

Unit Background	
<b>Unit title:</b> Key Mexican-American court cases and final individual research project <b>Grade Level:</b> <b>Subject Area:</b> Social Studies <b>Designed by:</b> Juan Carmona <b>Time Frame:</b> 6 weeks	
Desired Results	
<b>Goal:</b> How can I engage myself in my community.	
<b>Essential Question:</b> EQ – What legal issues have Mexican-Americans been faced with in the past? EQ – What legal issues do Mexican-Americans face today? EQ – How have Mexican-Americans obtained their Civil Rights? EQ – What are the steps required for creating a college level research paper?	
<b>Knowledge</b> Important	8.18(C) evaluate the impact of selected landmark Supreme Court decisions, including Dred Scott v. Sandford, on life in the United States
<ul style="list-style-type: none"> <li>• The Treaty of Guadalupe Hidalgo</li> <li>• The Dred Scott decision</li> <li>• Native American or Mexican-American or White</li> <li>• “Lemongrove Incident</li> <li>• Mendez v Westminster School District of Orange County and its connection with Brown v. Board of Education</li> <li>• Hernandez v. Texas</li> <li>• Cisneros v. Corpus Christi School District</li> </ul>	7.4(C)* identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850  8.6(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States  US.21(A) analyze the effects of landmark U.S. Supreme Court decisions, including Brown v. Board of Education, and other U.S. Supreme Court decisions such as Plessy v. Ferguson, Hernandez v. Texas, Tinker v. Des Moines, Wisconsin v. Yoder, and White v. Regester
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• Explain the legal ramifications of The Treaty of Guadalupe</li> <li>• Evaluate how the Dred Scott decision affected Mexican-Americans</li> <li>• Compare and pros and cons of the use of Native American, Mexican-American, and White identity usage by Mexican-Americans</li> <li>• Understand the legal arguments posed by Hernandez v. Texas and its impact on Mexican-American civil rights</li> <li>• Demonstrate the proper use of Chicago Style citation</li> <li>• Understand the difference between primary and secondary sources</li> <li>• Create a thesis</li> <li>• Construct a properly formatted research paper</li> </ul>	
Learning Experiences (sequenced weekly)	
<b>Week 1:</b>  <b>Treaty of Guadalupe Hidalgo</b> <a href="http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html">http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html</a> <b>National Archives Treaty of Guadalupe Hidalgo and lesson</b> <a href="http://www.archives.gov/education/lessons/guadalupe-hidalgo/">http://www.archives.gov/education/lessons/guadalupe-hidalgo/</a>	

- Briefly review the Mexican-American War –causes and outcomes
- Explore what the treaty does and does not do for Mexican-Americans
- Discuss the pros and cons of American citizenship
- Explore the land issues associated with the treaty
- >> Discuss Dred Scott and its decision on citizenship

(<http://www.pbs.org/wgbh/aia/part4/4p2932.html>)

Activities:

- Have students write a reaction to the Treaty of Guadalupe from the point of view from an Anglo and from the point of view of a Mexican.
- Have students create a T-chart listing the pros and cons of American citizenship for Mexican Americans who because of the Mexican-American now find themselves living in America.
- Have students examine the Dred Scott Decision and postulate its implications for Mexican Americans

## **Week 2: Fight for fair and treatment under the law**

- “Lemongrove Incident”  
(<http://www.sandiegohistory.org/journal/86spring/lemongrove.htm>)
- “What was the Lemongrove Incident all about”: (website includes videos)  
<http://aztlan.sdsu.edu/chicanohistory/chapter07/c07s02.html>
- “Teaching a Lemongrove incident”: <http://zinnedproject.org/materials/the-lemon-grove-incident/>
- Mendez v Westminster School District of Orange County and its connection with Brown v. Board of Education  
(<http://sylviamendezinthemendezvswestminster.com/aboutus.html>)

Activities:

- Visit the PBS website “Mendez v Westminster School District” watch video read essay and do the discussion questions provided:  
<http://www.pbslearningmedia.org/resource/osi04.soc.ush.civil.mendez/mendez-v-westminster-desegregating-californias-schools/>
- Have students watch “The Lemongrove Incident” documentary and write both a summary but also a personal reaction to the incident.  
<http://www.youtube.com/watch?v=Uu9dxMMLGyU>
- Have students interview parents, grandparents, or any other older relative and ask them about anytime they were faced with racism. They will present their oral histories to the class

## **Week 3: Identity under the law**

- Mexican-American, Native American, White the case of Timoteo Andrade  
(<http://www.law.uh.edu/ihehg/andrade-files/homepage.asp>)
- U.S. Census categories
- Hernandez v Texas  
(<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/class-teachers-guide/>)  
(<https://www.tshaonline.org/handbook/online/articles/jrh01>)

- >>> Cisneros v. Corpus Christi School District  
(<https://www.tshaonline.org/handbook/online/articles/jrc02>)
- NPR “ON the Census who Checks Hispanic”:  
<http://www.npr.org/blogs/codeswitch/2014/06/16/321819185/on-the-census-who-checks-hispanic-who-checks-white-and-why>
- Activities:
  - Watch “A Class Apart” and do the work provided in the Teacher resources on the PBS website listed above. (youtube link for video):  
<http://www.youtube.com/watch?v=W-75rZw-XuM>
  - Have students make a comparison chart listing the pros and cons of Mexican Americans being labeled Native American, White, and Mexican American
  - Have students read “More Hispanics listed themselves as white on US Census” and write a paragraph explaining what they would label themselves as:  
<http://posttrib.suntimes.com/news/7966579-418/more-hispanics-listed-themselves-as-white-on-us-census.html#.U67S8PldXD8>

#### **Week 4: Research Methods**

- Primary and secondary sources
- Proper outlines and thesis statements
- Chicago Style citation
- Decide on topic for research

Activities:

-Have students complete “Teaching Primary Sources” worksheet:

<http://www.georgewbushlibrary.smu.edu/Teachers/Classroom-Resources/~media/DDB83FE7F55C45B883A4ACCE4C319DB1.ashx>

(also available in resource folder)

-Have students read and complete the “Thesis Statement Worksheet”:

<http://www4.csudh.edu/Assets/CSUDH-Sites/TLC/docs/thesis-statements-worksheet.pdf>

(also available in resource folder)

-Have students complete Chicago style worksheet and print the cheat sheet both available in the resource folder

- Have students pick a research topic on Local history, Chicano civil rights, and/or a court case which relates to Mexican Americans

#### **Week 5:**

- Research tips (best sites to use)
  - Begin research
  - Begin rough draft and make notes as to what more research may be needed
- Activities:
- Provide students with a list of credible websites
  - Have students go to library or computer lab to conduct their research

**Week 6:**

## Final product

- Complete research and rough draft
  - Peer review
- Complete Final Draft
  - Add visual elements (poster board, power points, video)
- Final Presentation

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**Key Terms**