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 **JOHNS HOPKINS**
SCHOOL of EDUCATION

Analyzing Inclusion of Latino Contributions in U.S. History Curricula for High School



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UnidosUS is a nonprofit, nonpartisan organization that serves as the nation's largest Hispanic civil rights and advocacy organization. Since 1968, we have challenged the social, economic, and political barriers that affect Latinos through our unique combination of expert research, advocacy, programs, and an [Affiliate Network](#) of nearly 300 community-based organizations across the United States and Puerto Rico. We believe in an America where economic, political, and social progress is a reality for all Latinos, and we collaborate across communities to achieve it.

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The Institute for Education Policy (IEP) at Johns Hopkins University aims to help America's school children reach their full potential. IEP believes that partnerships between educators, school leaders, and education researchers are necessary to advance excellence and equity for all of America's children. The Institute operates on the understanding that education policy must be informed both by real-world conditions and also by excellent research; that it is possible to translate the technical vocabularies of research into a language that is accessible and useful to policy experts, principals, teachers, and parents; that in our richly diverse nation, education must be driven and sustained by evidence about what works and what does not.

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Analyzing Inclusion of Latino Contributions in U.S. History Curricula for High School

May 2023

EXECUTIVE SUMMARY

In fall 2022, the [Johns Hopkins Institute for Education Policy](#) (the Institute) and [UnidosUS](#), the largest Latino civil rights organization in the country, designed a project to better understand the representation of Latinos in U.S. History textbooks for high school.

Recent years have brought increased awareness that students learn best when they see themselves reflected in curricular materials and classroom instruction.^{*} Learning about the experiences and contributions of diverse groups of people has pronounced benefits for all students, as well.[†]

The United States' classrooms now include nearly 14 million Latino students, representing more than a quarter of the 50.8 million K-12 public school students.[‡] Are these young people and their classmates learning about the contributions and experiences of their ancestors in their history classes? Are seminal moments from Latino heritage included in their textbooks? What variability is there among commonly used materials? This project constitutes a first step in learning about the extent, quality, and variety of classroom content that reflects the contributions and experiences of the Latino community.

The project required: 1) the determination of ten seminal content areas, developed by UnidosUS and the organization's network of professors and specialists; 2) the design of a rubric for review, based on the Institute's Knowledge Map™ quality measures and further calibrated to the UnidosUS content; and 3) the selection of textbooks for review based on demographic criteria and available data. This report is based on a careful analysis of five high school U.S. History textbooks and one AP U.S. History book, all of which are commonly used in seven states. We focused on textbooks because they anchor classroom instruction across the country.

Throughout our report, the data are represented in colors that reflect their scores. The key is below.

KEY	2.5-3	2-2.49	1.5-1.99	1-1.49	0.01-.99	0
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The key is consistent throughout the report. Burgundy indicates a null finding (i.e., knowledge topic was not present), and the dark green and deep red reflect high to low scores.

* See, for instance, Chiefs for Change, "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials" (Washington, DC: Chiefs for Change, February 2019), <https://chiefsforchange.org/wp-content/uploads/2019/02/CFC-HonoringOrigins-FINAL.pdf>.

† Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo, "How Racially Diverse Schools and Classrooms Can Benefit All Students" (Washington DC: The Century Foundation, February 2016), <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>.

‡ Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009-10 and 2020-21; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, through 2030. See *Digest of Education Statistics 2021*, table [203.50](#).

Our key findings include:

Finding 1: Variation between coverage of seminal content areas, across all books

COVERAGE	Seminal Content 8, U.S. Purchases and Foreign Policy in Latin America (1819-2019), received the most extensive content coverage (1.4 out of 3).
	Seminal Content 9, Hispanic/Latino Firsts (1821-present), received the thinnest amount of content coverage (0.1 out of 3).
	<i>About 13% of the individual knowledge topics measured in the study were covered in depth, on average, by the textbooks. The rest were not covered or were often covered in less than five sentences.</i>

Finding 2: Variation in the balance between inequality and agency (and missed opportunities)

BALANCE	Seminal Content 6, the Civil Rights Movement, was described, on average, with the most balance between discussion of inequality faced and agency shown by Latinos.
	<i>For some topics, there was significant variation in the level of balance present in the textbooks' discussions, representing a possible opportunity for additional comprehensiveness.</i>

Finding 3: The AP U.S. History textbook was well-written.

LANGUAGE	The AP U.S. History textbook was the best-written textbook in terms of strong verbs, complex sentence structure, and engagement.
	<i>While we applaud the strength of this book, we wish all high school students had access to this level of excellence.</i>

Finding 4: The AP U.S. History textbook provided opportunities for deeper engagement.

UNIVERSAL QUESTIONS	The AP U.S. History textbook also invited the reader to explore universal questions far more frequently than did others.
	<i>While we applaud the strength of this book, we wish all high school students had access to this level of excellence.</i>

Finding 5: The textbooks offered few authentic primary sources that reflect the Latino experience.

AUTHENTICITY	<i>The textbooks included very different amounts of authentic literary and visual images that pertain to the Latino experience (from 9 sources to 84).</i>
	The book with 84 images scored the second-lowest quality on our authenticity metric.



This study comes at a fraught time in U.S. education and, indeed, in the country's political space more broadly. This contentious context makes raising the question of content and inclusion risky—but even more urgent. As national member organization Chiefs for Change wrote in their 2019 policy brief, *Honoring Origins and Helping Students Succeed*:

America's schools must give all children opportunities to see themselves in the content they learn, while also developing their knowledge about the people, places, ideas, and events that have shaped the human experience. Honoring the diversity of America's students cannot mean sacrificing quality teaching or abandoning challenging, standards-aligned approaches to literature, math, history, and science. Cultural relevance should be a tool used to increase student engagement, not to decrease academic rigor.*

We agree. This project is only the beginning, but there are concrete steps that various actors in the educational system should take right now. Perhaps the most important is the acknowledgement by the educational system, writ large, that current Latino-focused content in history and social studies textbooks—and by implication curricula—fall far short of what should be required in a country where the proportion of the Hispanic population is expected to grow to 29% by 2050.†

While we provide detailed recommendations for specific actors in the education system, we urge policymakers and practitioners as a whole to take the following steps:

1. *Prioritize the teaching of social studies throughout the K-12 journey.*
2. *Prioritize high-quality social studies materials that are both content-rich and inclusive of diverse peoples' experiences and contributions.*
3. *Ensure curriculum-aligned professional development.*
4. *Where social studies materials are found lacking, use well-curated resources to ensure inclusivity and high quality.*

* Chiefs for Change, "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials," i and ii.

† Jeffrey S. Passel and D'Vera Cohn, "U.S. Population Projections: 2005:2050," Pew Research Center, February 11, 2008, <https://www.pewresearch.org/hispanic/2008/02/11/us-population-projections-2005-2050/>, Table 1.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	iv
INTRODUCTION	1
DEFINITION OF TERMS	2
<i>Background Research</i>	2
WHY CURRICULUM MATTERS	3
WHY IDENTITY MATTERS	6
SIGNPOSTS FROM THE FIELD	8
SUMMARY	10
METHODOLOGY	11
SEMINAL CONTENT AREAS	11
<i>Rubric for Review</i>	12
<i>State and Textbook Selection</i>	15
<i>Textbook Selection</i>	17
<i>Project Limitations</i>	18
FINDINGS	19
OVERVIEW OF KEY FINDINGS	19
FINDINGS BY METRIC	19
<i>Extent and Depth of Coverage</i>	20
<i>Balanced Discussion of Inequality and Agency</i>	22
<i>Language</i>	24
<i>Authenticity</i>	25
<i>Universal Questions</i>	26
DISCUSSION AND RECOMMENDATIONS	28
RECOMMENDATIONS	28
FINAL THOUGHTS	32
REFERENCES	33

APPENDICES	37
APPENDIX A: DEPTH OF COVERAGE BY SEMINAL CONTENT AREA	37
<i>Seminal Content 1: Spanish Exploration</i>	<i>37</i>
<i>Seminal Content 2: Mexican-American War</i>	<i>39</i>
<i>Seminal Content 3: Spanish-American War (1898)</i>	<i>42</i>
<i>Seminal Content 4: The Panama Canal and Zone (1850-present)</i>	<i>45</i>
<i>Seminal Content 5: Twentieth-Century Latino Legal Cases (1947; 1954; 1966; 1974; 1975; 1982)</i>	<i>47</i>
<i>Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)</i>	<i>49</i>
<i>Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)</i>	<i>51</i>
<i>Seminal Content 8: American Purchases and Foreign Policy in Latin America (1819-2019)</i>	<i>53</i>
<i>Seminal Content 9: Hispanic/Latino Firsts (1821-present)</i>	<i>55</i>
<i>Seminal Content 10: Immigration Issues and Current Events (1920s-present)</i>	<i>57</i>
APPENDIX B: DEPTH OF COVERAGE AVERAGES, RANKED BY KNOWLEDGE TOPICS	60
<i>Seminal Content 1: Spanish Exploration</i>	<i>60</i>
<i>Seminal Content 2: Mexican-American War</i>	<i>61</i>
<i>Seminal Content 3: Spanish-American War (1898)</i>	<i>62</i>
<i>Seminal Content 4: The Panama Canal and Zone (1850-present)</i>	<i>63</i>
<i>Seminal Content 5: Twentieth-Century Latino Legal Cases (1947; 1954; 1966; 1974; 1975; 1982)</i>	<i>64</i>
<i>Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)</i>	<i>65</i>
<i>Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)</i>	<i>66</i>
<i>Seminal Content 8: American Purchases and Foreign Policy in Latin America (1819-2019)</i>	<i>67</i>
<i>Seminal Content 9: Hispanic/Latino Firsts (1821-present)</i>	<i>68</i>
<i>Seminal Content 10: Immigration Issues and Current Events (1920s-present)</i>	<i>69</i>
APPENDIX C: INSTRUCTIONAL RESOURCES	70
Textbooks	70
Websites	71
APPENDIX D: UNIDOS US ADVISORS	71
ACKNOWLEDGEMENTS	72

INTRODUCTION

In fall 2022, the [Johns Hopkins Institute for Education Policy](#) (the Institute) and [UnidosUS](#), the largest Latino civil rights organization in the country, designed a project to better understand the representation of Latinos in U.S. History textbooks for high school.



Recent years have brought increased awareness that students learn best when they see themselves reflected in curricular materials and classroom instruction.* Well before the country's current political-cultural debates, scholars such as Gloria Ladson-Billings found positive impacts on student learning when their history, culture, and background are included in the curriculum. Honoring students' culture helps them find their place in the larger society.† Learning about the experiences and contributions of diverse groups of people has pronounced benefits for all students, as well.‡

As a result of that body of work, there have been efforts to ensure better representation of the African American experience in the K-12 classroom. This project seeks to broaden those efforts to include the Latino experience as well. Currently, we simply do not know about the extent, quality, and variety of classroom content that reflects the contributions and experiences of the Latino community.

This work is urgent: our classrooms include nearly 14 million Latino students, representing more than a quarter of the 50.8 million K-12 public school students.§ Are these young people and their classmates learning about the contributions and experiences of their ancestors in their history classes? Are seminal moments from Latino heritage included in their textbooks? What variability is there among commonly used materials?

The Institute has analyzed more than 70 different Social Studies and English Language Arts (ELA) curricula used in public, private, and charter school classrooms across the United States. Our research team conducts these analyses using both a proprietary Knowledge Map™ analysis and also partner-specific, custom research. The Knowledge Maps™ quantify the topical content and quality of every student-facing resource in K-12 curricula in these two subjects; the custom research projects include support for publishers in the development process and crosswalks with state or national standards.

* Chiefs for Change, "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials," Chiefs for Change, February 2019, <https://chiefsforchange.org/wp-content/uploads/2019/02/CFC-HonoringOrigins-FINAL.pdf>.

† Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo, "How Racially Diverse Schools and Classrooms Can Benefit All Students," The Century Foundation, February 2016, <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>.

‡ Wells, Fox, and Cordova-Cobo, "How Racially Diverse Schools and Classrooms Can Benefit All Students."

§ Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 2009-10 and 2020-21; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, through 2030. See *Digest of Education Statistics 2021*, table [203.50](#).

The UnidosUS project worked in the opposite direction. Instead of quantifying all content in a given textbook as is customary for our Knowledge Maps™, here the Institute searched explicitly for the presence, depth, tone, and authenticity of seminal moments—events, people, and/or topics—representing Latino contributions to U.S. History. Our test cases: five U.S. History textbooks for grades 9-12 and one for AP U.S. History.

Our team examined student-facing materials to analyze the presence, depth, tone, and authenticity of the seminal Latino topics identified using a rubric developed for this project.

The resulting high-level findings allow us to address such important questions as:

- How are Latinos depicted in the analyzed resources?
- Do textbooks share similar strengths and weaknesses in how they portray the Latino role in the American story? Are some seminal content areas generally covered better than others?
- Which connections can be made between this analysis and the Institute’s existing Knowledge Map™ analyses?
- Where should the field focus next-step research and policy going forward?

The results of the study can be used to inform efforts to support changes to existing curricula, reframe how the Latino-American contribution to the United States is taught in K-12 schools, and inspire an understanding of the unique role Latinos play in U.S. History.

DEFINITION OF TERMS

The terms “Hispanic” and “Latino” are used interchangeably by the U.S. Census Bureau and throughout this document to refer to persons of Mexican, Puerto Rican, Cuban, Central and South American, Dominican, Spanish and other Hispanic descent; they may be of any race. This document may also refer to this population as “Latinx” to represent the diversity of gender identities and expressions that are present in the community.

BACKGROUND RESEARCH

The project rests on two assumptions that draw on related bodies of research: first, the formal curriculum used by classroom teachers influences students’ academic achievement—for better or worse; second, all students need to see themselves reflected in classroom content, while also needing exposure to entirely new worlds. Let’s examine each in turn and then together.

WHY CURRICULUM MATTERS

High-performing school systems around the world require students to master *serious academic content* in the major subjects. Routine encounters with cognitively challenging materials have been shown to boost student learning and close achievement gaps.* As but one example, when Chicago Public Schools implemented the academically rigorous International Baccalaureate Diploma Program in thirteen of its low-performing high schools in 1997, students who went through all four years were *40% more likely* to attend college than their peers. Why? The rigorous four-year program enabled students to develop a “strong academic identity.” Interviews with the program’s graduates indicate that they acquired the academic background and skills to perform with confidence once they entered college.†

A challenging curriculum isn’t just about learning facts or practicing disaggregated skills, however. It is about engagement with meaningful information about the world and the questions that human life inevitably raises, seen throughout a well-rounded educational experience. Indeed, it is particularly important for students from low-income homes, marginalized communities, and immigrant families to have access to background knowledge that better-resourced families take for granted in their dinner conversations, trips to museums, and travel. Schools and school systems that intentionally build background knowledge make headway against socioeconomic achievement gaps for that reason.



* Common Core, “Why We’re behind: What Top Nations Teach Their Students but We Don’t,” Washington, DC: Common Core, 2009; OECD, *PISA 2012 Results: Excellence through Equity (Volume II)* (Paris: Organisation for Economic Co-operation and Development, 2013), <http://www.oecd-ilibrary.org/content/book/9789264201132-en>; Dan Willingham, “Book Review: It’s the Curriculum, Stupid,” *Daniel Willingham—Science & Education* (blog), September 2, 2013, <http://www.danielwillingham.com/1/post/2013/09/book-review-its-the-curriculum-stupid.html>.

† Vanessa Coca and Consortium on Chicago School Research, *Working to My Potential: The Postsecondary Experiences of CPS Students in the International Baccalaureate Diploma Programme*, 2012, <https://consortium.uchicago.edu/publications/working-my-potential-postsecondary-experiences-cps-students-international-baccalaureate>; Anna Rosefsky Saavedra, “The Academic Impact of Enrollment in International Baccalaureate Diploma Programs: A Case Study of Chicago Public Schools,” *Teachers College Record* 116, no. 4 (2014), <https://consortium.uchicago.edu/publications/working-my-potential-postsecondary-experiences-cps-students-international-baccalaureate>.



Studies have shown the enormous impact that content-rich curriculum has on students. Scholars as different as Diane Ravitch and E.D. Hirsch have championed this content-rich approach;* Dan Willingham’s empirical work (among others) validates it.† Natalie Wexler’s *The Knowledge Gap* (2019), sums up the growing body of research and provides concrete examples of its use across the country.‡ Even more studies and literature reviews are underway to quantify the “curriculum effect” for America’s young people and their teachers.§ As an additional benefit, changing from a low-quality to a high-quality curriculum proves cost-effective compared to other, often more popular interventions.¶

* Diane Ravitch, *Left Back: A Century of Battles over School Reform* (New York, NY: Simon & Schuster, 2001); E.D. Hirsch, *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Cambridge, MA: Harvard Education Press, 2016); E.D. Hirsch, *How to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation* (New York, NY: Harper, 2020), <https://www.harperacademic.com/book/9780063001947/how-to-educate-a-citizen>.

† Daniel T. Willingham, “How Knowledge Helps,” *American Educator* (American Federation of Teachers, Spring 2006), <https://www.aft.org/periodical/american-educator/spring-2006/how-knowledge-helps>; Daniel T. Willingham, “What Is Developmentally Appropriate Practice?,” *American Educator*, Summer 2008 (2008): 34–39; Daniel Willingham, “The ‘Debunking’ of Hart & Risley and How We Use Science,” Daniel Willingham—Science & Education, June 3, 2018, <http://www.danielwillingham.com/1/post/2018/06/the-debunking-of-hart-risley-and-how-we-use-science.html>.

‡ Natalie Wexler, *The Knowledge Gap: The Hidden Cause of America’s Broken Education System-and How to Fix It* (New York, NY: Penguin Random House, 2019), https://www.penguinrandomhouse.com/books/547653/the-knowledge-gap-by-natalie-wexler/9780735213555/?_pg=FFAB2F1F-266C-5D81-9B3A-7918584C4CF9&affid=A10D7_set_bfr_H&type=h.

§ See, for instance, David Steiner, “Curriculum Research: What We Know and Where We Need to Go” (StandardsWork, March 2017), <https://standardswork.org/wp-content/uploads/2017/03/sw-curriculum-research-report-fnl.pdf>; *Curriculum Literacy: What It Is and Why It Matters* (Johns Hopkins Institute for Education Policy, 2018), <http://edpolicy.education.jhu.edu/executive-director-david-steiner-discusses-curriculum-literacy-and-why-its-important/>; David Steiner and Jacqueline Magee, “High-Quality Curriculum and System Improvement,” Learning First and Johns Hopkins Institute for Education Policy, January 2019, <https://learningfirst.com/wp-content/uploads/2019/01/Quality-curriculum-and-system-improvement.pdf>.

¶ Alanna Bjorklund-Young, “High-Quality Curricula: A Cost-Effective Way to Boost Student Learning,” *Johns Hopkins Institute for Education Policy* (blog), April 11, 2016, https://drive.google.com/file/d/1e5W5bmTWA_Kn8Q4M9qW8pfcqNYZEOW1xt/view; U. Boser, M. Chingos, and C. Straus, “The Hidden Value of Curriculum Reform,” Center for American Progress, 2015, <https://www.americanprogress.org/issues/education-k-12/reports/2015/10/14/122810/the-hidden-value-of-curriculum-reform/>; Johns Hopkins Institute for Education Policy, “High-Quality Curricula and Student Success: David Steiner in Conversation with Thomas Kane, Rebecca Kockler, and Matthew Chingos” (Roosevelt House Public Policy Institute, NYC) September 14, 2016, <http://education.jhu.edu/edpolicy/Event/pastevents>. David Steiner: “Duval and High-Quality Curriculum: A Conversation with Superintendent Nikolai Vitti,” October 27, 2016, <http://edpolicy.education.jhu.edu/wordpress/?p=940>.

Education leaders are taking note and beginning to incentivize better materials. For instance, former State Superintendent of Education John White’s key priority in Louisiana was to scale the use of high-quality materials.* National organizations such as Chiefs for Change and the Council for Chief State School Officers are supporting their members’ shifts toward knowledge-rich curricula.† EdReports has become the standards-alignment gatekeeper of curricular quality in math, ELA, and science materials; organizations such as Student Achievement Partners, TNTP, and Achievement Network are on the front lines to support the move to more challenging materials. This has also included amending state and district Requests for Proposals to reflect the call for stronger, more rigorous materials.‡ The Institute’s analysis of ELA and social studies curricula through our Knowledge Map™ process draws on this work. To date, we have reviewed more than 70 curricula through the lens of quality, representation, and knowledge-building.§



But there is more.

* “Creating a Coherent System to Support Instruction Aligned with State Standards: Promising Practices of the Louisiana Department of Education,” The Rand Corporation, September 2016, http://www.rand.org/content/dam/rand/pubs/research_reports/RR1600/RR1613/RAND_RR1613.pdf; Robert Pondiscio, “Louisiana Threads the Needle on Ed Reform: Launching a Coherent Curriculum in a Local-Control State,” *Education Next* 17, no. 4 (Fall 2017), <http://educationnext.org/louisiana-threads-the-needle-ed-reform-launching-coherent-curriculum-local-control/>.

† Chiefs for Change, “Hiding in Plain Sight: Leveraging Curriculum to Improve Student Learning” (Chiefs for Change, August 2017), <http://chiefsforchange.org/policy-paper/4830/>. CCSSO: “CCSSO’s High-Quality Instructional Materials and Professional Development (IMPD) Network,” Council of Chief State Schools Officers, 2023, <https://learning.ccsso.org/high-quality-instructional-materials>.

‡ Johns Hopkins Institute for Education Policy, “Using the RFP Process to Drive High-Quality Curriculum: Findings from the Field,” Policy Brief, Johns Hopkins Institute for Education Policy, October 2018, <https://drive.google.com/file/d/1YzhfGwz-In22Fp8AOIXLjbWOLDWmFnKs/view>; Johns Hopkins Institute for Education Policy, “The Importance of District and State RFPs: Effective Professional Learning to Support High-Quality Curriculum Implementation,” Johns Hopkins Institute for Education Policy, June 2020, <https://drive.google.com/file/d/1OsKLWFaaoiQ8RoXTx4IHcXQEGhx1oNQB/view>.

§ Johns Hopkins Institute for Education Policy, “Knowledge Map for English Language Arts,” Johns Hopkins Institute for Education Policy, 2023, <https://edpolicy.education.jhu.edu/knowledge-map/>; Johns Hopkins Institute for Education Policy, “Knowledge Map for Social Studies,” Johns Hopkins Institute for Education Policy, 2023, <https://edpolicy.education.jhu.edu/knowledge-map-social-studies/>. Both pages link to publicly available reports.

WHY IDENTITY MATTERS

Educational theorists have argued since the late nineteenth century that student engagement rests in part upon the relevance of the classroom experience to students' lives.* The last several decades have witnessed increasing cognizance of the contribution that *the affirmation of cultural identity* makes to the learning environment.† The first fruit of this research has been a concerted effort to provide subject-matter and materials that reflect the African American experience and that of other marginalized groups such as Native Americans, immigrants, and Latinos.‡ School systems are asking how they can better serve diverse students' needs.§

This is important, because early research studies find that:

- An ethnic studies curriculum improved students' attendance, GPA, and credits earned.¶
- Students whose educators have participated in in-service diversity training and have been recognized by their schools for their cultural competence benefited indirectly; these students were "more inclusive in their mutual friendships than students in classrooms with untrained teachers at the same schools."***
- Students who perceived their classrooms and schools as promoting cultural competence had a greater sense of interest and belonging in school.††

* Diane Ravitch, *Left Back: A Century of Battles over School Reform* (Simon & Schuster, 2001), <http://www.simonandschuster.com/books/Left-Back/Diane-Ravitch/9780743203265>; Ashley Berner, "Metaphysics in Educational Theory: Educational Philosophy and Teacher Training in England (1839-1944)" (D. Phil., Oxford, UK, University of Oxford, 2008).

† Renuka Mahari de Silva et al., "Gloria Ladson-Billings: Igniting Student Learning Through Teacher Engagement in Culturally Relevant Pedagogy," *Multicultural Education* 25, no. 3/4 (Spring/Summer 2018): 23-28.

‡ Robert K Fullinwider, *Public Education in a Multicultural Society: Policy, Theory, Critique* (Cambridge, England; New York: Cambridge University Press, 1996), <https://www.cambridge.org/core/books/public-education-in-a-multicultural-society/5C92570B140ABD62E3DA39A711FBF492>; Jeremy Hilburn, Wayne Journell, and Lisa Brown Buchanan, "A Content Analysis of Immigration in Traditional, New, and Non-Gateway State Standards for U.S. History and Civics," *The High School Journal* 99, no. 3 (2016): 234-51; Luisiana Meléndez, "Preschool Through Grade 3: Using Children's Books as a Social Studies Curriculum Strategy," *YC Young Children* 70, no. 3 (2015): 48-53; Kristine Gritter et al., "Valuing Native American Tribal Elders and Stories for Sustainability Study," *Middle School Journal* 47, no. 2 (2016): 3-12.

§ Erica Aparaka, "OER, Cultural Relevance and Equity," Council of Chief State Schools Officers, March 1, 2017, <https://www.ccsso.org/blog/oer-cultural-relevance-and-equity>, 6, 11, issued: date-parts: 2017, 3, 1, schema: <https://github.com/citation-style-language/schema/blob/master/schemas/input/csl-citation.json>.

¶ Thomas Dee and Emily Penner, *The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum. CEPA Working Paper No. 16-01* (Stanford Center for Education Policy Analysis, 2016), <https://eric.ed.gov/?id=ED580355>; Thomas S. Dee and Emily K. Penner, "The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum," *American Educational Research Journal* 54, no. 1 (February 1, 2017): 127-66, <https://doi.org/10.3102/O002831216677002>.

*** Jacqueline Thompson and Deborah Byrnes, "A More Diverse Circle of Friends," *Multicultural Perspectives* 13, no. 2 (April 1, 2011): 93-99, <https://doi.org/10.1080/15210960.2011.571552>.

†† Christy M. Byrd, "Does Culturally Relevant Teaching Work? An Examination From Student Perspectives," *SAGE Open* 6, no. 3 (September 1, 2016): 2158244016660744, <https://doi.org/10.1177/2158244016660744>.

When the perspectives of people of color are missing in the classroom, an important perspective is missing.* And the benefit of providing varying perspectives extends to *all* students—not just those who represent marginalized communities. A recent literature review (2016) describes higher-education and K-12 studies that find academic, social, and civic benefits to middle- and upper-income students, as well. Besides evidence on the “positive relationship between student body diversity and academic outcomes,”

...there is a similarly impressive body of research supporting the correlation between campus and classroom diversity and an enhanced ability of students to exhibit interracial understanding, empathy, and an ability to live with and learn from people of diverse backgrounds.†

Other studies find increased “democratic outcomes, including engagement in political issues and participation in democratic processes.”‡ White students, in particular, benefit from the diverse perspectives that come from studying with students of color.§ This holds across multiple studies, including several described on the American Psychological Association’s *Psychology Teacher Network* blog (2022);¶ it also applies to the workplace environment.** In response to this research, some states (e.g., California,†† Connecticut‡‡) have begun requiring ethnic studies coursework in high school.

Native American leader J.C. High Eagle put it this way:

If we live life right, we truly understand that we are but spokes on the great wheel of life, and that which endangers one spoke endangers the entire wheel. Our work is to strengthen the wheel by strengthening each individual spoke.... we must establish an overall plan to engage ourselves with each other, with our students, and with our community. We are all a part of the wheel. And we are all a part of the flock. §§

* Lisa Delpit, “‘Will It Help the Sheep?’: Why Educate?,” *About Campus* 17, no. 3 (Jul/Aug 2012): 2–9.

† Wells, Fox, and Cordova-Cobo, “How Racially Diverse Schools and Classrooms Can Benefit All Students,” 9.

‡ Wells, Fox, and Cordova-Cobo, 10.

§ Wells, Fox, and Cordova-Cobo, 14–15.

¶ Mary Ellen Kite and Patricia Clark, “The Benefits of Diversity Education: An Inclusive Curriculum Offers Important Positive Outcomes,” *American Psychological Association’s Psychology Teacher Network* (blog), September 8, 2022, <https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/benefits-of-diversity>.

** Phillips Katherine W., “How Diversity Makes Us Smarter,” *Scientific American: Mind & Brain* (blog), October 1, 2014, <https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>.

†† John Fensterwald, “California Becomes First State to Require Ethnic Studies in High School,” *EdSource: Race and Equity* (blog), October 8, 2021, <https://edsources.org/2021/california-becomes-first-state-to-require-ethnic-studies-in-high-school/662219>. John Fensterwald, “California Becomes First State to Require Ethnic Studies in High School,” *EdSource: Race and Equity* (blog).

‡‡ Sylvia Kwon, “Ethnic Studies Legislation: State Scan,” *Region 15: Arizona, California, Nevada, Utah, Comprehensive Center Network*, February 2021, <https://csaa.wested.org/wp-content/uploads/2021/03/ES-State-Scan-FINAL-v1.pdf>, 3.

§§ Delpit, “‘Will It Help the Sheep?’: Why Educate?”

SIGNPOSTS FROM THE FIELD

Knowledge-rich content and honoring diverse origins are not mutually exclusive. They work hand in hand. Both are seminal to student learning.

The curriculum landscape is changing as a result of these bodies of research,^{*} but the work ahead remains daunting.

The Institute team has found that district-designed curricula too often reflect good intentions but result in imbalances that do not serve students well. Districts make unnecessary trade-offs between representation and quality instead of embracing both; they sometimes emphasize the oppression of peoples of color, without celebrating these groups' agency and positive contributions to the country's history. Finally, some of them focus on one group of minoritized students while omitting others. These findings pertain to both ELA and social studies curricula.

For instance, in 2018 the Institute worked with Baltimore City Public Schools (BCPS) to analyze their district-created K-12 ELA curriculum. Our team found that 40% of the district's materials were, indeed, about the African American experience, but their overarching theme was oppression without a commensurate account of Black Americans' agency and leadership. BCPS Superintendent Sonja Santelises published an op ed in the *Washington Post* about the process—and the changes she instituted because of it—noting that:

...much of [the district's] content did not provide mirrors and windows. It didn't reflect students' own histories, and it didn't give them opportunities to connect their experiences to other people's histories and the larger world. For example, [the] more than 80,000 students—80% of whom are black—were taught about tragedies of African American history such as slavery and Jim Crow but learned nothing about the Great Migration and very little about the Harlem Renaissance.[†]

Within a month of reviewing the findings, Baltimore City adopted a knowledge-rich, culturally responsive, published ELA curriculum and dedicated ten days of professional development each year to help teachers become accustomed to the new materials.[‡]

Another example: In 2021-22, the Institute reviewed the K-12 social studies materials developed by a large school district. Almost a third of the district's students were Latino, yet fewer than 4% of their materials reflected Latino experiences and contributions. The lens through which race was seen carried a distinctly binary White/Black axis. Biracial

^{*} Leah Donnelly, "People of Color Accounted for 22 Percent of Children's Books Characters in 2016," *NPR: Code Switch* (blog), February 17, 2017, <https://www.npr.org/sections/codeswitch/2017/02/17/515792141/authors-and-illustrators-of-color-accounted-for-22-percent-of-children-s-books>.

[†] Sonja Santelises, "The Importance of Asking Hard Questions About What Students Learn in School," *Washington Post* (blog), July 17, 2018, https://www.washingtonpost.com/news/education/wp/2018/07/17/the-importance-of-asking-hard-questions-about-what-students-learn-in-school/?utm_term=.bbe4ebb51be2.

[‡] Baltimore City also worked with our team on high school materials to scaffold their novels with knowledge-rich supplemental texts. For examples, see Chiefs for Change, "Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials," 5.

students, the 30% identifying as Latino, and Native American or Asian students scarcely appeared. Just as worrisome, only 5% of all materials about people of color elevated their contributions to U.S. History and culture; 95% focused on oppression. As of this writing, the district's leadership is working systematically and thoughtfully to rebalance these ratios.*

More broadly, when we consider all district-developed social studies curricula that the Institute has reviewed and then restrict the data to equity and inclusion within U.S. History before and after the Civil War, the imbalances noted above hold:

Social Studies Knowledge Map™	
<i>District Materials, U.S. History + Equity, and Inclusion</i>	
	% of Sources
African American Experience	42%
Indigenous People, History, and Culture	9%
Immigrant Experience	5%
Women's Experience	5%
Asian American Experience	2%
Latinx and Hispanic American Experience	0.1%
Individuals with Disabilities	0%
Individuals without Homes	0%
LGBTQIA+ Experience	0%

The published social studies curricula we have reviewed are consistently of higher quality than district-developed ones. On the Social Studies Knowledge Map™ 15-point quality rubric, for instance, the aggregate quality scores for high school level U.S. History courses show stronger publisher-designed as opposed to district-created curricula.

Social Studies Knowledge Map™	
<i>District v. Published Materials, High School U.S. History</i>	
	Quality Rating
District-Created Materials	77.4%
Publisher-Created Materials	90.2%

While published materials, too, sometimes reflect imbalance with respect to representation and tone (i.e., emphasizing oppression at the expense of agency and contribution), the general quality of the writing tends to be higher. Even here we find variability, as the current project affirms.

* The district's name remains private per the Johns Hopkins University agreement.



SUMMARY

The premise of this project is *not* that local curricula should match local demography perfectly nor that any pre-determined set of historical events must be present for a curriculum to be deemed “adequate” for specific groups. Curricula aim to do different things and must respond to 50 state standards.

However, our teams *would* argue, based on the research above, that ongoing access to high-quality, knowledge-building materials in the major subjects, *plus* an acknowledgement of the multi-faceted contributions made by people of color to the American story, should be the birthright of every child in our country’s schools. By “every child,” we mean all students in the country, whatever their socioeconomic, racial, linguistic, or legal status.

As national member organization Chiefs for Change wrote in their 2019 policy brief, *Honoring Origins and Helping Students Succeed*:

America’s schools must give all children opportunities to see themselves in the content they learn, while also developing their knowledge about the people, places, ideas, and events that have shaped the human experience. Honoring the diversity of America’s students cannot mean sacrificing quality teaching or abandoning challenging, standards-aligned approaches to literature, math, history, and science. Cultural relevance should be a tool used to increase student engagement, not to decrease academic rigor.*

We agree.

* Chiefs for Change, “Honoring Origins and Helping Students Succeed: The Case for Cultural Relevance in High-Quality Instructional Materials,” i and ii.

METHODOLOGY

The project required 1) the determination of ten seminal content areas, developed by UnidosUS and the organization's network of professors and specialists; 2) the design of a rubric for review, based on the Institute's Knowledge Map™ quality measures and further calibrated to the UnidosUS content; and 3) the selection of textbooks for review based on demographic criteria and available data.



SEMINAL CONTENT AREAS

UnidosUS identified ten “seminal content” areas for this research project based on the following two-prong criteria: 1) historical significance of topics, events, and individuals; and 2) this content’s capacity to capture the presence and contributions of Latinos in our nation’s narrative. The mere presence of the identified seminal content is insufficient; we sought to know whether they also included appropriate examples of agency and leadership and authentic primary sources.

Although Hispanics have been part of America’s fabric from before the inception of our nation as a sovereign political entity, many areas of core seminal content stem from the advent of Manifest Destiny in the 1830s and 1840s to the present day. While history is traditionally covered in linear fashion, as it is here, UnidosUS also organized some of the seminal content thematically.

The primary criterion of inclusion in the list is historical significance. A secondary criterion was ethnic diversity, since Latinx people are connected to more than twenty (20) countries that comprise the region known as Latin America.

The list was compiled by a U.S. History content expert in partnership with staff members from the Racial Equity Initiative at UnidosUS. It was then reviewed and amended by an advisory group of university professors from various disciplines in the social sciences, U.S. History, and ethnic studies. See Appendix D for more about UnidosUS’s advisors.

The ten (10) seminal content areas are as follows:

- Seminal Content 1: Spanish Exploration, Conquest, and Colonization (1513–1776)
- Seminal Content 2: Texas Independence and the Mexican-American War (1836–1848)
- Seminal Content 3: Spanish-American War (1898)
- Seminal Content 4: The Panama Canal and Zone (1850–present)
- Seminal Content 5: Twentieth-Century Latino Legal Cases (1947–1982)
- Seminal Content 6: Modern Civil Rights Movement (1950s–1980s)
- Seminal Content 7: Cold War Politics and Latin America (1954–ca. 1990)
- Seminal Content 8: American Purchases and Foreign Policy in Latin America (1819–2019)
- Seminal Content 9: Hispanic/Latino Firsts (1821–present)
- Seminal Content 10: Immigration Issues and Current Events (1920s–present)

Each seminal content area includes between 15 and 34 knowledge topics within it. The Findings section includes all of them.

RUBRIC FOR REVIEW

The primary units of measure for this project were the distinct knowledge topics within each seminal content area.

As an example, Seminal Content 4, The Panama Canal and Zone (1850–present), featured 25 knowledge topics, including British and French attempts to build a canal in Central America before the United States, Theodore Roosevelt, and the “War on Drugs” campaign under the Reagan Administration.

The first gateway question in the rubric was: Is this specific knowledge topic (people, places, or events within a seminal content area) present in the textbook *with respect to the Hispanic experience*? Yes or no? If “yes,” our team assessed the remaining metrics. The operative question here is “with respect to the Hispanic experience.” Theodore Roosevelt, for instance, appeared in multiple contexts in our textbooks, only some of which pertained to the Panama Canal and Zone.

Metric 1: Content, defined as the extent to which the source contributes to students’ in-depth background knowledge about the historical context at hand, rated on a scale of 1–3. This measure asks whether the textbook merely mentions a person, place, or thing or, by contrast, offers students meaningful background knowledge.

Metric 2: Language, defined as the degree to which the knowledge topic is conveyed through well-written and engaging text that is likely to capture students’ emotions, rated on a scale of 1–3.

Metric 3: Balance, understood as the extent to which the textbook appropriately addresses both inequality and agency, rated on a scale of 1–3.

Metric 4: Authenticity, defined as the degree to which the source reflects authentic, interpretive experience or visual representation of Latinos. This metric only pertained

to a visual or literary depiction of the knowledge topic, such as a map, a speech, or a historical cartoon. Because visual or literary depictions were so rare, we did not include Authenticity in the overall seminal content score but, rather, reported at the level of the textbook.

Metric 5: Universal Questions, defined as the extent to which the textbook's account connects the content to universal questions about the human condition (good and evil, the meaning of life, the just society, suffering, human nature, power, etc.).

RUBRIC METRICS	
Metric	Description
Content	Defined as the extent to which the source contributes to students' in-depth background knowledge about the historical context at hand, on a scale of 1-3. This measure asks whether the textbook merely mentions a person, place, or thing, or by contrast offers students meaningful background knowledge.
Language	Defined as the degree to which the knowledge topic is conveyed through well-written and engaging text that is likely to capture students' emotions, rated on a scale of 1-3.
Balance	A two-part measure: (1) whether the textbook appropriately addresses inequality or agency or both and (2) a scale of 1 to 3 is used to measure the extent to which text covers both inequality and agency equally when addressing a given topic.
Authenticity	Defined as the degree to which the source reflects authentic, interpretive experience or visual representation of Latinos. This metric only pertained to a visual or literary depiction of the knowledge topic, such as a map, a speech, or an historical cartoon. Because visual or literary depictions were so rare, we did not include Authenticity in the overall seminal content score but, rather, reported at the level of the textbook.
Universal Questions	Defined as the extent to which the textbook's account connects the content to universal questions about the human condition (good and evil, the meaning of life, the just society, suffering, human nature, power, etc.).

The task of reading each textbook in full and scoring individual knowledge topics in depth was meticulous. We looked for patterns and variability, both within and between textbooks. In the process, it became apparent that two metrics, Content and Balance, had sufficient variability at the knowledge topic level and thus seminal content level, that we could present findings for both elements.

One metric, Language, was so consistent at all levels that we provided aggregate scores by textbook only. Note that the general uniformity of writing style and deeper framing of material is to be expected of published materials. By contrast, a district-created curriculum draws on different authors and multiple kinds of resources at the unit or even the lesson level.



The Universal Question metric is the most expansive and ephemeral of the review criteria. Connecting the specific (e.g., the Voting Rights Act of 1965) to the universal (Who has membership in the democratic society?) comes to life in classroom interactions much more than through words on a page. Nevertheless, materials themselves can support those higher-level reflections by connecting the dots explicitly and articulating the deeper questions repeatedly. We report the extent to which the materials do so, at the textbook rather than the seminal content level and in narrative rather than visual form.

STATE AND TEXTBOOK SELECTION*

State Selection

Our teams selected five states with large Latinx student populations and two states with small Latinx populations to examine their coverage of the Latinx experience in their U.S. History curricula. Choosing two states with a lower number of Latino students can provide perspective on what schools are teaching when there are fewer Latinos (or other minorities) in the population of students. The seven-state selection process reflects our assumption that all students benefit from understanding the role Latinos played and continue to play in shaping our nation's history.

* Sites consulted for this section: Holly Edenfield, "Next Generation Sunshine State Standards Social Studies 2021" (Florida State Board of Education, 2021), <https://www.fldoe.org/core/fileparse.php/19975/urlt/5-3.pdf>; "ELSI—Elementary and Secondary Information System," Data, National Center for Education Statistics, 2020, <https://nces.ed.gov/ccd/elsi/tableGenerator.aspx?savedTableID=357854>; "Hispanic Population by State 2022," Statistics, World Population Review, 2022, <https://worldpopulationreview.com/state-rankings/hispanic-population-by-state>; "History-Social Science Framework—History-Social Science Framework (CA Dept of Education)," Governmental, California Department of Education, 2023, <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>; "K-12 Social Studies Framework," New York State Education Department, accessed November 2, 2022, <http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>; "NH Public Schools | NH Department of Education," Governmental, New Hampshire Department of Education, 2023, <https://my.doe.nh.gov/profiles/profile.aspx?oid=&s=&d=&year=&tab=student%C2%A0>; "NH Public Schools | NH Department of Education," Governmental, New Hampshire Department of Education, 2018, <https://my.doe.nh.gov/profiles/profile.aspx?oid=&s=&d=&year=&tab=student>; "Public Education in New Mexico—Ballotpedia," Ballotpedia, 2022, https://ballotpedia.org/Public_education_in_New_Mexico; "Public Education in New Mexico—Ballotpedia," Statistics, Ballotpedia, 2023, https://ballotpedia.org/Public_education_in_New_Mexico; "Social Studies," Governmental, New Mexico Public Education Department, 2023, <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/>; "United States History | Iowa Department of Education," Governmental, Iowa Department of Education, 2023, <https://educateiowa.gov/standard/social-studies/united-states-history>; "United States History Studies since 1877," Governmental, Texas Administrative Code, 2018, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=41](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=41); "United States Studies," Governmental, West Virginia Department of Education (blog), 2023, <https://wvde.us/tree/middlesecondary-learning/social-studies/united-states-studies/>; "U.S. Census Bureau QuickFacts: District of Columbia," Governmental, United States Census Bureau, 2021, <https://www.census.gov/quickfacts/DC>; "U.S. Census Bureau QuickFacts: United States," Governmental, United States Census Bureau, 2023, <https://www.census.gov/quickfacts/DC%C2%A0>; "U.S. States—Ranked by Population 2023," Statistics, World Population Review, 2023, <https://worldpopulationreview.com/states.2022>, <http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>; NH Public Schools | NH Department of Education, Governmental, New Hampshire Department of Education, 2023, <https://my.doe.nh.gov/profiles/profile.aspx?oid=&s=&d=&year=&tab=student%C2%A0>; NH Public Schools | NH Department of Education, Governmental, New Hampshire Department of Education, 2018, <https://my.doe.nh.gov/profiles/profile.aspx?oid=&s=&d=&year=&tab=student>; Public Education in New Mexico—Ballotpedia, Ballotpedia, 2022, https://ballotpedia.org/Public_education_in_New_Mexico; Public Education in New Mexico—Ballotpedia, Statistics, Ballotpedia, 2023, https://ballotpedia.org/Public_education_in_New_Mexico; Social Studies, Governmental, New Mexico Public Education Department, 2023, <https://webnew.ped.state.nm.us/bureaus/literacy-humanities/social-studies/>; United States History | Iowa Department of Education, Governmental, Iowa Department of Education, 2023, <https://educateiowa.gov/standard/social-studies/united-states-history>; United States History Studies since 1877, Governmental, Texas Administrative Code, 2018, [https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=41](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=113&rl=41); United States Studies, Governmental, West Virginia Department of Education (blog).

These seven states also represent geographic and ethnic diversity within the Hispanic population across the United States. In the selection process, we were curious about which states had adoption criteria for social studies materials in place, and what flexibility exists for district selection. While strong adoption policies do not necessarily lead to more uniform use of textbooks, they do help to identify commonly used materials generally.

Selected states with a high Latinx student population:

- **New Mexico** has the highest percentage of Latinx students in the country, at 59%. They also have state-adopted textbooks.
- **California** has the second highest percentage of Latinx students at 53%. They also have state-adopted textbooks.
- **Texas** has the third highest percentage of Latinx students at 52.3%. They also have state-adopted textbooks.
- **Florida's** Latinx student population is 33.1% of their overall school population, and they also have state-adopted textbooks.
- **New York** does not have state-adopted textbooks, which makes identifying commonly used curricula challenging. There is a high percentage of Latinx students (19.1%) and thus is a priority state for inclusion in the study.

Selected states with a low Latinx student population:

- **Iowa** has a low Latinx student population at 11.7%. Initially, we did not select Iowa because it was on the high side of the states with small Latinx populations. However, our teams determined that Iowa should be considered because of its reputation of supporting strong curricula in the field.
- **West Virginia** has the lowest percentage of Latinx students in the country at 2%. They have state-adopted textbooks.

States that were considered, but not chosen:

- **Arizona** has a high Latinx student population at 33.1%. However, there is local control over materials, which would make it more difficult to determine which are most common.
- **Illinois, Massachusetts, and Wisconsin** have high Latinx student populations—and local control.
- **South Dakota, North Dakota, Vermont, Maine, and Montana** have low Latinx student populations—and local control.
- **New Hampshire** has one of the lowest percentages of Latinx students—at 3.9%. Initially, we chose to include New Hampshire because, although it does not have state-adopted curricula, having a New England state would add geographic diversity. However, because Iowa proved a higher priority in this study, and because our efforts to identify textbooks in New Hampshire proved unsuccessful, we removed New Hampshire from consideration.
- **Washington, DC**, was a jurisdiction in which UnidosUS had a strong initial interest; however, because the Institute has a current curricular project with Washington, DC, we foreclosed analysis of their materials for this project.

TEXTBOOK SELECTION

The second part of this task was to identify commonly used high school United States History textbooks in the selected states. To finalize our list, we worked through several different processes.

First, we examined the U.S. History textbooks on offer from the country's largest publishers.

Second, we researched textbooks commonly used in the states we had selected and contacted publishers about their sales in each state. (We did not receive any replies from publishers.) We also emailed and placed multiple calls to the seven state education agencies (SEAs). The SEAs directed us to contact individual districts, so we identified the five largest districts in each state and contacted Social Studies department heads, curriculum directors, and assistant superintendents in charge of curriculum and instruction. We received direct replies from many districts and identified procurement records—or course listings that included required textbooks—in many others.

A complicating factor is that some of the chosen states did not require early U.S. History in the high school years. In Texas, Florida, New Mexico, and Iowa, for instance, social studies standards only require Reconstruction to the present in high school. In California, the high school standards primarily cover the twentieth century with some review of earlier U.S. History. *Only in New York and West Virginia do the high school standards require students to study Early American History to the present.* Thus, in consultation with UnidosUS, in only one case (a California textbook) did we limit review to the post-Civil-War history.* In all other cases, we reviewed the entire series, even though only part of the series may be required in the chosen states. State standards in social studies are varied,[†] and some of the gaps we identify originate here.

Third, we cross-walked information about textbook use from the districts and state procurement records with each state's standards and the major textbooks on offer to determine the final list for evaluation. We did not review supplemental materials.

Together, our teams decided not to publish the names of these textbooks. This project aims to quantify imbalances that pertain to the entire field, rather than to cast praise or aspersions on any individual publisher. Our hope is that the findings herein will inspire *all* curriculum designers, whether publishers or school system leads, to include the longstanding presence, challenges, and contributions of the Latino community in the telling of United States history.



* Note that the textbook itself did include some seminal content from the pre-Civil War period.

[†] Jeremy A Stern et al., "The State of State Standards for Civics and U.S. History in 2021," The Thomas B. Fordham Institute, accessed June 28, 2021, <https://fordhaminstitute.org/national/research/state-state-standards-civics-and-us-history-2021>.



PROJECT LIMITATIONS

There are three key limitations of this project. First, the project is not comparative in nature. That is, while we can report on the presence, absence, and tone of ten seminal content areas in six textbooks, we did not simultaneously quantify seminal content areas that reflect other important narratives, such as that of Native Americans, Asian Americans, Pacific Islander Americans, or African Americans. Curricula often specify African Americans and “other minorities,” rather than explicitly identifying “Latinos, Asians, and other minorities.” While this project did not assess for comparisons, some of the textbooks we studied discussed the Civil Rights Act and Voting Rights Act in this respect.

Second, the project was designed to analyze *textbooks* rather than ascertain the variable content that occurs at the classroom level. The RAND Corporation’s nationally representative surveys of actual curriculum used in ELA and math suggest that most teachers select their own materials, often from online sources, and often despite district adoptions.* The Institute has duplicated this survey in dozens of school districts and across states, in ELA, math, and social studies, with similar results.

Third, the sample size was relatively small. Six high school textbooks, however commonly used in the field, represent only a fraction of the materials students across the country encounter.

As noted in the Background Research section, the current thrust of education research and policy pushes against this pick-and-choose approach, often successfully, to help classrooms, schools, and systems align around a coherent curriculum. This hopeful reality makes it even more important to analyze, with care, the quality of published materials.

The remaining gaps in our collective knowledge can and should be addressed in follow-up research. We provide specific suggestions to this end in the closing section. Right here and right now, however, a serious review of commonly used textbooks constitutes a necessary first step. This project illustrates, in living color, what our nation’s young adults in states with high and low Hispanic populations are likely to learn about the Hispanic contribution to the United States.

* V. Darleen Opfer, Julia Kaufman, and Lindsay Thompson, “Implementation of K-12 State Standards for Mathematics and English Language Arts and Literacy: Findings from the American Teacher Panel” (Santa Monica, CA: The Rand Corporation, 2016), https://www.rand.org/content/dam/rand/pubs/research_reports/RR1500/RR1529-1/RAND_RR1529-1.pdf; Julia H. Kaufman et al., “What Teachers Know and Do in the Common Core Era: Findings from the 2015–2017 American Teacher Panel,” Research Brief (Santa Monica, CA: RAND Corporation, 2018), https://www.rand.org/pubs/research_briefs/RB10035.html.

FINDINGS

OVERVIEW OF KEY FINDINGS

METRIC	HIGH-LEVEL FINDINGS
COVERAGE	Seminal Content 8, U.S. Purchases and Foreign Policy in Latin America (1819-2019), received the most extensive content coverage (1.4 out of 3).
	Seminal Content 9, Hispanic/Latino Firsts (1821-present), received the thinnest amount of content coverage (0.1 out of 3).
	<i>About 13% of the individual knowledge topics measured in the study were covered in depth, on average, by the textbooks. The rest were not covered or were often covered in less than five sentences.</i>
BALANCE	<p>Seminal Content 6, the Civil Rights Movement, was described, on average, with the most balance between discussion of inequality faced and agency shown by Latinos.</p> <p><i>For some topics, there was significant variation in the level of balance present in the textbooks' discussions, representing a possible opportunity for additional comprehensiveness.</i></p>
LANGUAGE	<p>The AP U.S. History textbook was the best-written textbook in terms of strong verbs, complex sentence structure, and engagement.</p> <p><i>While we applauded the strength of this book, we wish all high school students had access to this level of excellence.</i></p>
UNIVERSAL QUESTIONS	<p>The AP U.S. History textbook also invited the reader to explore universal questions far more frequently than did others.</p> <p><i>While we applauded the strength of this book, we wish all high school students had access to this level of excellence.</i></p>
AUTHENTICITY	<p><i>The textbooks included very different amounts of authentic literary and visual images that pertain to the Latino experience (from 9 sources to 84).</i></p> <p>The book with 84 images scored the second-lowest quality on our authenticity metric.</p>

FINDINGS BY METRIC

Below are the study results describing the extent of textbook coverage of topics related to the experience of Latino people, the degree of balance between discussion of inequality and agency and contribution, the quality of language, the use of authentic images and artistry, and engagement with universal questions.

The key is consistent throughout the report. Burgundy indicates a null finding (i.e., knowledge topic was not present), and the dark green and deep red reflect high to low scores.

KEY	2.5-3	2-2.49	1.5-1.99	1-1.49	0.01-.99	0
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EXTENT AND DEPTH OF COVERAGE

As shown in the table below, Seminal Content 8, U.S. Purchases & Foreign Policy in Latin America (1819-2019), received the most extensive content coverage (1.4 out of 3). Seminal Content 9, Hispanic/Latino Firsts (1821-present), received the thinnest amount of content coverage (0.1 out of 3).

Aggregate Depth of Coverage, by Seminal Content Area	Average
Seminal Content 1: Spanish exploration, conquest, and colonization (1513-1776)	1
Seminal Content 2: Texas Independence and the Mexican-American War (1836-1848)	1.2
Seminal Content 3: Spanish-American War (1898)	1.2
Seminal Content 4: The Panama Canal and Zone (1850-present)	0.8
Seminal Content 5: Twentieth-Century Latino Legal Cases	0.7
Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)	0.8
Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)	1
Seminal Content 8: U.S. Purchases and Foreign Policy in Latin America (1819-2019)	1.4
Seminal Content 9: Hispanic/Latino Firsts (1821-present)	0.1
Seminal Content 10: Immigration Issues and Current Events (1920s-present)	0.9

For the complete set of coverage by content area and book, please see Appendix A.

Within each content area, some individual knowledge topics were generally covered, and covered in depth. The following topics received at least a 2 out of 3, averaged across all books, for Depth of Coverage.

High-Level Findings: Knowledge Topics Covered with Depth in All Books	
Seminal Content Area	Knowledge Topics
Seminal Content 1: Spanish exploration, conquest, and colonization (2 topics)	Fusion of Spanish and Native American Cultures Hispanic Latino Presence before Independence
Seminal Content 2: Texas Independence and the Mexican-American War (4 topics)	Tejanos General Sam Houston Annexation of Texas by the U.S. President James K. Polk
Seminal Content 3: Spanish-American War (2 topics)	President William McKinley President Theodore Roosevelt
Seminal Content 4: The Panama Canal and Zone (2 topics)	President Theodore Roosevelt Construction of the Panama Canal
Seminal Content 5: Twentieth Century Latino Legal Cases	Not one of the topics received a 2.0+ for depth of coverage
Seminal Content 6: Modern Civil Rights Movement (3 topics)	Political activism Grassroots movements that strove for economic and social justice César Chávez
Seminal Content 7: Cold War Politics and Latin America (5 topics)	Military and economic aid to regimes in Latin America with records of rights violations Cuban Missile Crisis of 1962 Fidel Castro Bay of Pigs Invasion in Cuba U.S. aids repressive regimes in Central America
Seminal Content 8: U.S. Purchases and Foreign Policy in Latin America (6 topics)	Yankee Imperialism and interventions Free-trade zone Monroe Doctrine (1823) President James Monroe President John F. Kennedy North American Free Trade Agreement
Seminal Content 9: Hispanic/Latino Firsts	Not one of the topics received a 2.0+ for depth of coverage
Seminal Content 10: Immigration Issues and Current Events (4 topics)	"Mexican Repatriations" and deportation campaigns during the Great Depression Immigration and National Act of 1965 President Ronald Reagan President H. W. Bush

While this list of well-covered topics is encouraging, the topics represent only 28 out of 222 important topics—or about 13%. Many topics received no coverage at all or scant coverage. *For the complete list of average extent of coverage, including those receiving no coverage, see Appendix B.*

In addition to the seminal content coverage across all books, depicted above, researchers found examples of textbooks providing additional information about the Latino story, beyond the seminal content areas and the rubric. Sometimes, this additional context proved helpful in understanding the role of Latino people in this nation's history. For example, one book contained a large section on Ronald Reagan's administration and described many of its policies that affected Latinos and other populations. However, some of those topics covered lay outside the seminal content areas and, as such, remain unreported here.

BALANCED DISCUSSION OF INEQUALITY AND AGENCY

The project included a measure of the extent to which textbooks balanced both the inequality faced by Latinos *and* their contributions and agency. Such balance might not be required or advantageous in every case, as when a knowledge topic does not clearly relate to inequality faced or contributions made—or when an even split in coverage between inequality and agency might not be appropriate. Therefore, a low score for the balance criterion does not necessarily indicate a weakness.

Overall, topics related to the Modern Civil Rights Movement (Seminal Content Area 6) tended to be discussed with the highest degree of balance, as shown below.

Aggregate Balance, where Inequality or Agency was Addressed	Average
Seminal Content 1: Spanish exploration, conquest, and colonization (1513-1776)	1.1
Seminal Content 2: Texas Independence and the Mexican-American War (1836-1848)	1.1
Seminal Content 3: Spanish-American War (1898)	1.1
Seminal Content 4: The Panama Canal and Zone (1850-present)	0.9
Seminal Content 5: Twentieth-Century Latino Legal Cases	1.6
Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)	2.1
Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)	1.1
Seminal Content 8: U.S. Purchases and Foreign Policy in Latin America (1819-2019)	1.1
Seminal Content 9: Hispanic/Latino Firsts (1821-present)	0.7
Seminal Content 10: Immigration Issues and Current Events (1920s-present)	1.2

At the topic level, all the analyzed books demonstrated a degree of balance when discussing the civil rights topics of political activism, grassroots movements for economic and social justice, César Chávez, and United Farm Workers, for example. Half achieved the highest score for balance when discussing César Chávez and grassroots movements.

Other notable examples of balance were found across content areas. The five books that addressed “migration patterns of Puerto Ricans and Cubans to the mainland of the United States,” for example, did so with scorable balance—and two textbooks received the highest possible score (3 out of 3). The two books that covered Las Gorras Blancas did, as well.

Examples of Balance Variance

Topic	AP Book Balance	Book 1 Balance	Book 2 Balance	Book 3 Balance	Book 4 Balance	Book 5 Balance
César Chávez	3	2	3	3	2	2
Grassroots movements that strove for economic and social justice, including bilingual education, improvements in employment and housing, etc.	3	2	3	3	2	2
Political activism	3	2	2	3	2	2
United Farm Workers (UFW)	3	2	2	3	2	2
Chicano Movement	3	2	2	3	2	x
Migration patterns of Puerto Ricans and Cubans to the mainland of the United States	3	2	2	--	2	3
Las Gorras Blancas (New Mexico)	--	3	--	3	--	--

Note:

-- denotes topic is present in book but is not scorable for inequality or agency.

x denotes topic scored for either inequality or agency but not both.

Although balance in coverage of inequality or agency is not always appropriate for every topic, variation in balance across textbooks might indicate an opportunity. The fact that some textbooks succeeded in addressing a topic in a balanced manner indicates that *such coverage is possible*; other textbooks might be able to portray that topic more richly and comprehensively as well.

For example, the Alamo, Fidel Castro, and the Platt Amendment were each covered by three books in a manner that addressed both inequality and agency—and for two of those topics, two of the books achieved the highest balance score. At the same time, those topics were also each covered by an additional three books in a way that did *not* address both hardship and agency to a scorable degree.

More examples of Balance Variance

Topic	AP Book Balance	Book 1 Balance	Book 2 Balance	Book 3 Balance	Book 4 Balance	Book 5 Balance
Conquistadores	x	x	2	x	2	2
The Alamo (1836)	3	x	3	x	2	--
Cuba: Platt Amendment	x	2	3	x	2	x
Fidel Castro	2	x	3	x	x	3
Yellow Journalism	x	2	2	x	2	x

Note:

-- denotes topic is present in book but is not scorable for inequality or agency.

x denotes topic scored for either inequality or agency but not both.

The analysis of balance did not include a study of tone or of value judgements influencing texts' portrayal of difficult topics (e.g., immigration, foreign policy, legal cases). However, the reviewers note that value judgments may have been present

within the books. Textbooks that received a high score for coverage or balance should not be construed as covering the topic in a way that offers multiple perspectives.

Social studies materials may convey negative information indirectly, for example by placing Hispanics mainly in contexts of crime, dictatorships, and low-income migrant workers. This tendency also goes beyond the rubric’s “balance” criterion and into an atmosphere of disparagement. We encourage all publishers to review their materials for such messaging, however unintended.



LANGUAGE

As shown below, the textbook designed for advanced placement courses was by far the best-written in terms of strong verbs, complex sentence structure, and engaging copy (scoring almost a perfect 3 out of 3). This applied even when a topic was not given much space in the text. For example, the description the AP book provided of General Scott and the Battle of Buena Vista, although brief, used high-quality writing, achieving the highest language score. We applaud the strength of this book, and we wish all high school students had access to this level of excellence.

Aggregate Language Scores, by Book

Book	Average Authenticity Score
AP	2.98
Book 1	1.84
Book 2	2.02
Book 3	2.01
Book 4	2.20
Book 5	1.97

AUTHENTICITY

The textbooks took very different approaches to literary and visual primary sources and to modern-day graphics that spoke to the Latino narrative. However, quantity did not necessarily equal quality. The book with 84 images scored the lowest quality on our Authenticity metric.

Authenticity (number and quality) by Book

Book	Number of Authentic Items	Average Authenticity Score
AP	9	2.7
Book 1	21	1.3
Book 2	84	1.5
Book 3	13	2.7
Book 4	23	2.5
Book 5	29	2



UNIVERSAL QUESTIONS

This metric examines the textbooks' capacity to raise perennial issues of meaning, purpose, and the just society—issues that animate how human beings live and interpret their worlds, across time and place. The Universal Questions measure often correlates to Language; a brute recitation of dates and events would likely garner a “1” for Language and simultaneously offer little depth. The Universal Questions measure, likewise, relates somewhat to Balance, insofar as a monistic approach fails to engage in complexities of power and human relationships.

While related to both Language and Balance, the Universal Questions metric probes much deeper, to longstanding human deliberations on the problem of evil, the right foundation for human dignity, whether God exists, or the relationship between culture and truth (to name a few). Of course, the human experience is shot through with wonderings about all of these things and more. Jacques-Benigne Bossuet and Thomas Paine justified quite different kinds of governments—monarchy and democracy, respectively—while answering the same question: *How should society be organized?*



Jonathan Edwards' sermons and Karl Marx's *Communist Manifesto* are very different genres written for completely different ends, but both address the *problem of human suffering*. In the United States, important constitutional judgments—e.g., *Dred Scott* and *Brown v. Board of Education*—betray contending notions of democratic citizenship, human dignity, and the just society. Indeed, human artifacts (domestic architecture, works of art), institutions (schools, synagogues) and collective experiences (battles, treaties) inevitably reflect deeper, metaphysical claims. Even classroom interactions can be interpreted through different interpretive lenses.*

Such discussions bring a classroom to life. They also support democratic formation. Ample evidence suggests that routine exposure to debate and deliberation, engaging with multiple perspectives, and contrasting contradictory arguments exert long-term benefits to students' democratic capabilities.†

* See, for instance, the valences suggested by Victoria-María MacDonald, “Curricula as Living Organism,” *Journal of Curriculum & Pedagogy* 5, no. 2 (Winter 2008): 51–53; David T. Hansen, “The Emergence of a Shared Morality in a Classroom,” *Curriculum Inquiry* 22, no. 4 (1992): 345–61; Steven Brint, Mary F. Contreras, and Michael T. Matthews, “Socialization Messages in Primary Schools: An Organizational Analysis,” *Sociology of Education* 74, no. 3 (2001): 157–80.

† David E Campbell, “Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement Among Adolescents,” *Political Behavior* 30, no. 4 (2008): 437–54; Ashley Berner, “In a Polarized America, What Can We Do about Civil Disagreement?,” *Brookings* (blog), April 10, 2020, <https://www.brookings.edu/blog/brown-center-chalkboard/2020/04/10/in-a-polarized-america-what-can-we-do-about-civil-disagreement/>; Diana Hess and Paula McAvoy, *The Political Classroom: Evidence and Ethics in Democratic Education* (New York, NY: Routledge: Taylor & Francis Group, 2015), <http://thepoliticalclassroom.com>.

Textbooks cannot do this on their own; connecting the specific (e.g., the Voting Rights Act of 1965) to the universal (Who has membership in a democratic society?) comes to life in classroom interactions vastly more than through words on a page. But textbooks still matter.* They can set the table for higher-level reflections by connecting the dots explicitly and articulating the deeper questions repeatedly. Or not.

The AP textbook did this very well in many seminal content areas. For instance, it connects the ethos of nativism—also called Americanism—to how the United States responded to diverse peoples who, whether Mexican, Chinese, Irish, or African, did not fit the White Anglo-Saxon Protestant majority culture. The book explicitly raises the uncomfortable juxtaposition of U.S. democratic freedoms for some, and slavery or colonization for others, throughout the country’s history. The AP book also illustrates important nuances, such as many Latino males’ resistance to feminism in the 1970s, or the Puerto Rican and Mexican allies of Martin Luther King, Jr.



Other books succeeded in raising higher-order questions for some seminal content areas but not all. For instance, Book 3’s approach to The Spanish-American War (Seminal Content 3) leveraged primary sources to illustrate both politicians’ justifications for the war, and their opponents’ rejection of it. Book 3 also elevated the moral complexity associated with the Panama Canal and Zone (Seminal Content 4): it evoked aversion to the imperialist impulse that animated the project but acknowledged the economic benefit that many countries (not only the United States) received. Book 4’s depiction of Seminal Content 2 (Texas Independence and the Mexican-American War) opened up the pathos of imperialism, slavery, and democracy explicitly. Book 2 provided not only lyrical descriptions of the Aztecs and their initial friendship with the Spanish (Seminal Content 1) but also brought into sharp relief the proclivity of human frailty (greed, lust) to disrupt human partnership.

Finally, two of the books (Book 1 and Book 5) offered little by way of political, social, or philosophical depth in any content area. These books were intellectually flat.

* And classroom materials more generally.

DISCUSSION AND RECOMMENDATIONS

RECOMMENDATIONS

UnidosUS and the Institute envisioned this study as a first step in understanding how the Latino role in U.S. History is portrayed in high school content. There are concrete steps that various actors in the educational system should take right now. Perhaps the most important is the acknowledgement by the educational system, writ large, that current Latino-focused content in history and social studies textbooks—and by implication curricula—fall far short of what should be required in a country where the proportion of the Hispanic population is expected to grow to 29% by 2050.*

UnidosUS and the Institute recognize that this study's findings related to shortcomings in social studies and history content reflect broader trends in K-12 education. Before outlining detailed recommendations for specific actors in the education system, we urge policymakers and practitioners as a whole to take the following steps:

For policymakers and practitioners:

- First, prioritize the teaching of social studies throughout the K-12 journey. This may sound rudimentary, but particularly in elementary school, teachers often feel pressure to focus most of their instructional time on ELA and math which, after all, are tested subjects. Making space in the bell schedule for social studies, however, benefits students' perspectives on the world and even boosts their reading scores.†
- Second, prioritize high-quality social studies materials that are both content-rich and inclusive. As noted in the research recommendations section, there is much to do to bring content-rich, inclusive social studies into full focus at the national level. In the meantime, system leaders can ensure their adoption process for social studies is robust. For an example, see New Mexico's process.‡
- Third, ensure curriculum-aligned professional development. Teachers need support in leveraging high-quality materials to good effect in their instruction. Budgeting for curriculum-aligned professional development is critical and should be planned at the outset of an adoption process.§

* Jeffrey S. Passel and D'Vera Cohn, "U.S. Population Projections: 2005-2050," Pew Research Center, February 11, 2008, <https://www.pewresearch.org/hispanic/2008/02/11/us-population-projections-2005-2050/>, Table 1.

† Adam Tyner and Sarah Kabourek, "Social Studies Instruction and Reading Comprehension: Evidence from the Early Childhood Longitudinal Study," (Washington, DC: Thomas B. Fordham Institute, September 24, 2020), <http://fordhaminstitute.org/national/resources/social-studies-instruction-and-reading-comprehension>.

‡ New Mexico Public Education Department, "High Quality Instructional Materials (HQIM) Reviews: Instructional Materials Reviewed by New Mexico Educators for New Mexico Educators," New Mexico Public Education Department, <https://web.ped.state.nm.us/sites/HQIMReviews/SitePages/Home.aspx>; New Mexico Public Education Department, "Adoption Information," New Mexico Public Education Department, 2022, <https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>.

§ Johns Hopkins Institute for Education Policy, "The Importance of District and State RFPs: Effective Professional Learning to Support High-Quality Curriculum Implementation;" CCSSO, "CCSSO's High-Quality Instructional Materials and Professional Development (IMPD) Network."

- Fourth, where social studies materials are found lacking, use well-curated resources to ensure inclusivity and quality. Our teams support adopting and implementing robust materials for system-wide use; this ensures a coherent instructional journey for young people. However, even the best materials have gaps and missed opportunities. When these gaps pertain to Latino contributions to the United States story, we recommend using well-curated resources to ensure depth of coverage. We have included a list of resources in Appendix C.

While completely overhauling K-12—and particularly, high school—social studies and history texts and curricula is a long-term, massive undertaking requiring numerous changes in policy and practice, there are immediate steps that key actors in the system can take to address the problem. For example:

- **Textbook publishers** should develop textbooks that fully expose students to the experiences of Latinos, incorporating rigorous content including both primary and secondary sources. At a minimum, publishers should commission independent reviews of their texts, measured against the seminal content outlined in Appendix D or other authoritative sources, and develop plans to ameliorate serious omissions and gaps in subsequent editions of their texts.
- **State and school system leaders should:**
 - Review their existing textbooks and consider authorizing the use of alternative, more inclusive textbooks, where feasible;
 - Establish a clear expectation that high school social studies and history curricula should reflect accurate and inclusive Latino-focused content, including historically significant people, events and trends; and
 - Authorize and fund professional development and other supports to curriculum developers and teachers to assist them in presenting the full scope of the presence and experiences of Latinos in the United States.
- **Teachers** play a uniquely important role in the cognitive and social development of children. Teachers, especially those in states or school systems where assigned textbooks and required curricula may not fully reflect the Latino experience in the U.S., can still take meaningful steps to ensure a higher quality experience for their students. Specifically, they should:
 - **Advocate directly and through organized efforts to policymakers at the state and/or system level** for more inclusive texts and curricula, expanded professional development, and other resources required to ensure that their students are exposed to the full depth and breadth of the Latino experience in the U.S.
 - **Carefully select extra-curricular and supplemental materials** from authoritative, reputable sources, including but not limited to those listed in Appendix C.
 - **Maximize other opportunities to present accurate, Latino-focused content to students**, including outside presentations from expert sources and content-rich celebrations of key milestones, e.g., Hispanic Heritage Month.

- **Parents and students** themselves are the most important stakeholders in the education system, and they often have more power to effect change than they might recognize. There are many ways in which parents and students can get involved to ensure more accurate and inclusive classrooms and curricula. For example:
 - **Parents and students can be extremely effective advocates for change**, sometimes simply by visiting school officials, making presentations to school boards and other bodies, or through more organized efforts in partnership with teachers or community organizations.
 - **Parents and students should also take other steps to expand their knowledge of the diverse experiences of all Americans** by seeking out enrichment programs often offered by community organizations and other cultural organizations, visiting museums and art exhibits that reflect the Latino experience, or by selecting Hispanic-focused books, movies and documentaries for “education via recreation” opportunities.
- **Latino scholars and advocates** often lament the inaccurate, stereotypical, and even toxic portrayals of the Hispanic community in contemporary media and political discourse. They should recognize that these narratives are driven, at least in part, by the lack of basic foundational knowledge of the critical roles that Latinos have played in U.S. History—attributable to the absence of this content in social studies and history textbooks. Thus:
 - **Latino scholars can help address the problem** by conducting and widely disseminating research on key gaps in social studies and history texts and curricula, highlighting the community’s own scholarship that can help fill these gaps, and encouraging their own institutions of higher education—which after all are producing the next generation of educators—to adopt more accurate and inclusive content about Latinos.
 - **Hispanic-focused advocates** would do well to expand their policy and advocacy agendas to include a more specific, intentional focus on improving the representation of the Latino community in history and social studies texts and curricula. In doing so, they might create a more receptive audience for policy changes in the next generation of lawmakers now in the educational system.
- **Philanthropic foundations** have formed strong alliances around the development and evaluation of math, ELA, and science materials. They should expand the scope to include social studies, to good effect.
 - Continue to support in-depth analyses of social studies materials. Math, ELA, and science have gateway reviews—such as the high-impact EdReports.org. The field of social studies differs in being responsive to local and state standards, particularly in the elementary grades. Nevertheless, there is a place for analyses of the quality, coherence, and inclusivity of published, district-designed, and supplemental social studies materials.
 - Include diverse leaders and scholars in the design of new materials. There is no substitute for drawing on expert guidance in identifying rich, authentic, primary sources to reflect the contributions of diverse peoples to the nation’s history.

- **Researchers and analysts** should pursue funding for new lines of research to more precisely understand the impact of social studies in various state and school contexts.
 - **Review social studies material.** Social studies curricula have been under-researched—especially in comparison to English language arts (ELA) and math curricula. The reasons for such inattention include the fact that few states require annual social studies tests, and few teacher preparation programs develop candidates’ subject-specific background knowledge. Additionally, state standards vary substantially from one another, making comparability more tenuous than for ELA and math. Finally, the post-COVID-19 world includes more educational options than ever before; a landscape of predominantly brick-and-mortar schools have developed micropods, homeschooling co-ops, and virtual options—sometimes by grade and subject. Particularly given the influx of new decision-makers, the field needs more thorough, and more accessible, reviews of social studies content. (The Institute’s comprehensive Knowledge Map™ reviews require a more interactive website to accommodate widespread use.)
 - **Field system-wide teacher surveys of curriculum use.** It is one thing for a system to adopt a textbook, and quite another for teachers within a system—or even within a school—to use it consistently. As noted above, nationally representative studies indicate that teachers select their classroom materials from a wide variety of resources, even when an endorsed curriculum is in place. While individual teachers may do so expertly and effectively, across an individual child’s entire K-12 journey, coherence matters. It is thus critical for system leaders to understand not only which social studies materials teachers rely on, but also how much time per week they spend creating lesson plans and whether they receive support in delivering challenging, engaging social studies instruction.
 - **Conduct curriculum impact studies.** Understanding the quality (strengths and weaknesses) of formal materials and exploring teachers’ practices around classroom instruction are necessary but insufficient; we need to know how both influence students’ learning. The field needs impact studies that investigate the effect of specific social studies curricula on students’ learning and other measures (attendance, engagement, civic capacities). Such research projects are often costly, and their robustness depends on the conditions in the field, the fidelity of implementation, and the length of time involved. Nevertheless, the interaction between specific materials, teachers’ use of them, and student outcomes—particularly for marginalized students—is too important to leave to chance.



FINAL THOUGHTS

We echo Latino educator Kevin Cataldo's hope that today's young Latinos will find their identity valued *as integral to the American story*.^{*} But this study comes at a fraught time in U.S. education, and in the country's political space more broadly. This contentious context makes raising the deeper theoretical questions unusually risky but even more urgent. Namely, how can we introduce the next generation to the story of the United States in a truthful and empowering way? To what extent must we lament and also honor the past? How do we ensure that U.S. History reflects the complex interaction of diverse peoples whose contributions shape the democracy in which we live today? There are no perfect answers, but the pursuit is worth undertaking together.



^{*} Kevin Cataldo, "Culturally Relevant Pedagogy Post-Covid-19," *Current Issues in Comparative Education* 24, no. 2 (2022): 115-18, <https://doi.org/10.52214/cice.v24i2.9393>.

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APPENDICES

APPENDIX A: DEPTH OF COVERAGE BY SEMINAL CONTENT AREA

SEMINAL CONTENT 1: SPANISH EXPLORATION

Spanish exploration, conquest, and colonization (1513-1776)

Location: Spanish Florida and future American Southwest from Texas to California

Aggregate, Depth of Content

Extent	Average
Seminal Content 1: Spanish exploration, conquest, and colonization (1513-1776)	1
Conquistadores	1.8
Black Legend	0.2
Encomienda System	0.8
Mission System	1.8
Castas System	1
Fusion of Spanish and Native American Cultures	2.2
Hispanic and Latino Presence before Independence	2.6
Juan Garrido	0
Ponce de León explored Florida (1513, 1521)	0.6
Cabeza de Vaca is shipwrecked in Texas (1528)	0.2
De Soto's explorations (1539-1542)	1.2
Coronado explored present-day Southwest (1540-1542)	1
Rodríguez Cabrillo explored California coast (1542)	0.2
Establishment of St. Augustine (1565)	1
Oñate conquered Pueblo peoples of Rio Grande valley (1598-1609)	1
Battle of Acoma (1599)	0.2
Establishment of New Mexico (1609)	1.8
Pueblo Revolt or Popé's Rebellion (1680)	1.4
Establishment of first missions in Texas (1690)	0.6
Establishment of San Antonio (1718)	0.4
Serra founded first mission in California at San Diego (1769)	1
Presidio established in San Francisco (1776)	0.2

Book-by-Book Comparison, Depth of Coverage

(Note: Book 3 began with Reconstruction per state standards.)

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 1: Spanish exploration, conquest, and colonization (1513-1776)	1.5	1.0	3.0	1.0	0.7	0.6
Conquistadores	2	2	2	1	1	3
Black Legend	1	0	0	n/a	0	0
Encomienda System	1	0	2	n/a	0	1
Mission System	2	2	2	1	2	2
Castas System	2	2	0	n/a	1	0
Fusion of Spanish and Native American Cultures	3	2	3	n/a	2	1
Hispanic and Latino Presence before Independence	3	2	3	n/a	2	3
Juan Garrido	0	0	0	n/a	0	0
Ponce de León explored Florida (1513, 1521)	1	0	1	n/a	0	1
Cabeza de Vaca is shipwrecked in Texas (1528)	1	0	0	n/a	0	0
De Soto's explorations (1539-1542)	2	1	1	n/a	2	0
Coronado explored present-day Southwest (1540-1542)	1	2	2	n/a	0	0
Rodríguez Cabrillo explored California coast (1542)	1	0	0	n/a	0	0
Establishment of St. Augustine (1565)	1	2	2	n/a	0	0
Oñate conquered Pueblo peoples of Rio Grande valley (1598-1609)	3	2	0	n/a	0	0
Battle of Acoma (1599)	1	0	0	n/a	0	0
Establishment of New Mexico (1609)	2	2	2	n/a	1	2
Pueblo Revolt or Popé's Rebellion (1680)	2	2	2	n/a	0	1
Establishment of first missions in Texas (1690)	1	0	1	n/a	1	0
Establishment of San Antonio (1718)	1	0	0	n/a	1	0
Serra founded first mission in California at San Diego (1769)	1	2	0	n/a	2	0
Presidio established in San Francisco (1776)	1	0	0	n/a	0	0

SEMINAL CONTENT 2: MEXICAN-AMERICAN WAR*Texas Independence and the Mexican-American War (1836-1848)**Location: American Southwest from Texas to California (formerly northern Mexico)***Aggregate, Depth of Content**

Extent	Average
Seminal Content 2: Texas Independence and the Mexican-American War (1836-1848)	1.2
Whig and abolitionist opposition to Mexican-American War	1.8
Tejanos	2
Californios	0.7
Las Gorras Blancas (New Mexico)	0.8
Juan Nepomuceno Cortina (Texas)	0
Antonio López de Santa Anna	1.7
Stephen Austin	1.3
John Slidell	0.5
General Zachary Taylor	1.7
Mariano Guadalupe Vallejo	0.8
Maria Ruiz de Burton	0
Apolinaria Lorenzana	0
Colonel Stephen Kearny	1.2
General Ulysses S. Grant	0.7
The Alamo (1836)	1.8
Davy Crockett	0.7
Battle of San Jacinto (1836)	1.5
General Samuel Houston	2
Annexation of Texas by the U.S. (1845)	2
President James K. Polk	2.2
Border dispute over Rio Grande or Nueces River (1846)	1.3
Wilmot Proviso (1846)	1.7
"Spot Resolutions" by Abraham Lincoln (1847)	0.8
Battle of Buena Vista (1847)	0.5
Siege of Veracruz (1847)	1.2
General Winfield Scott	1.5
Treaty of Guadalupe Hidalgo (1848)	1.8
Publication of "Civil Disobedience" by Thoreau	1.2
Henry David Thoreau	1.2

Book-by-Book Comparison, Depth of Coverage

(Note: Book 3 began with Reconstruction per state standards.)

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 2: Texas Independence and the Mexican-American War (1836-1848)	1.1	1.6	1.6	0.6	1.7	0.6
Whig and abolitionist opposition to Mexican-American War	2	3	2	0	3	1
Tejanos	2	3	2	0	3	2
Californios	1	3	0	0	0	0
Las Gorras Blancas (New Mexico)	0	2	0	3	0	0
Juan Nepomuceno Cortina (Texas)	0	0	0	0	0	0
Antonio López de Santa Anna	2	2	2	0	3	1
Stephen Austin	1	1	2	0	3	1
John Slidell	0	0	2	0	1	0
General Zachary Taylor	2	2	1	1	3	1
Mariano Guadalupe Vallejo	0	3	0	2	0	0
Maria Ruiz de Burton	0	0	0	0	0	0
Apolinaria Lorenzana	0	0	0	0	0	0
Colonel Stephen Kearny	1	1	2	0	2	1
General Ulysses S. Grant	1	1	1	0	1	0

Book-by-Book Comparison, Depth of Coverage (Continued)
 (Note: Book 3 began with Reconstruction per state standards.)

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 2: Texas Independence and the Mexican-American War (1836-1848)	1.1	1.6	1.6	0.6	1.7	0.6
The Alamo (1836)	1	2	3	1	3	1
Davy Crockett	1	1	1	0	1	0
Battle of San Jacinto (1836)	1	2	2	1	3	0
General Samuel Houston	2	3	2	0	3	2
Annexation of Texas by the U.S. (1845)	2	2	2	2	3	1
President James K. Polk	2	2	3	1	3	2
Border dispute over Rio Grande or Nueces River (1846)	1	2	2	2	1	0
Wilmot Proviso (1846)	1	3	3	0	2	1
"Spot Resolutions" by Abraham Lincoln (1847)	2	0	0	0	3	0
Battle of Buena Vista (1847)	1	1	1	0	0	0
Siege of Veracruz (1847)	1	1	1	1	3	0
General Winfield Scott	1	1	3	1	2	1
Treaty of Guadalupe Hidalgo (1848)	1	2	2	2	3	1
Publication of "Civil Disobedience" by Thoreau	2	2	3	0	0	0
Henry David Thoreau	2	2	3	0	1	1

SEMINAL CONTENT 3: SPANISH-AMERICAN WAR (1898)

Locations: The Caribbean (Cuba and Puerto Rico) and the Pacific (Philippines and Guam)

Aggregate, Depth of Content

Extent	Average
Seminal Content 3: Spanish-American War (1898)	1.2
Yellow Journalism	1.8
Insular Cases	1.2
Cuba: Teller Amendment	1
Cuba: Platt Amendment	1.8
Puerto Rico: Foraker Act (1900)	1.5
Puerto Rico: Jones-Shafroth Act (1917)	0.7
Puerto Rico: Operation Bootstrap (1944)	0
Puerto Rico: Commonwealth Status (1952)	0.5
Migration patterns of Puerto Ricans and Cubans to the mainland of the United States	1.8
President William McKinley	2.3
Valeriano Weyler	1.3
José Martí	1.7
Antonio Maceo	0
General Nelson A. Miles	0.3
Román Baldorioty de Castro	0
Lola Rodríguez de Tió	0
Alfred Thayer Mahan	1.5
Frederick Jackson Turner	1
U.S.S. Maine (explosion)	1.7
The Battle of San Juan Hill	1.5
President Theodore Roosevelt	2.2
The Battle of Santiago de Cuba	1.3
The Battle of Manila Bay	1.3
General George Dewey	1.5
Treaty of Paris (1898)	1.5
Secretary of State John Hay	0.5

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 3: Spanish-American War (1898)	1	1.6	1.4	1	1.3	0.7
Yellow Journalism	2	3	2	1	2	1
Insular Cases	2	3	2	0	0	0
Cuba: Teller Amendment	1	1	1	3	0	0
Cuba: Platt Amendment	1	2	3	3	1	1
Puerto Rico: Foraker Act (1900)	1	2	2	2	1	1
Puerto Rico: Jones-Shafroth Act (1917)	0	2	1	1	0	0
Puerto Rico: Operation Bootstrap (1944)	0	0	0	0	0	0
Puerto Rico: Commonwealth Status (1952)	0	0	2	0	1	1
Migration patterns of Puerto Ricans and Cubans to the mainland of the United States	2	2	2	0	3	2
President William McKinley	3	2	2	3	3	1
Valeriano Weyler	0	2	3	1	1	1
José Martí	1	2	2	1	2	2

Book-by-Book Comparison, Depth of Coverage (Continued)

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 3: Spanish-American War (1898)	1	1.6	1.4	1	1.3	0.7
Antonio Maceo	0	0	0	0	0	0
General Nelson A. Miles	0	0	1	0	0	1
Román Baldorioty de Castro	0	0	0	0	0	0
Lola Rodríguez de Tió	0	0	0	0	0	0
Alfred Thayer Mahan	1	2	1	1	3	1
Frederick Jackson Turner	1	2	0	0	3	0
U.S.S. Maine (explosion)	2	2	2	2	1	1
The Battle of San Juan Hill	2	3	2	1	1	1
President Theodore Roosevelt	3	2	2	2	3	1
The Battle of Santiago de Cuba	1	3	1	1	2	0
The Battle of Manila Bay	1	2	2	2	1	0
General George Dewey	1	3	2	1	1	1
Treaty of Paris (1898)	0	2	2	2	2	1
Secretary of State John Hay	1	0	0	0	2	0

SEMINAL CONTENT 4: THE PANAMA CANAL AND ZONE (1850-present)*Location: Isthmus of Panamá in Central America***Aggregate, Depth of Content**

Extent	Average
Seminal Content 4: The Panama Canal and Zone (1850-present)	0.8
British and French attempts to build a canal in Central America before the U.S.	1.5
U.S. support of Panamanian revolution and independence from Colombia Panama Company	1.5
Tropical diseases: yellow fever and malaria	1.2
Canal returned to Panama in 1999 pursuant to the Torrijos-Carter Treaties	1
Panama Canal Commission (1999)	0
President Theodore Roosevelt	2.3
Julian Pauncefote	0
Philippe Bunau-Varilla	0.5
George Washington Goethals	0
William C. Gorgas	0.7
Ferdinand de Lesseps	0.3
Clayton-Bulwer Treaty (1850)	0
Hay-Pauncefote Treaty (1901)	0.3
Hay-Herrán Treaty (1903)	0.2
Hay-Bunau-Varilla Treaty (1903)	0.5
Construction of the Panama Canal by the U.S. (1903-1914)	2.3
Torrijos-Carter Treaties (1977)	0.3
"War on Drugs" campaign under Reagan Administration (1980s)	1.3
Operation "Just Cause," or the U.S. invasion of Panama to remove Manuel Noriega (1989-1990)	1.3

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 4: The Panama Canal and Zone (1850-present)	0.8	1	1.1	0.9	0.8	0.4
British and French attempts to build a canal in Central America before the U.S.	1	2	2	1	2	1
U.S. support of Panamanian revolution and independence from Colombia Panama Company	1	2	2	2	2	0
Tropical diseases: yellow fever and malaria	1	2	2	1	1	0
Canal returned to Panama in 1999 pursuant to the Torrijos-Carter Treaties	1	2	1	1	0	1
Panama Canal Commission (1999)	0	0	0	0	0	0
President Theodore Roosevelt	3	3	3	2	1	2
Julian Pauncefote	0	0	0	0	0	0
Philippe Bunau-Varilla	1	0	2	0	0	0
George Washington Goethals	0	0	0	0	0	0
William C. Gorgas	0	2	0	1	1	0
Ferdinand de Lesseps	1	0	0	0	1	0
Clayton-Bulwer Treaty (1850)	0	0	0	n/a	0	0
Hay-Pauncefote Treaty (1901)	0	0	1	1	0	0
Hay-Herrán Treaty (1903)	0	0	0	1	0	0
Hay-Bunau-Varilla Treaty (1903)	0	0	2	1	0	0
Construction of the Panama Canal by the U.S. (1903-1914)	3	2	3	2	3	1
Torrijos-Carter Treaties (1977)	0	1	0	1	0	0
"War on Drugs" campaign under Reagan Administration (1980s)	2	2	0	0	3	1
Operation "Just Cause," or the U.S. invasion of Panama to remove Manuel Noriega (1989-1990)	1	1	2	2	1	1

SEMINAL CONTENT 5: TWENTIETH-CENTURY LATINO LEGAL CASES (1947; 1954; 1966; 1974; 1975; 1982)*Locations: California, Texas, and New York***Aggregate, Depth of Content**

Extent	Average
Seminal Content 5: Twentieth-Century Latino Legal Cases (1947; 1954; 1966; 1974; 1975; 1982)	0.7
Ongoing systemic discrimination prior to court decisions (i.e., redlining, Felix Longoria Affair in Three Rivers)	1
Court upholds a section of the Voting Rights Act of 1965, which held that "No state shall impede suffrage to individuals lacking English language literacy" and also struck down New York voting laws requiring English proficiency (Katzenbach v. Morgan)	0.2
League of United Latin American Citizens (LULAC)	0.8
Voting Rights Act of 1965	1
14th Amendment and equal protection clause applies to all racial and ethnic groups facing discrimination, including Mexican-Americans (Hernández v. State of Texas)	0.5
Civil Rights Act of 1964	1.8
Court ruled all children-regardless of their citizenship-were entitled to free public education under the Equal Protection Clause of the 14th Amendment (Plyler v. Doe)	0.5
De facto segregation versus De jure segregation	0.8
Racial segregation in the California public school system (e.g., Orange County) is unconstitutional and unlawful Mendez v. Westminster	1
Court ruled that stopping individuals for unreasonable suspicions (e.g., Mexican appearance) violated the 14th Amendment of the U.S. Constitution (U.S. v. Brignón-Ponce)	0
Court ruled no constitutional right to equal education funding and reserved jurisdiction of Texas' public school finance to the state (San Antonio Independent School District v. Rodriguez)	0.2
Mexican American Legal Defense and Educational Fund (MALDEF)	0.3
The Aspira Consent Decree states that public schools in New York City must provide bilingual education (Aspira of New York v. Board of Education)	0.7
Court ruled that there were violations of the 14th Amendment and Title VI of the Civil Rights Act of 1964 by the Portales school system because of inadequate bilingual education curriculum (Serna v. Portales)	0.2

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 5: Twentieth-Century Latino Legal Cases (1947; 1954; 1966; 1974; 1975; 1982)	0.4	0.7	0.4	0.7	1.3	0.4
Ongoing systemic discrimination prior to court decisions (i.e., redlining, Felix Longoria Affair in Three Rivers)	2	0	1	2	1	0
Court upholds a section of the Voting Rights Act of 1965, which held that "No state shall impede suffrage to individuals lacking English language literacy" and also struck down New York voting laws requiring English proficiency (Katzenbach v. Morgan)	0	0	0	0	0	1
League of United Latin American Citizens (LULAC)	1	0	0	0	3	1
Voting Rights Act of 1965	1	2	0	0	3	0
14th Amendment and equal protection clause applies to all racial and ethnic groups facing discrimination, including Mexican-Americans (Hernández v. State of Texas)	0	2	0	0	1	0
Civil Rights Act of 1964	0	2	2	3	1	3
Court ruled all children-regardless of their citizenship-were entitled to free public education under the Equal Protection Clause of the 14th Amendment (Plyler v. Doe)	1	0	0	1	1	0
De facto segregation versus De jure segregation	0	0	0	3	2	0
Racial segregation in the California public school system (e.g., Orange County) is unconstitutional and unlawful (Mendez v. Westminster)	0	1	1	1	3	1
Court ruled that stopping individuals for unreasonable suspicions (e.g., Mexican appearance) violated the 14th Amendment of the U.S. Constitution (U.S. v. Brignón-Ponce)	0	0	0	0	0	0
Court ruled no constitutional right to equal education funding and reserved jurisdiction of Texas' public school finance to the state (San Antonio Independent School District v. Rodriguez)	0	0	0	0	1	0
Mexican American Legal Defense and Educational Fund (MALDEF)	0	2	0	0	0	0
The Aspira Consent Decree states that public schools in New York City must provide bilingual education (Aspira of New York v. Board of Education)	0	1	1	0	2	0
Court ruled that there were violations of the 14th Amendment and Title VI of the Civil Rights Act of 1964 by the Portales school system because of inadequate bilingual education curriculum (Serna v. Portales)	1	0	0	0	0	0

SEMINAL CONTENT 6: MODERN CIVIL RIGHTS MOVEMENT (1950s-1980s)*Locations: California, New York, Texas, Puerto Rico***Aggregate, Depth of Content**

Extent	Average
Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)	0.8
Political activism	2.3
Grassroots movements that strove for economic and social justice, including bilingual education, improvements in employment and housing, etc.	2.5
César Chávez	2.3
Dolores Huerta	1.5
Gloria Anzaldua	0
Raul Yzaguirre	0
United Farm Workers (UFA)	1.8
Chicano Movement	1.5
Brown Berets	0.8
American GI Forum	0.7
La "Raza Unida"	1.2
MECHA (student group)	0.2
League of United Latin American Citizens (LULAC)	1
Mexican-American Legal Defense and Educational Fund (MALDEF)	0.2
Puerto Rican Legal Defense and Education Fund (PRLDEF)	0
National Council of La Raza (NCLR)	0.3
ASPIRA—Hispanic Youth Development Organization	0
1975 Voting Rights Act amendments (1st to cover Latinos)	0.5
"Walkouts" in East L.A.	0.3
Hispanic category in U.S. Census (1980)	0.3
Calls for Puerto Rican independence ("Los Macheteros")	0.2

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)	1	1	1	1	1	1
Political activism	2	2	3	3	2	2
Grassroots movements that strove for economic and social justice, including bilingual education, improvements in employment and housing, etc.	3	2	3	3	2	2
César Chávez	2	2	2	3	2	3
Dolores Huerta	1	1	2	3	1	1
Gloria Anzaldua	0	0	0	0	0	0
Raul Yzaguirre	0	0	0	0	0	0
United Farm Workers (UFA)	2	2	2	3	1	1
Chicano Movement	1	2	2	3	1	0
Brown Berets	0	1	3	0	0	1
American GI Forum	0	0	0	3	1	0
La "Raza Unida"	0	2	2	2	1	1
MECHA (student group)	0	0	1	0	0	0
League of United Latin American Citizens (LULAC)	2	0	1	2	1	0
Mexican-American Legal Defense and Educational Fund (MALDEF)	0	0	0	0	0	1
Puerto Rican Legal Defense and Education Fund (PRLDEF)	0	0	0	0	0	0
National Council of La Raza (NCLR)	0	0	0	2	0	0
ASPIRA—Hispanic Youth Development Organization	0	0	0	0	0	0
1975 Voting Rights Act amendments (1st to cover Latinos)	0	1	1	0	0	1
"Walkouts" in East L.A.	0	0	2	0	0	0
Hispanic category in U.S. Census (1980)	0	0	0	0	2	0
Calls for Puerto Rican independence ("Los Macheteros")	0	0	0	0	1	0

SEMINAL CONTENT 7: COLD WAR POLITICS AND LATIN AMERICA (1954-ca. 1990)*Locations: Guatemala, Cuba, Chile, Nicaragua, El Salvador, Honduras***Aggregate, Depth of Content**

Extent	Average
Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)	1
Covert operations by the CIA (e.g., PBSuccess in Guatemala, assassination of Rafael Trujillo in the Dominican Republic)	1
United Fruit Company	0.5
Military and economic aid to regimes in Latin America with records of human rights violations (e.g., death squads, in Central America, disappeared people in Chile)	2.2
Murdered churchwomen in El Salvador (1980)	0.2
El Mozote massacre in El Salvador (1981)	0.2
Cold War link to migration to U.S.	1.2
Liberation Theology	0
School of the Americas trained anti-communist forces (e.g., Cuban exiles involved in the Bay of Pigs)	1.7
Cuban Missile Crisis of 1962	2.5
Jacobo Arbenz	0.3
Fidel Castro	2
Carlos Castillo Armas	0.2
Salvador Allende	0.7
Augusto Pinochet	0.7
Sandinistas and Contras	1.7
Guatemalan coup d'état (1954)	0.8
Bay of Pigs invasion in Cuba (1961)	2
Operation Peter Pan (Cuban children escaping Castro's regime, 1960-1962)	0
Chilean coup d'état (1973)	0.8
U.S. aids repressive regimes in Central America (e.g., Nicaragua, El Salvador, Honduras, and Guatemala in the 1980s)	2
Assassination of Archbishop Oscar Romero in El Salvador (1980)	0

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)	1.1	0.7	1.4	1.2	0.8	0.7
Covert operations by the CIA (e.g., PBSUCCESS in Guatemala, assassination of Rafael Trujillo in the Dominican Republic)	1	0	1	3	1	0
United Fruit Company	1	0	0	1	1	0
Military and economic aid to regimes in Latin America with records of human rights violations (e.g., death squads, in Central America, disappeared people in Chile)	3	2	2	2	1	3
Murdered churchwomen in El Salvador (1980)	1	0	0	0	0	0
El Mozote massacre in El Salvador (1981)	1	0	0	0	0	0
Cold War link to migration to U.S.	0	2	3	2	0	0
Liberation Theology	0	0	0	0	0	0
School of the Americas trained anti-communist forces (e.g., Cuban exiles involved in the Bay of Pigs)	1	2	0	3	3	1
Cuban Missile Crisis of 1962	1	2	3	3	3	3
Jacobo Arbenz	2	0	0	0	0	0
Fidel Castro	1	2	3	1	3	2
Carlos Castillo Armas	1	0	0	0	0	0
Salvador Allende	1	0	3	0	0	0
Augusto Pinochet	1	1	2	0	0	0
Sandinistas and Contras	2	1	2	2	1	2
Guatemalan coup d'état (1954)	1	0	2	2	0	0
Bay of Pigs invasion in Cuba (1961)	1	2	3	3	2	1
Operation Peter Pan (Cuban children escaping Castro's regime, 1960-1962)	0	0	0	0	0	0
Chilean coup d'état (1973)	1	0	3	1	0	0
U.S. aids repressive regimes in Central America (e.g., Nicaragua, El Salvador, Honduras, and Guatemala in the 1980s)	3	1	2	2	1	3
Assassination of Archbishop Oscar Romero in El Salvador (1980)	0	0	0	0	0	0

SEMINAL CONTENT 8: AMERICAN PURCHASES AND FOREIGN POLICY IN LATIN AMERICA (1819-2019)

Locations: U.S. and Latin America

Aggregate, Depth of Content

Extent	Average
Seminal Content 8: U.S. Purchases and Foreign Policy in Latin America (1819-2019)	1.4
Big Stick Policy and military force (Roosevelt)	1.7
Yankee Imperialism and interventions	2.3
"Banana Wars" in Central America	0.3
Organization of American States (OAS)	0
Free-trade zone	2.2
United States-Mexico-Canada Agreement (USMCA)	0
Secretary of State Cordell Hull	0.5
Adams-Onís Treaty—the purchase of Florida Treaty (1819)	1.6
Monroe Doctrine (1823)	2.5
James Monroe	2.2
Gadsden Purchase (1854)	1.2
President Franklin Pierce	1
Roosevelt Corollary (1904): Cuba	1.3
Roosevelt Corollary (1904): Dominican Republic	1
Roosevelt Corollary (1904): Nicaragua	1.3
Good Neighbor Policy (1933)	0.7
President Franklin D. Roosevelt	1.8
Alliance for Progress (1961-1973)	1.8
President John F. Kennedy	2.5
North American Free Trade Agreement	2.3
President Bill Clinton	1.7

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 8: U.S. Purchases and Foreign Policy in Latin America (1819-2019)	1.6	1.2	1.8	1.1	1.9	0.9
Big Stick Policy and military force (Roosevelt)	3	2	2	1	2	0
Yankee Imperialism and interventions	3	2	3	3	3	0
"Banana Wars" in Central America	0	0	2	0	0	0
Organization of American States (OAS)	0	0	0	0	0	0
Free-trade zone	3	2	3	1	3	1
United States-Mexico-Canada Agreement (USMCA)	0	0	0	0	0	0
Secretary of State Cordell Hull	0	0	0	0	3	0
Adams-Onís Treaty—the purchase of Florida Treaty (1819)	2	2	2	n/a	1	1
Monroe Doctrine (1823)	3	2	3	2	3	2
James Monroe	3	2	1	n/a	3	2
Gadsden Purchase (1854)	1	2	1	n/a	3	2
President Franklin Pierce	1	0	2	n/a	2	0
Roosevelt Corollary (1904): Cuba	2	2	2	1	1	0
Roosevelt Corollary (1904): Dominican Republic	2	0	0	2	2	0
Roosevelt Corollary (1904): Nicaragua	2	1	3	1	1	0
Good Neighbor Policy (1933)	1	1	2	0	0	0
President Franklin D. Roosevelt	2	1	2	0	3	3
Alliance for Progress (1961-1973)	1	2	2	3	2	1
President John F. Kennedy	2	2	2	3	3	3
North American Free Trade Agreement	2	2	3	2	3	2
President Bill Clinton	1	1	3	0	2	3

SEMINAL CONTENT 9: HISPANIC/LATINO FIRSTS (1821-present)*Location: United States***Aggregate, Depth of Content**

Extent	Average
Seminal Content 9: Hispanic/Latino Firsts (1821-present)	0.1
José (aka Joseph) Hernández, 1st member of Congress (1821-1823)	0
Octaviano Ambrosio Larrazolo, 1st U.S. Senator (1928-1929)	0.3
Macario García, Medal of Honor recipient (1945)	0
Rita Moreno, 1st Hispanic person to win an Academy Award (1962)	0
Piri Thomas, author, best-seller <i>Down These Mean Streets</i> (1967)	0
Roberto Clemente, 1st Latino inducted into the National Baseball Hall of Fame (1973)	0
Dr. Lauro Cavazos, 1st Latino in a presidential cabinet: Secretary of Education (1988)	0
Ileana Ros-Lehtinen, 1st Hispanic woman elected to Congress (1989)	0
Antonia Novello, 1st Hispanic U.S. Surgeon General (1990-1993)	0.2
Celia Cruz, 1st career Grammy for Best Tropical Latin Performance (1986)	0
Ellen Ochoa, 1st Hispanic woman astronaut in space (1993)	0
Sonia Sotomayor, 1st Latina in U.S. Supreme Court (2009)	1
Julia Alvarez-Latina Poet	0.2
Carlos Castro, entrepreneur from El Salvador (Todos Supermarket)	0
Hispanic Heritage Week created by President Lyndon B. Johnson (1968)	0
Hispanic Heritage Month created by President Ronald Reagan (1988)	0

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 9: Hispanic/Latino Firsts (1821-present)	0.1	0.3	0.1	0.2	0	0
José (aka Joseph) Hernández, 1st member of Congress (1821-1823)	0	0	0	n/a	0	0
Octaviano Ambrosio Larrazolo, 1st U.S. Senator (1928-1929)	0	2	0	0	0	0
Macario García, Medal of Honor recipient (1945)	0	0	0	0	0	0
Rita Moreno, 1st Hispanic person to win an Academy Award (1962)	0	0	0	0	0	0
Piri Thomas, author, best-seller Down These Mean Streets (1967)	0	0	0	0	0	0
Roberto Clemente, 1st Latino inducted into the National Baseball Hall of Fame (1973)	0	0	0	0	0	0
Dr. Lauro Cavazos, 1st Latino in a presidential cabinet: Secretary of Education (1988)	0	0	0	0	0	0
Ileana Ros-Lehtinen, 1st Hispanic woman elected to Congress (1989)	0	0	0	0	0	0
Antonia Novello, 1st Hispanic U.S. Surgeon General (1990-1993)	0	0	1	0	0	0
Celia Cruz, 1st career Grammy for Best Tropical Latin Performance (1986)	0	0	0	0	0	0
Ellen Ochoa, 1st Hispanic woman astronaut in space (1993)	0	0	0	0	0	0
Sonia Sotomayor, 1st Latina in U.S. Supreme Court (2009)	1	2	1	2	0	0
Julia Alvarez-Latina Poet	0	0	0	1	0	0
Carlos Castro, entrepreneur from El Salvador (Todos Supermarket)	0	0	0	0	0	0
Hispanic Heritage Week created by President Lyndon B. Johnson (1968)	0	0	0	0	0	0
Hispanic Heritage Month created by President Ronald Reagan (1988)	0	0	0	0	0	0

SEMINAL CONTENT 10: IMMIGRATION ISSUES AND CURRENT EVENTS (1920s-present)

Location: United States

Aggregate, Depth of Content

Extent	Average
Seminal Content 10: Immigration Issues and Current Events (1920s-present)	0.9
Labor shortages during world wars, especially in the agricultural sector	1.2
Emergency Quota Act (1921)	0.8
National Origins Act (1924)	0.8
Mexican Farm Labor Program	1.5
Civil unrest in Central America, 1970s and 1980s	1.2
Ongoing debates over whether immigration policy is a state or federal issue	1.5
Ongoing need for immigration reform	1.5
United We Dream	0
General Joseph Swing, Commissioner of Immigration and Naturalization	0
Jan Brewer, Arizona governor known for strict immigration enforcement	0
Mexican migration caused by Mexican revolution (1910-1920s)	1.3
"Mexican Repatriations" and deportation campaigns during the Great Depression (1929-1939)	2
"Operation Wetback" (1954-1958)	0.8
President Dwight D. Eisenhower	1.5
President Lyndon B. Johnson	1.8
Immigration and Nationality Act of 1965 (Hart-Celler Act)	2
The Cuban Adjustment Act (1966)	0
Maríel boatlift (Cuban refugees in 1980)	0.5
President Ronald Reagan	2.2
Immigration Reform and Control	1.5
Simpson-Mazzoli Act/Reagan Amnesty (1986)	0.3
Temporary Protection Status "TPS" (1990)	0
President H.W. Bush	2
Proposition 187 in California (1994)	0.8
President Bill Clinton	1.5
Wet Foot, Dry Foot Policy (1995)	0
Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) (1996)	1
Protests in Vieques	0
Development Relief and Education for Alien Minors (DREAM) (2002)	0.2
U.S. Census Bureau identifies Hispanics as the country's largest minority group (2003)	0.2
Immigration Bill S.B. 1070 (2010)	0.2
Deferred Action for Childhood Arrivals ("DACA") (2012)	0.5
President Barack Obama	1
Arizona v. United States (2012)	0
Family separations (children in cages at the U.S. border); the "zero tolerance policy" (2018); and President Donald J. Trump	1

Book-by-Book Comparison, Depth of Coverage

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 10: Immigration Issues and Current Events (1920s-present)	0.7	0.8	1.1	0.7	1.3	0.6
Labor shortages during world wars, especially in the agricultural sector	1	1	2	1	2	0
Emergency Quota Act (1921)	0	2	1	0	1	1
National Origins Act (1924)	0	2	0	2	0	1
Mexican Farm Labor Program	1	2	2	2	2	0
Civil unrest in Central America, 1970s and 1980s	0	1	3	1	0	2
Ongoing debates over whether immigration policy is a state or federal issue	1	2	3	0	3	0
Ongoing need for immigration reform	3	2	0	1	3	0
United We Dream	0	0	0	0	0	0
General Joseph Swing, Commissioner of Immigration and Naturalization	0	0	0	0	0	0
Jan Brewer, Arizona governor known for strict immigration enforcement	0	0	0	0	0	0
Mexican migration caused by Mexican revolution (1910-1920s)	2	2	2	1	1	0
"Mexican Repatriations" and deportation campaigns during the Great Depression (1929-1939)	2	2	2	3	3	0
"Operation Wetback" (1954-1958)	1	0	0	2	2	0
President Dwight D. Eisenhower	1	0	2	1	2	3
President Lyndon B. Johnson	0	2	3	0	3	3
Immigration and Nationality Act of 1965 (Hart-Celler Act)	2	2	2	3	3	0
The Cuban Adjustment Act (1966)	0	0	0	0	0	0

Book-by-Book Comparison, Depth of Coverage (Continued)

Extent	AP Book	Book 1	Book 2	Book 3	Book 4	Book 5
Seminal Content 10: Immigration Issues and Current Events (1920s-present)	0.7	0.8	1.1	0.7	1.3	0.6
Maríel boatlift (Cuban refugees in 1980)	0	0	2	0	1	0
President Ronald Reagan	2	2	2	1	3	3
Immigration Reform and Control	2	2	3	1	1	0
Simpson-Mazzoli Act/Reagan Amnesty (1986)	0	0	0	1	1	0
Temporary Protection Status "TPS" (1990)	0	0	0	0	0	0
President H.W. Bush	2	2	2	0	3	3
Proposition 187 in California (1994)	2	0	2	0	0	1
President Bill Clinton	2	1	2	1	0	3
Wet Foot, Dry Foot Policy (1995)	0	0	0	0	0	0
Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) (1996)	0	0	0	3	3	0
Protests in Vieques	0	0	0	0	0	0
Development Relief and Education for Alien Minors (DREAM) (2002)	0	0	0	0	1	0
U.S. Census Bureau identifies Hispanics as the country's largest minority group (2003)	0	1	0	0	0	0
Immigration Bill S.B. 1070 (2010)	0	0	1	0	0	0
Deferred Action for Childhood Arrivals ("DACA") (2012)	0	0	0	0	3	0
President Barack Obama	1	0	1	0	3	0
Arizona v. United States (2012)	0	0	1	0	0	0
Family separations (children in cages at the U.S. border); the "zero tolerance policy" (2018); and President Donald J. Trump	1	0	0	0	3	0

APPENDIX B: DEPTH OF COVERAGE AVERAGES, RANKED BY KNOWLEDGE TOPICS**SEMINAL CONTENT 1: SPANISH EXPLORATION***Spanish exploration, conquest, and colonization (1513-1776)**Locations: Spanish Florida and future American Southwest from Texas to California***Ranked by Knowledge Topics**

Seminal Content 1: Spanish exploration, conquest, and colonization (1513-1776)	Average
Hispanic and Latino Presence before Independence	2.6
Fusion of Spanish and Native American Cultures	2.2
Conquistadores	1.8
Mission System	1.8
Establishment of New Mexico (1609)	1.8
Pueblo Revolt or Popé's Rebellion (1680)	1.4
De Soto's explorations (1539-1542)	1.2
Castas System	1
Coronado explored present-day Southwest (1540-1542)	1
Establishment of St. Augustine (1565)	1
Oñate conquered Pueblo peoples of Rio Grande valley (1598-1609)	1
Serra founded first mission in California at San Diego (1769)	1
Encomienda System	0.8
Establishment of first missions in Texas (1690)	0.6
Ponce de León explored Florida (1513, 1521)	0.6
Establishment of San Antonio (1718)	0.4
Battle of Acoma (1599)	0.2
Black Legend	0.2
Cabeza de Vaca is shipwrecked in Texas (1528)	0.2
Presidio established in San Francisco (1776)	0.2
Rodríguez Cabrillo explored California coast (1542)	0.2
Juan Garrido	0

SEMINAL CONTENT 2: MEXICAN-AMERICAN WAR*Texas Independence and the Mexican-American War (1836-1848)**Location: American Southwest from Texas to California (formerly northern Mexico)***Ranked by Knowledge Topics**

Seminal Content 2: Texas Independence and the Mexican-American War (1836-1848)	Average
President James K. Polk	2.2
Annexation of Texas by the U.S. (1845)	2
General Samuel Houston	2
Tejanos	2
The Alamo (1836)	1.8
Treaty of Guadalupe Hidalgo (1848)	1.8
Whig and abolitionist opposition to Mexican-American War	1.8
Antonio López de Santa Anna	1.7
General Zachary Taylor	1.7
Wilmot Proviso (1846)	1.7
Battle of San Jacinto (1836)	1.5
General Winfield Scott	1.5
Henry David Thoreau	1.5
Border dispute over Rio Grande or Nueces River (1846)	1.3
Stephen Austin	1.3
Colonel Stephen Kearny	1.2
Publication of "Civil Disobedience" by Thoreau	1.2
Siege of Veracruz (1847)	1.2
"Spot Resolutions" by Abraham Lincoln (1847)	0.8
Las Gorras Blancas (New Mexico)	0.8
Mariano Guadalupe Vallejo	0.8
Californios	0.7
Davy Crockett	0.7
General Ulysses S. Grant	0.7
Battle of Buena Vista (1847)	0.5
John Slidell	0.5
Apolinaria Lorenzana	0
Juan Nepomuceno Cortina (Texas)	0
Maria Ruiz de Burton	0

SEMINAL CONTENT 3: SPANISH-AMERICAN WAR (1898)*Location: The Caribbean (Cuba and Puerto Rico) and the Pacific (Philippines and Guam)***Ranked by Knowledge Topics**

Seminal Content 3: Spanish-American War (1898)	Average
President William McKinley	2.3
President Theodore Roosevelt	2.2
Cuba: Platt Amendment	1.8
Migration patterns of Puerto Ricans and Cubans to the mainland of the United States	1.8
Yellow Journalism	1.8
José Martí	1.7
The Battle of San Juan Hill	1.7
U.S.S. Maine (explosion)	1.7
Alfred Thayer Mahan	1.5
General George Dewey	1.5
Puerto Rico: Foraker Act (1900)	1.5
Treaty of Paris (1898)	1.5
The Battle of Manila Bay	1.3
The Battle of Santiago de Cuba	1.3
Valeriano Weyler	1.3
Insular Cases	1.2
Cuba: Teller Amendment	1
Frederick Jackson Turner	1
Puerto Rico: Commonwealth Status (1952)	0.7
Puerto Rico: Jones-Shafroth Act (1917)	0.7
Secretary of State John Hay	0.5
General Nelson A. Miles	0.3
Antonio Maceo	0
Lola Rodríguez de Tió	0
Puerto Rico: Operation Bootstrap (1944)	0
Román Baldorioty de Castro	0

SEMINAL CONTENT 4: THE PANAMA CANAL AND ZONE (1850-present)*Location: Isthmus of Panamá in Central America***Ranked by Knowledge Topics**

Seminal Content 4: The Panama Canal and Zone (1850-present)	Average
Construction of the Panama Canal by the U.S. (1903-1914)	2.3
President Theodore Roosevelt	2.3
British and French attempts to build a canal in Central America before the U.S.	1.5
U.S. support of Panamanian revolution and independence from Colombia Panama Company	1.5
"War on Drugs" campaign under Reagan Administration (1980s)	1.3
Operation "Just Cause," or the U.S. invasion of Panama to remove Manuel Noriega (1989-1990)	1.3
Tropical diseases: yellow fever and malaria	1.2
Canal returned to Panama in 1999 pursuant to the Torrijos-Carter Treaties	1
William C. Gorgas	0.7
Hay-Bunau-Varilla Treaty (1903)	0.5
Philippe Bunau-Varilla	0.5
Ferdinand de Lesseps	0.3
Hay-Pauncefote Treaty (1901)	0.3
Torrijos-Carter Treaties (1977)	0.3
Hay-Herrán Treaty (1903)	0.2
Clayton-Bulwer Treaty (1850)	0
George Washington Goethals	0
Julian Pauncefote	0
Panama Canal Commission (1999)	0

SEMINAL CONTENT 5: TWENTIETH-CENTURY LATINO LEGAL CASES (1947; 1954; 1966; 1974; 1975; 1982)*Locations: California, Texas, and New York***Ranked by Knowledge Topics**

Seminal Content 5: Twentieth-Century Latino Legal Cases (1947; 1954; 1966; 1974; 1975; 1982)	Average
Ongoing systemic discrimination prior to court decisions (i.e., redlining, Felix Longoria Affair in Three Rivers)	1.8
Court upholds a section of the Voting Rights Act of 1965, which held that "No state shall impede suffrage to individuals lacking English language literacy" and also struck down New York voting laws requiring English proficiency (Katzenbach v. Morgan)	1.2
League of United Latin American Citizens (LULAC)	1
Voting Rights Act of 1965	1
14th Amendment and equal protection clause applies to all racial and ethnic groups facing discrimination, including Mexican-Americans (Hernández v. State of Texas)	0.8
Civil Rights Act of 1964	0.8
Court ruled all children-regardless of their citizenship-were entitled to free public education under the Equal Protection Clause of the 14th Amendment (Plyler v. Doe)	0.7
De facto segregation versus De jure segregation	0.5
Racial segregation in the California public school system (e.g., Orange County) is unconstitutional and unlawful Mendez v. Westminster	0.5
Court ruled that stopping individuals for unreasonable suspicions (e.g., Mexican appearance) violated the 14th Amendment of the U.S. Constitution (U.S. v. Brignón-Ponce)	0.3
Court ruled no constitutional right to equal education funding and reserved jurisdiction of Texas' public school finance to the state (San Antonio Independent School District v. Rodriguez)	0.2
Mexican American Legal Defense and Educational Fund (MALDEF)	0.2
The Aspira Consent Decree states that public schools in New York City must provide bilingual education (Aspira of New York v. Board of Education)	0.2
Court ruled that there were violations of the 14th Amendment and Title VI of the Civil Rights Act of 1964 by the Portales school system because of inadequate bilingual education curriculum (Serna v. Portales)	0

SEMINAL CONTENT 6: MODERN CIVIL RIGHTS MOVEMENT (1950s-1980s)*Locations: California, New York, Texas, Puerto Rico***Ranked by Knowledge Topics**

Seminal Content 6: Modern Civil Rights Movement (1950s-1980s)	Average
Grassroots movements that strove for economic and social justice, including bilingual education, improvements in employment and housing, etc.	2.5
César Chávez	2.3
Political activism	2.3
United Farm Workers (UFA)	1.8
Chicano Movement	1.5
Dolores Huerta	1.5
La "Raza Unida"	1.3
League of United Latin American Citizens (LULAC)	1
Brown Berets	0.8
American GI Forum	0.7
1975 Voting Rights Act amendments (1st to cover Latinos)	0.5
"Walkouts" in East L.A.	0.3
Hispanic category in U.S. Census (1980)	0.3
National Council of La Raza (NCLR)	0.3
Calls for Puerto Rican independence ("Los Macheteros")	0.2
MECHA (student group)	0.2
Mexican-American Legal Defense and Educational Fund (MALDEF)	0.2
ASPIRA—Hispanic Youth Development Organization	0
Gloria Anzaldua	0
Puerto Rican Legal Defense and Education Fund (PRLDEF)	0
Raul Yzaguirre	0

SEMINAL CONTENT 7: COLD WAR POLITICS AND LATIN AMERICA (1954-ca. 1990)*Locations: Guatemala, Cuba, Chile, Nicaragua, El Salvador, Honduras***Ranked by Knowledge Topics**

Seminal Content 7: Cold War Politics and Latin America (1954-ca. 1990)	Average
Cuban Missile Crisis of 1962	2.5
Military and economic aid to regimes in Latin America with records of human rights violations (e.g., death squads, in Central America, disappeared people in Chile)	2.2
Bay of Pigs invasion in Cuba (1961)	2
Fidel Castro	2
U.S. aids repressive regimes in Central America (e.g., Nicaragua, El Salvador, Honduras, and Guatemala in the 1980s)	2
Sandinistas and Contras	1.7
School of the Americas trained anti-communist forces (e.g., Cuban exiles involved in the Bay of Pigs)	1.7
Cold War link to migration to U.S.	1.2
Covert operations by the CIA (e.g., PBSuccess in Guatemala, assassination of Rafael Trujillo in the Dominican Republic)	1
Chilean coup d'état (1973)	0.8
Guatemalan coup d'état (1954)	0.8
Augusto Pinochet	0.7
Salvador Allende	0.7
United Fruit Company	0.5
Jacobo Arbenz	0.3
Carlos Castillo Armas	0.2
El Mozote massacre in El Salvador (1981)	0.2
Murdered churchwomen in El Salvador (1980)	0.2
Assassination of Archbishop Oscar Romero in El Salvador (1980)	0
Liberation Theology	0
Operation Peter Pan (Cuban children escaping Castro's regime, 1960-1962)	0

SEMINAL CONTENT 8: AMERICAN PURCHASES AND FOREIGN POLICY IN LATIN AMERICA (1819-2019)

Locations: United States and Latin America

Ranked by Knowledge Topics

Seminal Content 8: American Purchases and Foreign Policy in Latin America (1819-2019)	Average
Monroe Doctrine (1823)	2.5
President John F. Kennedy	2.5
North American Free Trade Agreement	2.3
Yankee Imperialism and interventions	2.3
James Monroe	2.2
Free-trade zone	2.2
Alliance for Progress (1961-1973)	1.8
President Franklin D. Roosevelt	1.8
Big Stick Policy and military force (Roosevelt)	1.7
President Bill Clinton	1.7
Adams-Onís Treaty—the purchase of Florida Treaty (1819)	1.6
Roosevelt Corollary (1904): Cuba	1.3
Roosevelt Corollary (1904): Nicaragua	1.3
Gadsden Purchase (1854)	1.2
President Franklin Pierce	1
Roosevelt Corollary (1904): Dominican Republic	1
Good Neighbor Policy (1933)	0.7
Secretary of State Cordell Hull	0.5
"Banana Wars" in Central America	0.3
Organization of American States (OAS)	0
United States-Mexico-Canada Agreement (USMCA)	0

SEMINAL CONTENT 9: HISPANIC/LATINO FIRSTS (1821-present)*Location: United States***Ranked by Knowledge Topics**

Seminal Content 9: Hispanic/Latino Firsts (1821-present)	Average
Sonia Sotomayor, 1st Latina in U.S. Supreme Court (2009)	1
Octaviano Ambrosio Larrazolo, 1st U.S. Senator (1928-1929)	0.3
Antonia Novello, 1st Hispanic U.S. Surgeon General (1990-1993)	0.2
Julia Alvarez-Latina Poet	0.2
Carlos Castro, entrepreneur from El Salvador (Todos Supermarket)	0
Celia Cruz, 1st career Grammy for Best Tropical Latin Performance (1986)	0
Dr. Lauro Cavazos, 1st Latino in a presidential cabinet: Secretary of Education (1988)	0
Ellen Ochoa, 1st Hispanic woman astronaut in space (1993)	0
Hispanic Heritage Month created by President Ronald Reagan (1988)	0
Hispanic Heritage Week created by President Lyndon B. Johnson (1968)	0
Ileana Ros-Lehtinen, 1st Hispanic woman elected to Congress (1989)	0
José (aka Joseph) Hernández, 1st member of Congress (1821-1823)	0
Macario García, Medal of Honor recipient (1945)	0
Piri Thomas, author, best-seller Down These Mean Streets (1967)	0
Rita Moreno, 1st Hispanic person to win an Academy Award (1962)	0
Roberto Clemente, 1st Latino inducted into the National Baseball Hall of Fame (1973)	0

SEMINAL CONTENT 10: IMMIGRATION ISSUES AND CURRENT EVENTS (1920s-present)

Location: United States

Ranked by Knowledge Topics

Seminal Content 10: Immigration Issues and Current Events (1920s-present)	Average
President Ronald Reagan	2.2
"Mexican Repatriations" and deportation campaigns during the Great Depression (1929-1939)	2
Immigration and Nationality Act of 1965 (Hart-Celler Act)	2
President H.W. Bush	2
President Lyndon B. Johnson	1.8
Immigration Reform and Control	1.5
Mexican Farm Labor Bracero Program	1.5
Ongoing debates over whether immigration policy is a state or federal issue	1.5
Ongoing need for immigration reform	1.5
President Bill Clinton	1.5
President Dwight D. Eisenhower	1.5
Mexican migration caused by Mexican revolution (1910-1920s)	1.3
Civil unrest in Central America, 1970s and 1980s	1.2
Labor shortages during world wars, especially in the agricultural sector	1.2
Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) (1996)	1
"Operation Wetback" (1954-1958)	0.8
Emergency Quota Act (1921)	0.8
National Origins Act (1924)	0.8
President Barack Obama	0.8
Proposition 187 in California (1994)	0.8
Family separations (children in cages at the U.S. border); the "zero tolerance policy" (2018); and President Donald J. Trump	0.7
Deferred Action for Childhood Arrivals ("DACA") (2012)	0.5
Mariel boatlift (Cuban refugees in 1980)	0.5
Simpson-Mazzoli Act/Reagan Amnesty (1986)	0.3
Arizona v. United States (2012)	0.2
Development Relief and Education for Alien Minors (DREAM Act) (2002)	0.2
Immigration Bill S.B. 1070 (2010)	0.2
U.S. Census Bureau identifies Hispanics as the country's largest minority group (2003)	0.2
General Joseph Swing, Commissioner of Immigration and Naturalization	0
Jan Brewer, Arizona governor known for strict immigration enforcement	0
Protests in Vieques	0
Temporary Protection Status "TPS" (1990)	0
The Cuban Adjustment Act (1966)	0
United We Dream	0
Wet Foot, Dry Foot Policy (1995)	0

APPENDIX C: INSTRUCTIONAL RESOURCES

TEXTBOOKS:

From the College Board's website "[Example Textbook List](#)"

- Berkin, Carol, Christopher L. Miller, Robert W. Cherny, and James L. Gormly. *Making America: A History of the United States*. 7th edition. National Geographic Learning/Cengage Learning, 2015.
- Boyer, Paul S., Clifford E. Clark Jr., Karen Halttunen, Joseph F. Kett, Neal Salisbury, Harvard Stikoff, and Nancy Woloch. *The Enduring Vision, A History of the American People (AP Edition)*. 7th edition. National Geographic Learning/Cengage Learning, 2011.
- Brinkley, Alan. *American History: Connecting with the Past, Updated AP Edition*. 15th edition. McGraw-Hill Education, 2014.
- Corbett, P. Scott, Volker Janssen, John M. Lund, Todd Pfannestiel, Sylvie Waskiewicz, and Paul Vickery. *U.S. History*. OpenStax, 2014.
- Davidson, James West, Brian DeLay, Christine Leigh Heyman, Mark H. Lytle, and Michael B. Stoff. *Experience History, Interpreting America's Past*. 9th edition. McGraw-Hill Education, 2019.
- Divine, Robert A., T.H. Breen, R. Hal Williams, Ariela J. Gross, H.W. Brands. *America Past and Present*. 10th Edition, Pearson, 2013.
- Faragher, John Mack, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage. *Out of Many: A History of the American People*. 8th edition. Pearson, 2016.
- Foner, Eric. *Give Me Liberty, AP Edition*. 6th edition. W.W. Norton and Company, 2020.
- Fraser, James. *By the People: A History of the United States*. 2nd edition. Pearson, 2016.
- Henkin, David and Rebecca McLennan. *Becoming America, A History for the 21st Century*. 1st edition. McGraw-Hill Education, 2014.
- Henretta, James A., Eric Foner, Rebecca Edwards, and Robert O. Self. *America's History, For the AP Course*. 8th edition. Bedford/St. Martin's, 2014.
- Hewitt, Nancy A., and Steven F. Lawson. *Exploring American Histories: Combined Volume*. 2nd Edition. Bedford/St. Martin's, 2017.
- Kamensky, Jane, Carol Sheriff, David W. Blight, Howard P. Chudacoff, Fredrik Logevall, Beth Bailey, and Mary Beth Norton. *A People and a Nation: A History of the United States*. 11th edition. Cengage Learning, 2019.
- Kennedy, David M., and Lizabeth Cohen. *The American Pageant*. 17th edition. National Geographic Learning/Cengage Learning, 2019.
- Locke, Joseph and Ben Wright, eds. *The American Yawp*. Stanford University Press, 2019.
- Murrin, John, Pekka Hämäläinen, Paul E. Johnson, Denver Brunsman, James McPherson, Alice Fahs, Gary Gerstle, Emily S. Rosenberg, and Norman Rosenberg. *Liberty, Equality, Power: A History of the American People*. 7th edition. Cengage, 2015.
- Oakes, James, Michael McGerr, Jan Ellen Lewis, Nick Cullather, Jeanne Boydston, Mark Summers, Camilla Townsend, and Karen Dunak. *Of the People: A History of the United States*. 3rd edition. Oxford University Press, 2015.
- OpenStax; Bill of Rights Institute. *Life, Liberty, and the Pursuit of Happiness*. 1st edition. OpenStax, 2020.
- Roark, James L., Michael P. Johnson, Francois Furstenberg, Sarah Stage, and Sarah Igo. *The American Promise*. 8th Edition. Bedford/St. Martin's, 2020.
- Shi, David E. *America: A Narrative History*. 11th edition. W.W. Norton and Company, 2019.
- Stacy, Jason, and Ellington, Matthew, J. *Fabric of a Nation: A Brief History with Skills and Sources*. 1st edition. New York: Bedford/St. Martins/BFW, 2020.

WEBSITES:

- Smithsonian National Museum of American History (Latino History)
- [Latino History](#)
- [Latino History Teaching and Learning Resources](#)
- History.com
- [Hispanic History and Hispanic-Latinx Milestones](#)
- [Gilder Lehrman Institute of American History](#) (conduct a search for Hispanic Heritage and Latino History)
- [Resources for Hispanic Heritage Month](#)
- [Celebrating Hispanic Heritage Month](#)
- SHEG-Stanford History Education Group
- [Reading Like a Historian](#)
- [Beyond the Bubble](#)
- [Zinn Project](#)
- [Latino Themes](#)
- PBS.org, [Latino-Americans](#)
- National Endowment for the Humanities
- [Hispanic Heritage and History](#)
- Library of Congress
- [Hispanic Genealogy and History](#)
- National Park Service
- [Telling American Stories. Latino Heritage](#)
- The National Archives
- [Hispanic Heritage Month](#)
- [El Museo](#)

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