

## connection to Montejano's intergration - Part 4

US.9(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan

US.9(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments

Unit Background	
Unit Title: Part 4 – The New Awareness	US.9(F) describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965
Grade Level:	
Subject Area: Social Studies	
Designed by: Victoria Rojas	
Time Frame: 6 weeks	
Desired Results	
Goal:	US.9(H) evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process
Why study Mexican American History?	
Essential Question:	
EQ – What were the circumstances leading up to the Civil Rights Movement?	
EQ – In what ways did Mexican Americans organize to address issues?	
EQ – Who are some of the most iconic leaders and movements in Mexican Americans' fight for equality?	
EQ – What are the defining characteristics in the Mexican American cultural traditions of the arts and religion?	US.9(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements
Knowledge:	
<ul style="list-style-type: none"> <li>Mexican Americans within the school system have experienced neglect and misunderstanding due to language barriers, gerrymandering, and discriminatory testing</li> <li>Mexican Americans within communities have experienced discrimination in many aspects including housing, jury selections, law enforcement, public services, and employment</li> <li>National organizations were created to address social issues such as The Sons of America and the League of United Latin American Citizens</li> <li>Workers unions were instrumental in gaining workers' rights and creating a unified Mexican American community</li> <li>Strikes, riots, and unionization were the results of ignored grievances made by Mexican American workers</li> <li>Cesar Chavez was the leader of the United Farm Workers</li> <li>Political action was critical to gaining rights guaranteed by the Constitution</li> <li>There were different approaches to gaining rights, some more placid and some militant</li> <li>Chican@ art is rooted in ancient traditions of native Americans and has been influenced by the Spanish</li> <li>Knowledge of Mexican folklore is often crucial to fully appreciate the Mexican American arts</li> <li>Poetry follows the ancient tradition of <i>flor y canto</i> (flower and song) and has been through three phases</li> <li>Chican@ literature is expansive and one of the most revealing mediums on the Mexican American experience</li> <li>Chican@ painters and sculptors are influenced by pre-Columbian, European, and Mexican artistic traditions</li> </ul>	

US.9(D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.

- Music, as with other forms of art, were influenced by different sources, but indigenous music was lost because of Conquest
- Religion plays an integral role in several aspects of Mexican American culture

#### Skills:

- Identify the ways in which Mexican Americans were neglected within the school system
- Identify the ways in which Mexican Americans were discriminated against within communities
- Describe the organizations that were created in response to social issues
- Explain the role of workers' unions in gaining employee rights
- Discuss the strikes, riots, and unionization that took place as a result of unaddressed issues
- Examine the role of Cesar Chavez in the Mexican American Civil Rights Movement
- Compare and contrast the different methods of gaining rights
- Deduce the pre-Columbian, European, and Mexican elements in Mexican American art
- Recognize aspects of religion in cultural elements

#### TEKS

B1, B2, B3, B5, C1A, C1B, C1D, C1E, C1F, C1G, C2A, C2B, C2C, C2D, C2E, C2F, C3A, C3B, C3C, C3D, C3E, C3F, C3G

#### Learning Experiences (sequenced weekly)

##### Week 1:

Part Four – The New Awareness

Chapter 17 Search of Equality pages 161-172

American Latino Theme Study “Demanding their Rights: The Latino Struggle for Educational Access”: <http://www.nps.gov/latino/latinothemestudy/education.htm>

Diverse “Two Legacies: How Blacks and Mexican-Americans Helped Shape University of Texas History”: <http://diverseeducation.com/article/49806/>

- Mexican American struggle in the educational system
  - The Spanish language as a barrier and target for discrimination
  - Segregation
  - Gerrymandering school districts
    - Implications of segregation and unbalanced tax base
  - Intelligence tests were standardized and validated the dominant English-speaking middle-class demographic
  - Vocational training
- Struggle against discrimination
  - Housing
  - Jury selection
  - Law enforcement

- Public accommodations
- Employment opportunity

Activities:

- Have students do Cornell notes on this chapter of the textbook.
- Have students create a comparison poster board in which they depict student life now and when discrimination was rampant
- Have students compare and contrast the African American and Mexican American experience before the Civil Rights era.

Week 2:

Chapter 18 Striving for Self-Determination pages 173-187.

LULAC History: <http://lulac.org/about/history/>

TASHA "Mexican American Organizations":

<http://www.tshaonline.org/handbook/online/articles/vzmvj>

LBJ library "Hispanics the Forgotten Class in Civil Rights History":

<http://www.lbjlibrary.org/education/civil-rights-today-essay-contest/hispanics-the-forgotten-class-in-civil-rights-history>

- Importance of organizations in gaining rights
- Academic organizations
  - the National Association of Chicano Studies (NACS) and the Society of the Advancement of Chicanos and Native Americans in Science (SACNAS)
- The Sons of America
- The League of United Latin American Citizens (LULAC)
- Establishment of early labor organizations
  - The Sociedad Proteccion Mutua de Trabajadores Unidos (SPMDTU)
- Organization of mine workers
- Organization of agricultural workers
  - The Wheatland Riot
  - The Imperial Valley strike (MMAS)
- Mexican labor during the Great Depression
  - The El Monte Strike
  - Grower resistance
  - The movement spreads
- The Fair Labor Standards Act 1938
- Common themes of unionization of Mexican-American agricultural workers

Activities:

- Have students do Cornell Notes from the chapter in their textbook.
- Students can create flyers/posterboards for the different labor organizations and or for the strikes
- have students explore the pros and cons of strikes both to the workers and their employers

-have students research the role of legal and illegal immigrants during strikes and write a letter supporting one or the other.

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Week 3:

Chapter 19 Organizing for Survival pages 189-203

UFW "Rise of the UFW":

<http://www.ufw.org/page.php?menu=research&inc=history/03.html>

PBS "Fight in the Fields Cesar Chavez and the UFW":

<http://www.pbs.org/itvs/fightfields/cesarchavez.html>

- The DiGiorgio Strike 1947
- Cesar Chavez and the Farm Workers
  - Organizer for the Community Service Organization (CSO)
  - Formed the National Farm Workers Association
  - Merged and formed the United Farm Workers Organizing Committee (UFWOC)
- Lopez Tijerina and the Alianza
- The domestic side of the Good Neighbor Policy
- Educational organizations
- La Crusada Para la Justicia (Crusade for Justice)
- Political action of the 60s and 70s
  - Different ideologies
  - La Raza Unida
    - Crystal City, Texas

Activities:

-Cornell notes on Chapter

-Have students list the positive and negative effects of workers organizing

-Migrant Farm Workers activities page: (also placed in resource folder)

[http://www1.cuny.edu/portal/ur/content/immigrants\\_curriculum/11\\_pdfs/unit3\\_lesson2.pdf](http://www1.cuny.edu/portal/ur/content/immigrants_curriculum/11_pdfs/unit3_lesson2.pdf)

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Week 4:

Chapter 20 A Rich Tradition Continues

Mexican Folklore: <http://americanfolklore.net/folklore/mexican-folklore/>

Teatro Campesino "History and Mission":

<http://www.elteatrocampesino.com/About/missionhistory.html>

- Modern Chicano drama
  - Mascaradas (*The Last Judgement*)
  - Social and political themes
  - El Teatro Campesino

➤ Folklore

- Myths, legends, *cuentos* (tales), *chistes* (jokes)
- Historical heroes

Activities:

- Have students go home and ask parents and grandparents about stories and folktales they were told as children. Then write a brief summary of each tale(also have them include any tales they were told)
- Have students read the history of Teatro Campesino and discuss where there is any modern day equivalent either tv, movie, or music.
- Have students storyboard their favorite folktale or make one of their own.

Week 5:

Chapter 20 A Rich Tradition Continues *cont.*

- Chicano poetry
  - Three phases
- Fiction

Activities:

- Have students revisit “I am Joaquin Murrieta” and see what other historical references the poem makes now that they have learned more history.
- Have students do online searches for Mexican American poetry and find one that they find a connection with and have them write about the connection.
- Have students attempt to write a poem or short story about their lives.
- Nepantla (short story with activities):

[http://www.racebridgesforschools.com/wp/wp-content/uploads/2010/07/Olga\\_Lesson.pdf](http://www.racebridgesforschools.com/wp/wp-content/uploads/2010/07/Olga_Lesson.pdf)

(will also be uploaded to resources folder)

Week 6:

Chapter 20 A Rich Tradition Continues *cont.*

Timeline of Latino Music: <http://latinopia.com/latino-music/100-years-of-latino-music/>

Latin American History “Corrido”:

<http://latinmusic.about.com/od/genres/p/PROCORRIDO.htm>

- The visual arts
  - Painters, sculptors, architecture, crafts
- Music

Activities:

- Have students complete activities on Arts Edge website “Corridos about the Mexican Revolution: [https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Corridos About the Mexican Revolution#Overview](https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Corridos%20About%20the%20Mexican%20Revolution#Overview)
- Search for images of Mexican-American Art and have students write reactions to the images.

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