

# Integrating Ethnic Studies in Social Studies Curriculum

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## Abstract

- Traditional social studies curriculum in the K-12 system is Eurocentric.
- Black-and-white version of history impacts people of color from ethnic backgrounds that are not equally represented in the curriculum.
- Impact of this subject matter on individuals in a predominantly Latino community.
- Reframing curriculum to be more multicultural.

## Purpose

- Determine how schools can improve social studies curriculum to be more culturally relevant and inclusive to the experiences of marginalized/underrepresented communities of color.

## Method

- 9-question survey to gauge their experiences as high school students in their US history classes.
- Likert-scale - responses ranged from levels 1 to 5. Level 1 = strongly disagree and level 5 = strongly agree.
- Ages 18-55, most college-educated and from diverse ethnic backgrounds
- Educator and student interviews on their experiences / current classroom environment/attitudes.
- All responses remained anonymous.

## Action Justification / Actions

Option	Special Requirements	Time Required	Access
Ethnic Studies Course	High	High	Low
Ethnic Studies incorporation into SS curriculum	Medium	Medium	Low
Ethnic Studies club	Medium/Low	Medium	Low.

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 GRADE LEVEL: 11th  
 CONTENT AREA: Social Studies / History

**Standards:**  
 CA Content Standard Social Science 11.10.5  
 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities

CCSS ELA-Literacy RH 11-12.9  
 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Objective:** Students will be able to compare and contrast the purpose, goals and methods of resistance used in the African American Civil Rights Movement and the Chicano Movement. Using their textbook, *The Americans*, video clips and additional readings provided by the teacher, students will be creating a PowerPoint, Google Slides or Prezi presentation in small groups to describe the similarities and difference of both movements.

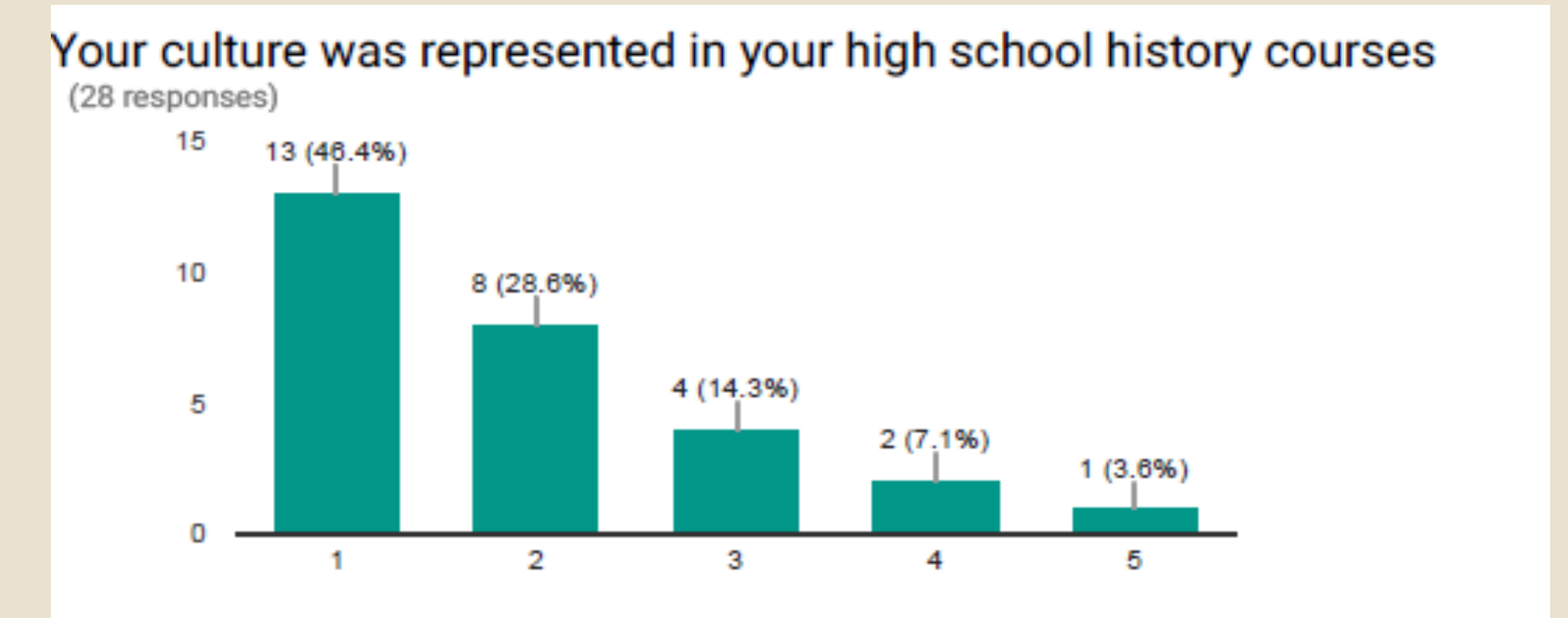
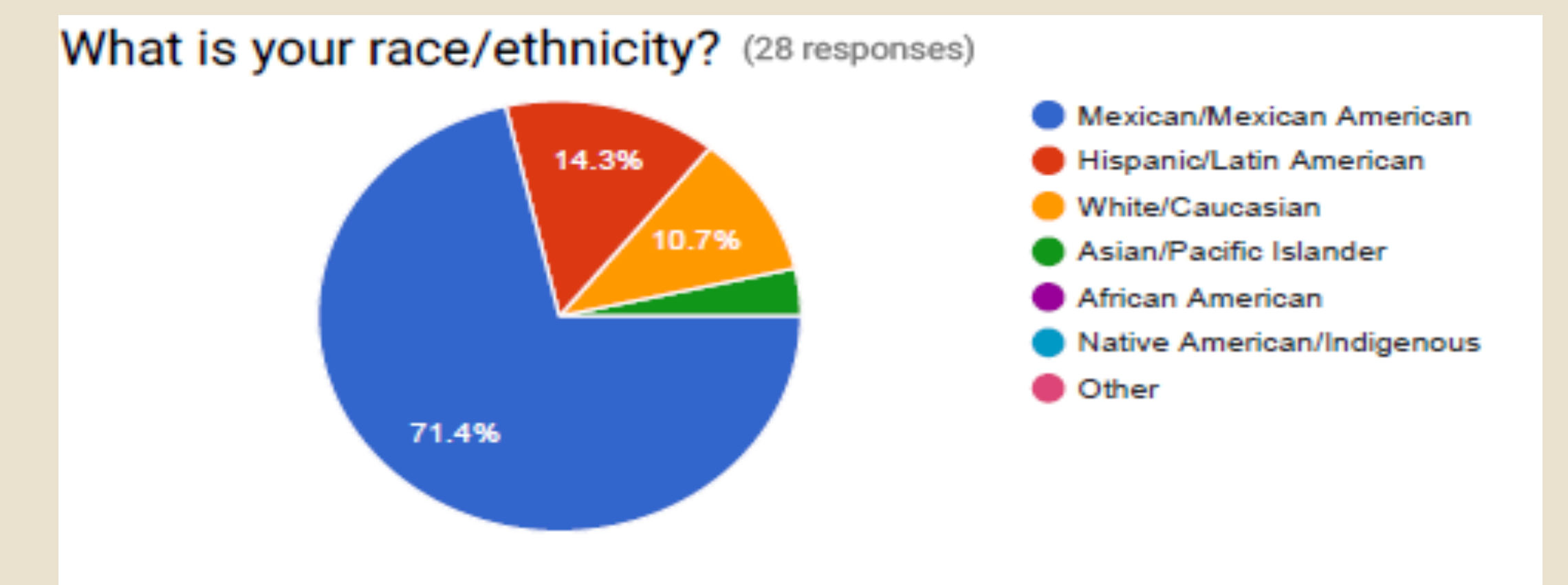
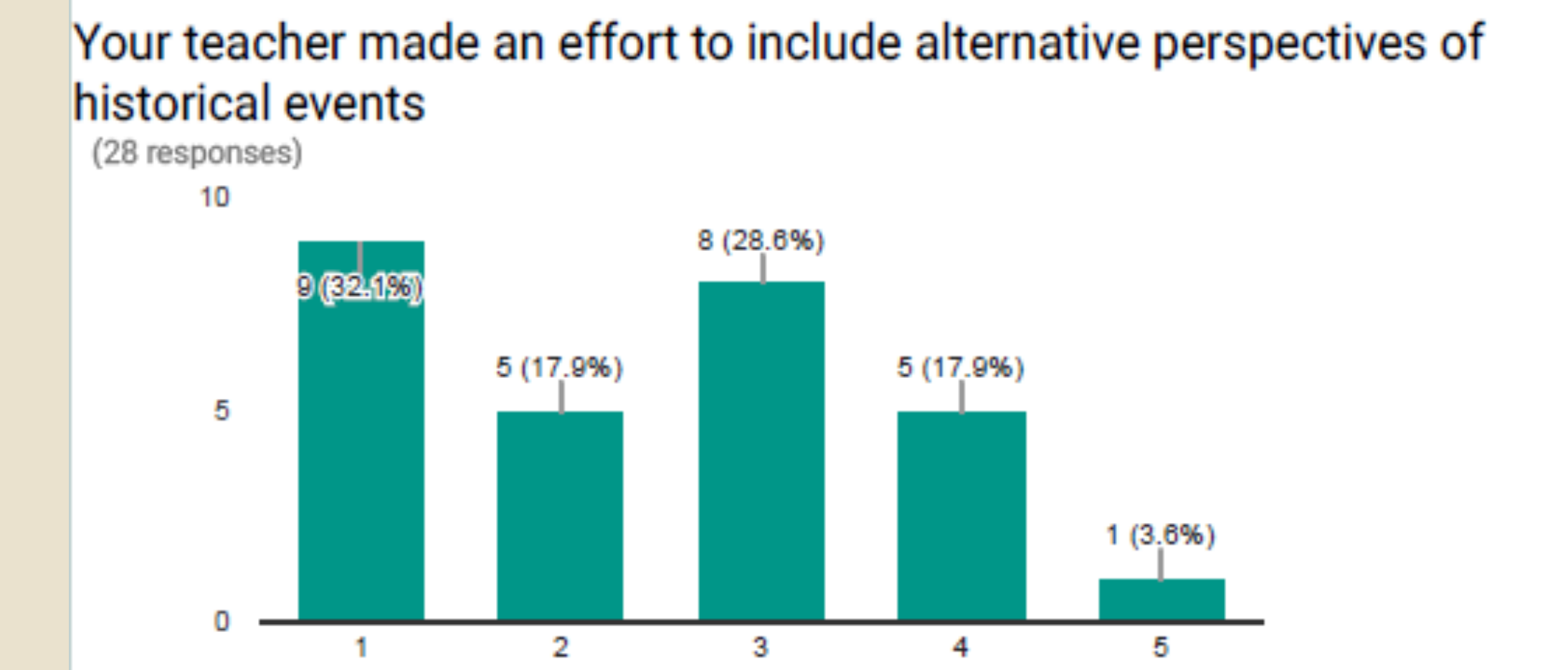
**Background Knowledge:**  
 Throughout the unit on Social Movements, students have been exposed to the foundations of the Civil Rights Movement and Chicano movement through lecture and videos presented in class.

**Materials/Resources:**

- *The Americans* by Holt McDougal publishers
- "Chicano! PBS Documentary Fighting for Political Power" - youtube ([https://www.youtube.com/watch?v=EaW\\_IJ67ps](https://www.youtube.com/watch?v=EaW_IJ67ps))
- "The Civil Rights Movement: A Cultural Revolution" - (<https://www.youtube.com/watch?v=KqywhVkJI-A>)
- Excerpts from *Occupied America: A History of Chicanos* (Acuña), *The New Chicanos* p.333-339
- *Mexicanos: A History of Mexicans in the US* (Gonzales) - Chapter 8: *The Chicano Movement*

**How is this a social justice lesson:**  
 Students will be able to learn about a series of historical events that impacted society and civil rights in the United States for two marginalized and disenfranchised communities. By studying the resistance movements and identifying common goals and parallels of both events, students will be relating the events to struggles faced by African American and Latino communities in modern society.

## Results



## Conclusions

- Current system lacks focus on diverse experiences.
- No exposure until later in life, limited or selective access to college.
- Diverse perspectives provide critical thinking and meaningful experience.
- Reclaiming cultural identity through education.

## References

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