



Ethnic Studies Lesson 1G: Introduction—White Supremacy, Part 2

TOPIC:
INTRODUCTION

GRADE LEVELS:
11-12

TIME:
1½ HOURS

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

Theme:

3. Systems of Power

Values and Principles:

4. Critique empire building in history and its relationship to white supremacy, racism, and other forms of power and oppression.
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)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)

Writing—(W.11-12)

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)

Lesson Purpose

Students will research the roots and legacy of white supremacist thought in the US.

Essential Questions

What are the roots of white supremacist thought, and what continues to be its legacy?

Why is studying American history through ethnicity important?

Materials

[CNN: The KKK: Its history and lasting legacy](#)

[Brookings Institute: White nationalism remains major concern for voters of color](#)

[Anti-Defamation League: Hate Beyond Borders: The Internationalization of White Supremacy](#)

[Anti-Defamation League: Hate on Display, Hate Symbols Database](#)

[NBC: White supremacist propaganda produced by US hate groups is spreading—and working](#)

[Civic Online Reasoning: Sort Fact from Fiction Online with Lateral Reading](#)

[KWL Chart](#)

Vocabulary

KKK	white nationals	white supremacy culture propaganda
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Lesson Steps

Step 1:

- As a class, let students know that white supremacist thought is subtle, but sometimes it has been manifested in specific groups that promote its agenda. What do students already know about the Ku Klux Klan? Have students watch [CNN: The KKK: Its history and lasting legacy](#) (video 7 minutes, 12 seconds). As students watch, have them take notes on who the KKK were and how their ideals are based on white supremacist thinking. Do students notice any white supremacist thinking that is similar to what they hear today in the US and around the world?
- When students have finished watching, ask students to pair with another student and share their notes. As a class, have students share their notes. Make sure students note the years of the white supremacist violent actions at the end of the video. Students should also note the symbols used by the white power groups and their similarity to the KKK symbols.

Step 2:

- Ask students if they are aware of groups that promote white supremacy today. Have students form four groups. As students research their area, they should create a five-slide slideshow using the technology of the class's choice. (information on programs can be found in Lesson 1A: Teacher Resources). The slideshow should include a definition of their topic as well as examples. Students should cite their information carefully.

INTRODUCTION

- White nationalism: [Brookings Institute: White nationalism remains major concern for voters of color](#)
 - White supremacy around the world: [Anti-Defamation League: Hate Beyond Borders: The Internationalization of White Supremacy](#)
 - White supremacist symbols: [Anti-Defamation League: Hate on Display, Hate Symbols Database](#)
 - White supremacist propaganda: [NBC: White supremacist propaganda produced by US hate groups is spreading—and working](#)
- When students have completed their research, as a class, have them present their slideshows to the class.

Step 3:

- Let students know that white supremacist, or alt-right as it is often called, propaganda is often difficult to determine. Introduce students to lateral reading for fact-checking. Have students watch [Civic Online Reasoning: Sort Fact from Fiction Online with Lateral Reading](#) (video 3 minutes, 47 seconds). As students watch, they should take notes on three techniques that can be helpful in order to fact-check laterally.
- When students have completed listening to the video, have each student pair up with another student to check their notes. As a class, have pairs of students share their notes with the class and create a class list on the board of the steps to lateral fact-checking.

Step 4:

- As a class, ask students this lesson's questions, "What are the roots of white supremacist thought, and what continues to be its legacy?" and this unit's question, "Why is studying American history through ethnicity important?" 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 use [The Conversation: Fueled by virtually unrestricted social media access, white nationalism is on the rise and attracting violent young white men](#) or [ACLU: United Nations Experts Urge Officials to Confront Institutional Racism After First U.S. Fact-Finding Visit Since Murder of George Floyd](#) in order to conduct lateral fact-checking. Use the points for fact-checking brought up in class in order to answer these questions in a short paragraph:

- What steps did you take to determine if this is a reliable website or not?
- Does this website have a particular agenda? Is that agenda easily found?
- Who funds this website? Does that impact its message?

Additional Readings and Resources

[ACLU: United Nations Experts Urge Officials to Confront Institutional Racism After First U.S. Fact-Finding Visit Since Murder of George Floyd](#)

Bernstein, David E., and 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>

[The Conversation: Fueled by virtually unrestricted social media access, white nationalism is on the rise and attracting violent young white men](#)

INTRODUCTION

Fredrickson, George M. *Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914*. Harper, 1971.

Fredrickson, George M. *White Supremacy: A Comparative Study of American and South African History*. Oxford University Press, 1982.

Marshall, Jonathan. "William Graham Sumner: Critic of Progressive Liberalism." *Journal of Libertarian Studies* 3, no. 3 (1979): 261-277. https://cdn.mises.org/3_3_2_0.pdf

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

[NYTN: Prepare to have your mind blown: The REAL history of the KKK](#) (video 17 minutes, 35 seconds)

Reilly, Wilfred. *Lies My Liberal Teacher Told Me: Debunking the False Narratives Defining America's School Curricula*. Broadside Books, 2024, 184-201.

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

Roback, Jennifer. "Racism as Rent-Seeking." *Economic Inquiry* 27 (October 1989): 661-681.

Saunders, Daniel G. "The Nazis Weren't 'White Supremacists' and Why It Matters." *The Times of Israel*, June 3, 2024. <https://blogs.timesofisrael.com/the-nazis-werent-white-supremacists-and-why-it-matters/>

Zwolinski, Matt. "Social Darwinism and Social Justice: Herbert Spencer on Our Duties to the Poor." *Institute on Law and Philosophy* 188 (2015). https://digital.sandiego.edu/law_philosophy_scholarship/188/

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 1B: 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.

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