: Multiracial in America](#). Separate the reading into eight groups by headings. Form eight student groups. Students should highlight and take notes on 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?”

## CONCLUSION

- 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 [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. Have students work on their outline and thesis and get teacher approval before continuing.
- Ask students how the information on multiracial trends in the US could be used as part of their conclusion. What do these trends mean for the future?

### *Step 3:*

- 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 share 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

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Ask students to complete an essay (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.

**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.

## Support Ethnic Studies 8A: Conclusion Essay

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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.

### 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

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

#### D. Asian Americans

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

#### E. Jewish Americans

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

#### F. Counterargument and Rebuttal on Whiteness in America

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

### III. Conclusion

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