



# Mexican American Ethnic Studies

## Resistance and Liberation

### 21 Instructional Days

Note: The suggested number of instructional days is used to meet the goals of the unit while time to accommodate differentiated instruction, extended learning time, and assessment days. Campus professional learning teams will meet and plan appropriate pacing within the unit to meet the needs of all learners. Utilize [Glossary](#), if needed, to better understand the components of this Unit Plan.

#### Unit Rationale

In this unit, Resistance and Liberation: the Changing Borders and Mexican Revolution, students will retrace Mexican History along with the relationship between Mexico and the United States through the lens of resistance and liberation. Students will compare tactics used, individual leaders and events that contributed to resistance and liberation.

#### Desired Results

#### Enduring Understandings

- Throughout history, conflict between individuals, belief systems, states, and nations has shaped power relations, led to unthinkable atrocities and fueled **innovation and interconnectedness. -Conflict**
- Throughout history, ideas and beliefs have shaped the ways individuals have lived their lives, and states have ruled their people. They have been the cause of continuity and change. **-Ideas and Beliefs**

[\(Enduring Understandings Posters\)](#)

#### Essentials

Essential Questions	<ul style="list-style-type: none"> <li>• What causes competition and conflict?</li> <li>• How do ideas and beliefs shape our lives and the world around us?</li> </ul>
Unit Priority Standards	<p>Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.</p> <p>Identifies the most critical content for a course. Planning with these standards in mind allows teachers to make the most appropriate instructional and assessment decisions.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
Learning Objectives	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• describe the contributions of significant individuals who resisted the effects of European colonization in the 16th and 17th centuries.</li> <li>• describe how significant individuals related to Mexican Independence and Mexican relations with the United States resisted systems of oppression.</li> <li>• describe significant events during the 1930s to 1975 that resisted systems of oppression against Mexican Americans, such as <i>Henandez v Texas</i>, <i>Brown v Board of Education</i>, Farmworker strikes and the establishment of Raza Unida Party.</li> <li>• analyze the impact of court cases on shifting the biracial paradigm.</li> <li>• analyze how Mexican Americans have participated in changing government.</li> <li>• describe how significant individuals during the 1930s to 1975 resisted systems of oppression against Mexican Americans.</li> <li>• analyze how Mexican Americans have participated in changing government.</li> <li>• compare and contrast tactics of how significant individuals during the 1930s to 1975 who resisted systems of oppression against Mexican Americans.</li> <li>• analyze how Mexican Americans have participated in changing government.</li> <li>• describe the struggle to create a farmworkers union in efforts to fight for better wages.</li> <li>• describe the civic rights and responsibilities of Mexican American citizens and immigrants.</li> <li>• compare and contrast the ways Mexican American citizens and immigrants can politically participate.</li> <li>• describe the impact of various organizations in fighting for political and economic equality for Mexican Americans.</li> <li>• describe how significant events from 1975 to present have resisted systems of oppression against Mexican Americans, such as DACA and Texas Dreamers Act.</li> <li>• identify physical and geographic factors related to contemporary migration of Mexicans to the United States and Mexican Americans within the United States.</li> <li>• describe how significant individuals, from 1975 to present, resisted systems of oppression against Mexican Americans.</li> <li>• compare and contrast tactics of significant individuals, from 1975 to present, in resisting systems of oppression against Mexican Americans.</li> <li>• analyze the economic contributions of Mexican Americans in the labor force.</li> <li>• analyze the purchasing power of Mexican Americans as it relates to household consumption and GDP.</li> <li>• describe the scientific and technological contributions of Mexican Americans in both the United States and the world.</li> </ul>
Prior Knowledge	<p>Prior knowledge of content and instructional routines that students need to access and succeed in a given instructional unit. This knowledge can be acquired inside or outside the curriculum.</p> <p>Note: These knowledge and skills do not replace on-level standards.</p> <p>Read this article from National Center for Biotechnology Information (NCBI)</p> <p><a href="#">Transformational Teaching: Theoretical Underpinnings, Basic Principles, and Core Methods</a></p>

#### Related Unit Standards

TEKS that support the Unit Focus Standards and are taught across the literacy block in this unit.

Priority Standards Vertical Alignment

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Content TEKS	Ongoing Historical Skills TEKS
<p>2B examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.</p> <p>3A explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s.</p> <p>3B examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón.</p> <p>4A explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernández v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party.</p> <p>8B analyze the impact of Salvatierra v. Del Rio Independent School District (ISD), Delgado v. Bastrop ISD, and Hernández v. Texas on Mexican Americans and the end of the biracial paradigm.</p> <p>8A describe how Mexican Americans have participated in supporting and changing government.</p> <p>8C analyze the Mexican American struggle for civil rights as manifested in the Chicano movement.</p> <p>8E analyze the significance of U.S. Supreme Court decisions in Miranda v. Arizona, San Antonio ISD v. Rodríguez, and Plyler v. Doe.</p> <p>4B identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor.</p> <p>7C explain the struggle to create a farmworkers union and the union's efforts to fight for better wages.</p> <p>9A</p> <p>8F discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.</p> <p>5A explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006.</p> <p>5B identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson.</p> <p>7D analyze the economic contributions of the Mexican American labor force.</p> <p>7E analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP).</p> <p>11B identify contributions of selected Mexican Americans to science and technology in the U.S. and the world, such as Albert Baez, Martha E. Bernal, Ellen Ochoa, and Linda Garcia Cubero.</p>	<p>(12) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p> <p>(B) analyze diverse points of view related to contemporary Mexican American issues;</p> <p>(C) create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and</p> <p>(D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>

[English Language Proficiency Standards \(ELPS\)](#) [Simplified ELPS](#)

<p>Listening:</p> <p>2.C practice new vocabulary and language structures through repeated exposure</p> <p>2.D monitor understanding of spoken language and seek clarification/assistance as needed</p> <p>Speaking:</p> <p>3.D speak using grade-level content area vocabulary in context</p> <p>3.E share information in student-led groups</p> <p>Reading:</p> <p>4.D use prereading supports to enhance comprehension of text</p> <p>4.E read linguistically accommodated content area material as needed</p> <p>4.F use supports such as visuals, context, peers and the teacher to increase comprehension</p> <p>4.J use inferencing skills to demonstrate comprehension</p> <p>4.K use analytical skills to demonstrate comprehension</p> <p>Writing:</p> <p>5.G narrate, describe, and explain with increasing specificity and detail</p>
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**Acceptable Results**

**Assessment**

Performance Assessment

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## Learning Experiences

### Suggested Pacing

- Day 1 - Describe the contributions of significant individuals who resisted European colonization. Describe how significant events related to Mexican Independence and Mexican relations with the United States resisted systems of oppression.
- Day 2 - Describe how significant individuals related to Mexican Independence and Mexican relations with the United States resisted systems of oppression
- Day 3 - Describe significant events during the 1930s to 1975 that resisted systems of oppression against Mexican Americans, such as Henandez v Texas, Brown v Board of Education, Farmworker strikes and the establishment of Raza Unida Party.
- Day 4-5 - Analyze the impact of court cases on shifting the biracial paradigm. Analyze how Mexican Americans have participated in changing government.
- Day 6 - Describe how significant individuals during the 1930s to 1975 resisted systems of oppression against Mexican Americans. Analyze how Mexican Americans have participated in changing government.
- Day 7 - Compare and contrast tactics of how significant individuals during the 1930s to 1975 who resisted systems of oppression against Mexican Americans.
- Analyze how Mexican Americans have participated in changing government.
- Day 8 - Describe the struggle to create a farmworkers union in efforts to fight for better wages.
- Day 9 - Describe the civic rights and responsibilities of Mexican American citizens and immigrants.
- Compare and contrast the ways Mexican American citizens and immigrants can politically participate.
- Day 10 - Describe the impact of various organizations in fighting for political and economic equality for Mexican Americans.
- Identify physical and geographic factors related to the migration of Mexican laborers.
- Day 11 - Describe how significant events from 1975 to present have resisted systems of oppression against Mexican Americans, such as DACA and Texas Dreamers Act. Identify physical and geographic factors related to contemporary migration of Mexicans to the United States and Mexican Americans within the United States.
- Day 12 - Describe how significant individuals from 1975 to present resisted systems of oppression against Mexican Americans.
- Day 13 - Compare and contrast tactics of significant individuals, from 1975 to present, in resisting systems of oppression against Mexican Americans.
- Days 14-16 - Analyze the economic contributions of Mexican Americans in the labor force.
- Analyze the purchasing power of Mexican Americans as it relates to household consumption and GDP.
- Day 17 - Describe the scientific and technological contributions of Mexican Americans in both the United States and the world.
- Days 18-21 - Flex, Review, and Assessment

### Suggested Learning Plan

Day-by-day instructional sequence of each unit. The learning plan sequence standards and suggest the scaffolding of skills starting at a foundational level. Each day includes a learning experience and evidence of learning resources. These resources are aligned to state standards and learning targets.

Day(s)	TEKS District-Identified Priority Standard in Blue Focus of Lesson in Bold  Learning Targets	Description, Learning Experience, and Student Evidence
1	<p><b>TEKS:</b> 2B, 3A</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>• I can describe the contributions of significant individuals who resisted the effects of European colonization in the 16th and 17th centuries.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b> <a href="#">Resistance Within the Church in the 16th and 17th centuries</a></p> <p><b>Evidence of Learning:</b> Exit Tick or whole class discussion: What did de las Casas and de la Cruz have that Malitzen did not have?  How do they think each of them affected Mexican identity? (What were their legacies?)</p>
2	<p><b>TEKS:</b> 3B</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>• I can describe how significant individuals related to Mexican Independence and Mexican relations with the United States resisted systems of oppression.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b></p> <p><b>OER Reading:</b> <a href="#">3B - Contributions of Significant Individuals in Me...</a></p> <p><b>Evidence of Learning:</b></p>
3	<p><b>TEKS:</b> 4A, 8B, E</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>• I can describe significant events during the 1930s to 1975 that resisted systems of oppression against Mexican Americans, such as Henandez v Texas, Brown v</li> </ul>	<p><b>Description:</b></p> <p><b>Learning Experience:</b> <b>OER Reading:</b> <a href="#">4A 8 B-</a></p> <p><b>Evidence of Learning:</b></p>

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	<p>Board of Education, Farmworker strikes and the establishment of Raza Unida Party.</p> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p> <p>Litigation Judicial System Political Party Biracial Deportation Civil Rights Voting Rights Segregation</p>	
4-5	<p><b>TEKS:</b> 8 A,C,</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can analyze how Mexican Americans have participated in changing government.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b></p> <p><b>Evidence of Learning:</b></p>
6	<p><b>TEKS:</b> 4B, 8A,</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe how significant individuals during the 1930s to 1975 resisted systems of oppression against Mexican Americans.</li> <li>I can analyze how Mexican Americans have participated in changing government.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b> Describe how significant individuals during the early 1900s resisted systems of oppression against Mexican Americans.</p> <p><b>Learning Experience:</b> <a href="#">Jovita Idar</a></p> <p><b>Evidence of Learning:</b> Students will close the lesson by writing a short letter to Jovita Idar.</p>
7	<p><b>TEKS:</b> 4B, 8A, C</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can compare and contrast tactics of how significant individuals during the 1930s to 1975 who resisted systems of oppression against Mexican Americans.</li> <li>I can analyze how Mexican Americans have participated in changing government.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b></p> <p><b>Evidence of Learning:</b></p>
8	<p><b>TEKS:</b> 7C</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe the struggle to create a farmworkers union in efforts to fight for better wages.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b> Describe the struggle to create a farmworkers union in efforts to fight for better wages.</p> <p><b>Learning Experience:</b> <a href="#">Farmworkers Revolt</a></p> <p><b>Evidence of Learning:</b> Exit Ticket or whole Class Discussion: Which strategy do you think is most effective in achieving social change? Why?</p>
9	<p><b>TEKS:</b> 9A</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe the civic rights and responsibilities of Mexican American citizens and immigrants.</li> <li>I can compare and contrast the ways Mexican American citizens and immigrants can politically participate.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b> <b>OER Reading:</b> <a href="#">9A Civic Rights and Responsibilities of Mexican A...</a></p> <p><b>Evidence of Learning:</b></p>
10	<p><b>TEKS:</b> 8F</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe the impact of various organizations in fighting for political and economic equality for Mexican Americans.</li> </ul>	<p><b>Description:</b></p> <p><b>Learning Experience:</b></p> <p><b>Evidence of Learning:</b></p>

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	<p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	
11	<p><b>TEKS:</b> 5A</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe how significant events from 1975 to present have resisted systems of oppression against Mexican Americans, such as DACA and the Texas Dreamers Act.</li> <li>I can identify physical and geographic factors related to contemporary migration of Mexicans to the United States and Mexican Americans within the United States.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b> Taking Sides MAES: Significance or Turning Point?...</p> <p><b>Evidence of Learning:</b></p>
12	<p><b>TEKS:</b> 5B</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe how significant individuals from 1975 to present resisted systems of oppression against Mexican Americans.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b></p> <p><b>Evidence of Learning:</b></p>
13	<p><b>TEKS:</b> 5B</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can compare and contrast tactics of significant individuals, from 1975 to present, in resisting systems of oppression against Mexican Americans.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b> Generating Questions: Compare And Contrasting...</p> <p><b>Evidence of Learning:</b></p>
14-16	<p><b>TEKS:</b> 7D, 7E</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can analyze the economic contributions of the Mexican American labor force.</li> <li>I can analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP).</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b></p> <p><b>Evidence of Learning:</b></p>
17	<p><b>TEKS:</b> 11B</p> <p><b>Learning Targets:</b> (Knowledge Utilization)</p> <ul style="list-style-type: none"> <li>I can describe the scientific and technological contributions of Mexican Americans in both the United States and the world.</li> </ul> <p><b>Vocabulary:</b> I can define, describe or identify: (Retrieval)</p>	<p><b>Description:</b></p> <p><b>Learning Experience:</b> Making an Inference: The Scientists Mexican Ame...</p> <p><b>Evidence of Learning:</b></p>
18-21	Flex, Review, and Assessment	

### Additional Resources

Curriculum Resources	Instructional Resources
<ul style="list-style-type: none"> <li>Course Overview</li> <li><a href="#">TEKS Clarifications</a></li> <li><a href="#">19 TAC Chapter 113   Texas Education Agency</a> ( Social Studies Standards)</li> </ul>	<p>PBS resources</p> <p><a href="#">Extranjeros and Expansion</a> Map activity with Latino Americans</p> <p><a href="#">Realities of Life and Labor</a> - Lesson from the City University of New York</p> <p><a href="#">The Rise of the United Farm Workers Union: A Study of the Chicano Civil Rights Movement</a> - Lesson from Denver Public Schools</p>

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