

Perris Union High School District Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Latin/Mexican-American Studies</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Transcript Title/Abbreviation: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">102251/102252</div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject Teaching Credential: Social Science</i> <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> <i>Julie Zierold</i> Signature </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> <i>3/5/19</i> Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Julie Zierold Site: Educational Services Date: 2/19/2019	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
<i>Dir. Curr. + Instruction</i>		<i>3/5/19</i>
<i>Asst. Sup of Ed Services</i>		<i>3/6/19</i>
<i>PUHSD Board</i>		

Prerequisite(s) (REQUIRED):

C or better in World History, AP World History, or AP European History

Spanish is recommended but not required

Corequisite(s) (REQUIRED):

U.S. History or AP U.S. History if student is in 11th grade

Brief Course Description (REQUIRED):

Latin/Mexican American Studies is the cultural study of people of the Latin American inheritance, with a major focus on Mexican Americans. This includes the study of cultural, economic, educational, business, and political issues that impact the development of Mexican and other Latin American cultures from their beginning to present day. In this course we will be studying key occurrences and historical figures that have made an impact on Mexican and other Latin American civilizations and traditions. Furthermore, we will focus on leaders who have been catalysts and achievers within these societies. In order to do this, we will be tracing Mexican and other Latin American culture from their origins in the early 1600's to present day, hypothesizing on how historical incidents affected modern day culture. Also, we will be paralleling similar historic events that occurred in the United States and other countries having to do with themes relating to our topic of discussion at that time. Students will be expected to synthesize current topics of discussions and form their own observations and opinions.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

The purpose of this course is to teach students to value Latin-/Mexican-American peoples' cultures and their views of the world in order to move into a new society where equitable education and support is given to all. Our students will learn to acknowledge diversity and respect different cultures. In addition, they will learn of groups' assimilation, acculturation, and ultimately transculturation in the United States. The end result will be that our students will learn to value these diverse ethnic groups and ultimately minimize misconceptions and stereotypes.

Through various reading and writing activities, students will trace the Mexican American experience in chronological order beginning with Mesoamerica (Pre-Columbian America) and ending with current issues affecting the Latino community in the U.S. Students will explore the rich history of Mexican-Americans and their unique experience in the United States. Students will learn where Mexican-Americans and other Latinos have

made significant contributions to the American cultural landscape. Students will develop an awareness that they too, Latino or not, are and will continue to be, contributing members of the American cultural experience as this nation's story continues to unfold. Students will gain an appreciation for the unique history of Mexican-Americans in the U.S. and develop a better understanding how this story has similarities with other ethnic groups (i.e., reasons for emigrating to the U.S.). Students will learn about famous Mexican and Mexican Americans/Latinos, not only for historical purposes but for identifying and sharing a variety of positive role models from different walks of life. Through the study of ASSIMILATION, ACCULTURATION, and TRANSCULTURATION the students will learn about common citizens who became role models that helped shape the American cultural and historical landscape. A common theme in this class is that the study of human history involves the decisions/choices notable people made in the past and that they too, as students, make choices that create their own history. By learning about role models in this course and developing an understanding of the common theme just mentioned, students will realize that they too are and will continue to make history. Students will learn how Mexican Americans/Latinos, particularly in the mid to late twentieth century, took a stand against injustice and discrimination and that they too must learn the importance of taking a stand against injustices they may see in their own lives; this lesson has tremendous ramifications not only for them but society in general. Pedagogically, emphasis will be placed on various reading and writing activities (i.e., essays, notebook work, and research paper) that require the use of their critical thinking skills and the development thereof. Writing is a key component of the course and an essential goal is to improve the students' literacy. Students will also express themselves in groups or individually during oral presentations that occur throughout the school year. Last but certainly not least, through the various assignments in this course, students will develop their critical thinking and argumentative skills.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

The content of this course will include the study of cultural, economic, educational, business, and political issues that impact the development of Mexican and other Latin American cultures from their beginning to present day. This course will provide college bound juniors and seniors an elective course in the History/Social Studies Department. Latin-/Mexican-American Studies is a chronological review of the history of Latin-American populations in the United States, beginning with the early history of Mexico and other Latino countries prior to the conquest in 1521 and ending with contemporary issues facing Mexican Americans and other Latinos in the United States. The culminating project/portfolio is a research paper on a topic of the students' choosing that will include a personal interview of a relevant Latin American community member and will be due at the end of the

second semester.

Summary of Topics

Introduction: What is History? What is Chicano/Latino Studies? (2 weeks), 40,000 BC-1519 AD.

Students review the definition of history and discuss its relevance in their lives. Students will view a seventeen minute Prentice Hall video, History Is..., for the definition of history from the standpoint of notable historians and writers (Stephen Ambrose, Doris Kearns Goodwin, Charles Johnson, Congressman John Lewis, David McCullough, and Richard Snow). While viewing the video, students will take notes on these historians' and writers' view of history and then write a half page reflection on what the study of history means to them. Students will read the introduction to the primary text, Mexicanos, History of Mexicans in U.S. Groups will analyze a designated portion of the introduction and report their findings about the author's background, inspiration, influential figures in his life, view of Chicano Studies, the recent influx of Chicanas in the field of study and recent trends that Chicano scholars see in terms of how Chicanos/as view themselves. The class will have a discussion on the concept of identity and what identity means to them. The instructor will discuss his background, family history, place of birth and where he was raised. Students will analyze the definitions of key cultural names such as Mexican, American, Mexican-American, Chicano/a, Mestizo, Latino, Hispanic, ethnicity and nationality and how they view themselves. Students will learn about Chicano Studies programs in Arizona that are under attack by residents who consider such courses to be inflammatory and threatening. The lesson will conclude with a two page, five paragraph expository essay where students discuss their identity and how they identify themselves. Students are encouraged to interview their parents for this project which will culminate in a brief pair-and-share with another student and read another student's essay. Copies of their essays will be retained for review at the end of the school year/course. Students will complete a teacher generated, five question, survey on their background, how do they learn best in a classroom and what ideas do they have about improving their school. Results of this survey are shared with the principal.

Essential Question: Why does our society, even our schools, label people of all ethnicities?

Note: Unless otherwise stated in each unit below, every student will complete most of the coursework in this outline in a college ruled notebook where they will organize all notes. Mentioned as an interactive journal, their notebooks are used frequently to address questions related to reading assignments or taking notes from the various powerpoint presentations related to each unit on the right pages of their notebooks. It is identified as

interactive in that students will write a summary argument and create drawings, pictures, graphs, timelines, etc. on corresponding left pages: Right pages have notes and corresponding left pages contain the student's summary argument and pictures, drawings, graphs, timelines, etc.

Unit One: Pre-Columbian Mexico and the conquest of the Aztec (Mexican) Empire. (three weeks)

In this unit, students will learn about topics related to Pre-Columbian Mexico (or Mesoamerica) and Central America through an extensive amount of reading by the teacher and students. When the instructor is not reading to the class, students will be asked to read out loud as well from the various sources (primary text, primary sources and internet web sites) and take notes in their interactive journal. The intent of this method in unit one is to create an environment where the students begin to comfortable by reading to the class and prepare themselves for the oral presentations later in the class. Students will also realize the significant amount of reading they will complete in this course.

Listed below are the topics to be covered in Unit One:

Pre-Columbian civilizations of Mexico and Latin America such as the Olmec, Maya, Inca, Teotihuacan, Toltec and Aztecs (Mexica). Students will create a map indicating where and when each of these civilizations thrived. While completing the textbook reading assignments, students will listen to Mesoamerican or Pre-Columbian music (Pre-Hispanic CD). Students will learn about the significant contributions these civilizations made paying close attention to the architectural marvels of their pyramids, astronomy (Maya) and their religious beliefs. Students will learn about and analyze the different deities that reflected their polytheistic views paying close attention to the historical impact and legacy of Quetzalcoatl, otherwise known as the "Feathered Serpent." The class will read a short story about Popocatepetl and Iztaccihuatl, indigenous Mexico's own Romeo and Juliet story, and how two mountains near present day Mexico City bear their names. Students will read different sources or accounts on the culture of the Aztec (Mexica) people. Students will view twenty minutes of a documentary on the travels of the Mexica people and the legend of Aztlan. Students will learn about the extensive travels of the Mexica deep into present day Mexico where, according to legend, they were searching for an important sign to build their capital: Tenochtitlan (present day Mexico City). Students will learn about Lake Texcoco and the rise of the Mexica empire as the most powerful in the region. Students will view different accounts of Tenochtitlan and the pyramids and buildings that made it one of the most beautiful ever to be seen (accounts by the Spaniards). Students will analyze and reflect on Diego Rivera's mural of Tenochtitlan. Students will learn about major events in Spain's history, beginning with the occupation of the Roman empire and later by the Moors from 711 to 1492. Students will analyze a painting by Francisco de Padilla titled The Surrender of

Granada, which depicts the Moors being ousted from Spain in 1492. Students will learn about the arrival of the Spaniards to Veracruz in 1519 and the alliances Hernan Cortes made with an indigenous woman, La Malinche, and the Tlaxcalans, a tribe that despised the Mexica. Along with viewing a video, Secrets of the Aztecs, students will read about the clash of cultures between the Spaniards and the Mexica ending with the conquest of the Mexica empire in 1521. Students will participate in a class wide survey question: Was the arrival of Hernan Cortes in 1519 a coincidence or an accurate prediction of Quetzalcoatl's return? Students will read and interpret Mexica poetry which provides the reader with their view of the conquest. Essential Question:

What are the similarities and differences between the Mexican and Spanish cultures. Students will analyze this question and synthesize the result of the clash of cultures: The Mestizaje or the mixing of Spanish and Indigenous peoples. Students will view images of recent archeological findings in Mexico City (formerly Tenochtitlan) in particular those on the Main Temple (Templo Mayor) Museum website. Students will learn about the present day cultural traits of most Mexicans, Spanish language and Catholicism, and how these important cultural traits were indoctrinated by the Spaniards on the indigenous people of Latin America. Students will also view excerpts of a Spanish dictionary and analyze the etymology of some current Spanish terms (i.e., Albondiga) to Arabic, the language of the Moors. Students will view a map of present day Mexico and view the names of some of the towns and cities, one example of the bilingual nature of Mexican culture (Spanish and Nahuatl). Students will also view a map of Spain to find some common and familiar names of towns (i.e., Segovia) as well as towns with a Moorish influence. Students will read the story about the apparition (to believe or not to believe) of the Virgin of Guadalupe in 1531 to an indigenous Mexican, Juan Diego, and evaluate the significance of this event then and today. As a linking activity, students will be asked how long the Spanish occupied most of present day Latin America, specifically Mexico. Towards the end of this unit, students will write a reflective essay on the anniversary of the Chicano Moratorium (August 29), a protest against the Vietnam War and the disproportionate numbers of Mexican Americans who were fighting in this controversial conflict. Students will read two accounts of the moratorium, one from the Los Angeles Times and another from a web site (Luis Rodriguez). Students will also hear a personal story from the instructor who was eleven years old while attending the moratorium with his family.

Unit Two: New Spain and Independence Movements (The Colonial Era) 1521-1821 (two weeks)

Students will view a PowerPoint presentation that contains a map of New Spain (present day Mexico and Central America). Students will learn about the empire building that occurred not only with Spain but with the British, French, Dutch and Portuguese and the fierce competition between these European countries for land and resources. Reading the primary textbook, students will learn about Spanish explorers who were instructed to

assess the Northern part of her new empire, present day Northern Mexico and the American South West. Students will read several accounts of Spain's Caste System and its role of categorizing people in New Spain.

Reflecting on the discrimination of Spain's Caste System, students complete a vocabulary worksheet on the definitions of concepts associated with racism (courtesy of the Museum of Tolerance in L.A.). Using the primary textbook, students will learn about Spain's "3 G's", God, Gold and Glory, and how most of New Spain's gold and silver was shipped to Spain. Students will read two accounts of the life of a famous seventeenth century Mexican female writer, Sor Juana Inés de la Cruz and her source of inspiration then and today with students and writers (i.e., Octavio Paz). Students will learn about Spain's continued interest in the Northern part of her empire and the construction and purpose of missions in Texas, New Mexico and California. Students will learn about the events unfolding in Europe in the late 18th and early 19th centuries that cause Spain to focus most of her attention and resources there and less attention to her colonies in Latin America. Students will also evaluate the significance of the political ideals stemming from the Enlightenment in Europe and the impact these ideals had on independence movements throughout America's beginning with the thirteen colonies. Students will complete a map of Latin America and identify when each country recognized their independence from Spain, Portugal, Britain and the Dutch (Guiana still a French possession). Students will learn about the immense power the Catholic church had throughout New Spain and the conservative and liberal movements that occurred as a result of this power and the growing number of poor people, most of which were mestizo or Mexican "Indian." To further address liberation movements throughout Latin America, students will read a four page article published by The Constitutional Rights Foundation titled, Simon Bolivar: Thinker, Liberator, Reformer. After completing the reading assignment, students will complete an activity on the students' assessment of Bolivar's best and worst ideas and answer three critical thinking questions. Students will learn that Spain occupied Mexico for three hundred years, leading up to a cry by a Catholic Priest whose pledge for Mexican Independence is recognized every September 16th as Mexican Independence Day.

Unit Linking Question: What challenges does a new country face after establishing their independence from an imperial power?

Unit Three: The Mexican Era, 1821-1848 (three weeks)

Students participate in a cooperative learning project (group work) where each group will be provided with a set of questions that requires reading of the primary textbook. Prior to conducting presentations to their classmates,

each group will have their findings reviewed by the instructor.

Topics include:

1) Students will learn about Father Miguel Hidalgo (also known as the Father of Mexico's Independence); 2) students will analyze O'Gorman's Mural, "El Grito" and other politically motivated murals of the era; students will also evaluate some of the politically inspired murals of Alvaro Siqueiros, Diego Rivera and Jose Clemente Orozco. Students will complete their own mural, with a political message, in their interactive journal. Students will determine the length of time it took for Mexico to achieve independence from Father Hidalgo's "Grito de Dolores" in 1810 up to Mexico officially received her independence from Spain (1821). Students will draw differences and similarities with the U.S.'s cry for independence from Great Britain in 1776 and the surrender of the British in 1781 at Yorktown; here students will complete a Venn Diagram. 3) Students will learn about Agustin Iturbide's brief reign as Mexico's first emperor after he declared Mexico independent. Students will then learn about the transition from the conservatives in power (Iturbide) to the liberals who ousted Iturbide and established a Republican form of government, modeled after the United States of America. Students will create a Venn Diagram revealing the similarities of a liberal and a conservative then and today. Students will also learn about the growing discontent against the Catholic Church and the central tenant of 19th century liberalism during the Mexican Era. Students will duplicate a map of Mexico as she appeared during the Mexican Era up to 1848 and assess the difficulty Mexico had in managing events (conflict with Native American tribes and increasing immigration of Americans into Texas) occurring in her northern territory. Students will learn about the emergence of "Ranchos" in her Northern Territory and the role of women on the Ranchos. Students will learn about the growing number of American immigrants into Mexico (Texas) and Mexico's response to those growing numbers (a new immigration law). Students will evaluate, differentiate and assess the irony of immigration then and now between the two countries. Students will be introduced to the American belief of Manifest Destiny and its impact on the American psyche and the conflicts with Native Americans and Mexico. Students will have access to a web site where they will learn about the Texas Revolt and their leaders. Students will learn about Mexico's resistance to that revolt and how Texas will become the region that represents the beginning of the U.S.-Mexican War.

Video Assignment: Students will complete a video worksheet with questions and they will view portions (approximately seventy minutes) of a PBS video series on the U.S. Mexican War. Students will learn about where the war began, when it began, why it began and the duration of the war and where and when it ended. Students will learn about the effects the war had on both countries and analyze the war's lasting legacy. Lastly, students will read portions of the Treaty of Guadalupe Hidalgo and it's guarantee for the Mexicans who would

choose to stay in the U.S., becoming the world's first significant number of Mexican Americans.

Unit Linking Question: For America's new Mexican Americans living in the Southwest, what challenges will they face living in their new country?

Unit Four: The American Southwest, 1848-1900. (three weeks)

Students will read excerpts of the text, *California, A History* (Kevin Starr), on the Gold Rush in California and learn about the economic and humanitarian impact it had on California immediately after the end of the U.S. Mexican War. Here, students will address key questions associated with the reading assignment and take notes in their notebook/interactive journal. Students will complete a reading assignment while reading Gonzalez's chapter on the American Southwest. Here, students will learn about the new way of life for Mexicans who chose to stay in the American Southwest and the causes of many Mexican landowners lost much if not all of their land. Students will evaluate the economic needs of the southwest and the development of railroads and mines and the contributions made by Mexicans as a labor source. Students will evaluate the rise of Nativism in the American Southwest, its impact on Mexicans and the formation of community organizations as a response to combat Nativist sentiments. Students will evaluate the folk heroes like Gregorio Cortez and the Mexican corrido song that memorialized his conflict with law enforcement officials in Texas,

The Ballad of Gregorio Cortez. Students will listen to this song and analyze the lyrics. Students will track the importance of Corridos today and write their own corrido in their notebooks. Student generated corridos will reveal a story about themselves. Students will be provided with questions that follow the reading assignment and pairs of students will be required to share their findings (answers to the questions related to the reading assignment) with the class; the class in turn will take notes in their notebooks while the oral presentations are being completed.

Students will take notes from a PowerPoint presentation and excerpts of text book document Mexican Americans participation in the Civil War, serving both for the Union and the Confederacy. On a separate sheet of paper, students will write a one page reflection on the following critical thinking questions: Since the Mexican government was against slavery prior to the U.S. Mexican War, why would Mexicans residing in Texas later support and fight for the Confederacy? Why would Mexicans residing outside Texas (i.e., California) support the Union? If you were a Mexican residing in Texas at that time, would you support the Confederacy (students must provide details)? Lastly, the class will have a conversation about what Gonzalez calls the Spanish/Mexican

Dichotomy, if there is any relevance today and then complete a drawing or cartoon on this concept in their interactive journal.

Unit Linking Question: What is a revolution, and do these historical events cause people to relocate?

Unit Five: The Great Migration, 1900-1930. (three weeks)

Essential questions for unit five: Why do people move from one country to another? Why did your family move? What is immigration? What is an immigrant? What is emigration? What push and pull forces were at work that caused hundreds of thousands of Mexicans to relocate from Mexico and move the American Southwest in the early twentieth century? Are the same push and pull forces of then occurring today? Using the primary textbook, students will be provided with a reading assignment with sets of questions provided to small groups of students. Students will review their findings with the instructor and thereafter each group will be required to complete an oral presentation of said findings to the class. Groups will complete their designated set of questions related to the topics listed below:

- 1) Analysis of the Mexican Revolution;
- 2) Analysis of the political and economic causes of Mexico's Revolution;
- 3) The effects of Mexico's Revolution on its' rural poor and on the U.S. in terms of immigration;
- 4) The Catholic Church's position of the revolution;
- 5) Evaluation of Porfirio Diaz's economic plan and his adversaries and allies;
- 6) A brief yet concise documentation on the lives of Francisco "Pancho" Villa and Emiliano Zapata; and
- 7) A listing of the industries that hired thousands of Mexican immigrants during the early twentieth century and the location of these industries.

Students will then view an interactive map (New York Times website) and document the large scale immigration of Mexicans that occurred in the early twentieth century. Students will also evaluate immigration data from a supplementary textbook (The Americans) and construct a Venn Diagram in their interactive journals where they compare and contrast immigration patterns of Europeans and Mexicans during the early twentieth century up to the early 1920's. After reading from primary textbook, students will also find what most Mexicans had in common with Irish and Italian immigrants and other immigrants in general. Furthermore, students will note that Mexicans, like other immigrant groups, were settling in communities where other Mexicans resided. Hence, the development of Barrio's (Mexican neighborhoods). Students will discuss this the term Barrio and what life is a Barrio. Essential conversation question: What distinguishes a Barrio from other neighborhoods? The conversation will address tagging or graffiti in Barrios. Students will be assigned a persuasive essay assignment addressing the issue of tagging. Students will then be provided with the story of Silvia Méndez and her family's life as agricultural workers in Orange County, CA in the 1930's (Supplementary Text book, Méndez v. Westminster). Here, students will be introduced to the segregation of Mexican Americans

in public schools in the Southwest.

Unit Linking Question: What is the relationship between a nation's economy (good or bad) and how that nation treats their immigrants? Students will be reminded of Germany's poor economy during the 1920's and how many in that country began to blame Jewish people for their poor economic situation.

Unit Six: Mexican Americans, Immigration Restrictions and The Great Depression (three weeks) 1929-1941.

Through guided reading activities using three textbooks, students will evaluate the rationale for American immigration restrictions (anarchists and communists entering the country from Europe) in the late 1920's, particularly those placed on Europeans. Students compare and contrast the restrictions the U.S. government has placed then and today. Students will assess the impact that the Great Depression of the 1930's and early 1940's had on Mexican Americans living in the U.S. and the efforts of labor groups to organize Mexican American laborers. Students will read an excerpt of Professor Kevin Starr's text book on efforts of groups to organize agricultural workers in California. In this activity, students will be able to understand the plight of Mexican laborers and the challenges they faced when forming, or attempting to form, labor unions; an effort that will lose momentum but resurface with the United Farm Workers in the 1960's and 1970's. Students will understand key concepts such as socialism and communism and the implications involved in being labeled a socialist (labor unions or artists) or communist. Students will understand that these labels will linger on during World War II and America's Cold War years that followed. Students will document the lives of Diego Rivera and Frida Kahlo and how these Mexican "socialists" helped temporarily harbor Leon Trotsky, a Soviet exile, as he attempted to avoid the reach of Joseph Stalin's "hit men." Essential question to address in student notebooks (summary arguments): What did it mean to be a "socialist" then and what does it mean today? Who are the supporters and opponents of a socialist? During this time period, Mexican Muralist David Alfaro Siqueiros traveled to the U.S. and painted a mural on Olvera Street in Los Angeles. A documentary on DVD, *America Tropical*, was completed on this event and how local authorities whitewashed the completed mural because it was deemed too politically controversial. Recently, local government authorities have now made efforts to restore the mural and create museum (presently under construction). Students will complete a DVD assignment sheet that require viewing and answering direct and critical thinking questions (i.e., Does the First Amendment's right to freedom of speech protect his mural?). Using a U.S. History class power point presentation, a quick review on the causes of the Great Depression will be provided to the class. The guided reading activity using a power point presentation that requires using the primary text (Gonzalez) will resume with the instructor covering the following topics: urbanization and the growth of Barrios (Mexican neighborhoods), labor unions, four female Mexican activists, the Dust Bowls impact on Mexican Americans living in California, and the deportations of Mexicans. During this

assignment, students will be directed to two web sites where they will analyze the causes and effects of the deportation of thousands of Mexicans and Mexican Americans, also known as the Repatriation Movement, during the Great Depression. Students will read a story of an American citizen who was deported and his experience in fighting for his rights (USA Today article). Students will also view a ten minute portion of the movie My Family/Mi Familia. This clip will provide a visual depiction of these events from the standpoint of a family living in Los Angeles.

Despite these difficult times, students will reflect (interactive journal assignment) on the last paragraph of the chapter on the primary text (González). Here, the author notes that Mexicans began to enter, in larger numbers, the American middle class; a phenomena that will continue to present times. Essential questions (summary argument for notebooks): What does more Mexicans entering the American middle class mean for Mexicans as a whole and society? If poor, how does one enter the middle class (i.e., education)?

Unit Linking Question: What is a hero?

Unit Seven: Mexican Americans On Home Front and Latino's Service In World War Two (three to four weeks) 1939-1949.

Students will learn that though many Latinos had to live with legalized segregation in their communities during this era, Latino servicemen and women helped fight for our nation's freedom from tyranny and brutal dictatorships at time when our nation was not free from the chains of discrimination. Students will learn about the significant contributions Mexican Americans and other Latinos made while serving the U.S. military during this pivotal time in history, not only for our nation but the world. Students will develop an awareness of the sacrifice (lives lost) and impact these military men and women had not only on the battlefield but here at home after the war ended and that their war deeds would prove to be a source of inspiration during the Civil Rights movement. At the beginning of this unit, students will view a brief powerpoint presentation (designed for U.S. History classes) on the causes of World War II and America's entrance two years after it began in Europe. Students will discuss terms such as tyranny, dictatorships and Fascism. Students will conduct a reading activity on Juan Peron of Argentina; reading article titled Juan Perón, Dictator or Champion of Social Justice. The article has six sub topics on Perón and each of six groups will analyze one of the six assigned sub topics and document evidence of Peron as a dictator or a champion of social justice. Each group will present their findings to the class and a class-wide vote will be conducted to address the question: Was Perón a dictator or a champion of social justice? Students will learn about the first Mexican American service man to have died in World War II at Pearl Harbor. Students will then be provided with a reading assignment and taking notes in their interactive journal by

reading the primary text (Gonzalez). A question for the students to reflect on is: What is a war hero? Students will learn about two Mexican American congressional medal of honor recipients: The first is Jose M. Lopez where the students will view a thirty minute video clip courtesy of a university web site on Mr. Lopez's life as an immigrant, boxer, life in Brownsville Texas and then war hero while serving in the European front. The second war hero is Guy Luis Abandon of East Los Angeles who served in the Pacific front.

Students will also take notes while viewing a web site on the small but significant Second St. (renamed Hero St.) in Silvis, Illinois where a memorial exists to honor their residents' contributions (primarily Mexican Americans) to World War II and the Korean War. Students will learn about the all Latino company which fought in the European front, Company E, and their heroic deeds. Students will also learn about the contributions of women in the war effort (nurses) as well as on the home front. Here, students will learn about the significance of President Roosevelt's Executive Order 8802 which opened up job opportunities for minorities and women in the war production factories during the war. Students will analyze the impact that the G.I. Bill had in providing returning Latino war veterans with vocational and educational services that would help them move up the socio-economic ladder.

Students will also learn about the emergence of new Latino civil rights organizations like the CSO (Community Service Organization) and the G.I. Forum and League of United Latin-American Citizens (L.U.L.A.C.) their efforts to end segregation in our society and seek greater involvement in the political process.

The instructor will share an excerpt from Lt. Col. Henry Cervantes' book, *Piloto: Migrant Worker to Jet Pilot*. Students will hear the story of this World War II pilot and his B-17 missions over Germany and one where his plane was under attack by German suicide mission pilots. Students will also read a short but inspirational poem by Mr. Cervantes. Lt. Col. Cervantes has been a regular guest speaker at this school and class. Students will then be assigned an expository essay discussing the contributions of three Latino war heroes of World War II. Students will also go in depth to understand the Zoot Suit culture and how it played in the conflict with American servicemen and local authorities in the Los Angeles area. Students will view a twenty minute portion of a VHS video from the PBS series on the history of jazz titled, *Pure Pleasure*, and learn about the genesis of swing music and swing dance, its popularity through the country including young Mexican American youth and Zoot Suitors. Students will also visit the school computer lab and view a PBS web site on the Zoot Suit culture, riots and trial. Students will take notes from this web site and analyze the cultural conflict between the Zoot Suitors and the police and local media at that time and compare and contrast their generation's relationship with the police today. Students will view two ten minute portions of the video, *Zoot Suit*, a play produced by Luis Valdez. Lastly, students will analyze the causes and effects of the Bracero Program. Students will complete a reading

assignment from the primary text book and take notes in their interactive journal. Students will take notes on the following: 1) why the Bracero program began and why it ended; 2) who was responsible for recruiting the workers; and 3) the legacy of the Bracero program and its relationship to the development of the United Farm Workers Union in the late 1960's. Students will also learn about the significance of Operation Wetback and its implications on the immigration issues of today. Students will then hear the story contained in an article (Statesman Journal) that contains the conversation of an interview with an 81 year old man from Oaxaca, Mexico who was part of the Bracero Program. Two students will be selected or volunteer to participate in a brief question and answer interview: one student is the interviewer and the other is the interviewee. Thereafter, students will participate in a round-table conversation on the benefits and hardships of guest worker programs.

Unit Linking Question: What is a civil rights activist?

Unit Eight: Post War Years, Chicano Culture and The Mexican American Generation (three weeks) 1949-1959.

Students will view a PowerPoint presentation that provides the students with a history of segregation in the U.S. beginning with African Americans and Jim Crow Laws in the South after the Civil War, the significance of the Plessy v. Ferguson decision (1896), and the segregation of Mexicans living in the Southwest. Students will be reminded/taught that segregation is not a practice that is uniquely American (i.e., segregation of Indians in South Africa or other parts of the British empire). Students will read and document key points in the civil rights amendments thirteen, fourteen and fifteen of the U.S. Constitution. In particular, students will analyze the language of the fourteenth amendment, specifically that which discusses the concept of equal protection under the law. This unit will cover important civil rights court cases such as, but not limited to, Plessy v. Ferguson, Doss v. Bernal, Mendez v. Westminster (use of supplemental and Brown v. Board of Education. Students will be provided with an in depth understanding of how common day citizens (i.e., World War II veterans, parents and other community activist) stood up against segregation (in public and private institutions) and had an integral impact on the demise of segregation. Students will complete a Venn Diagram to demonstrate their understanding on the similarities and differences of de jure and de facto segregation. Students will also create a timeline in their interactive journals that reflects the key events and court decisions that led to an end of segregation in our military, public schools and housing with some conversation of an end to segregation in sports. Students will also note the similarities and differences of the civil rights movement as it relates to Mexican Americans (often referred to as Chicanos in this unit) and African Americans. Here, students will reflect on the similarities of both groups in their efforts to promote and attain a more just American society for all. Students will trace the development and emergence of various Latino civil rights organizations (i.e., L.U.L.A.C.) after World War II, groups that were formed by ordinary Americans who sought to organize themselves in order to promote and

protect their civil rights. Specifically, students will read about the return of a Mexican American World War II soldier, Pfc. Felix Longoria, who died in action in the Pacific front and whose family faced discrimination when a funeral home in southern Texas refused to have Longoria's service at their facility because of his ethnicity. Students will examine the response of Mexican American Civil rights activists and then Senator Lyndon Johnson to this ironic event and how the country needed to address the battle for freedom abroad and at home! Students will document, in their interactive journals, the formation of these civil rights groups, their mission statements, and their impact on the Civil Rights Movement in the Southwest. A majority of this unit will be completed by viewing an eleven slide power point presentation.

Students will spend approximately three days covering the Mendez v. Westminster case. Using a supplemental textbook (Mendez v. Westminster, Strumm), students will resume with instruction on the Mendez family (introduced in unit five), and the court case itself. Students will participate in a twenty minute reenactment of actual dialogue between Mr. Marcus, the attorney representing the Mendez family (family suing to end segregation in Orange County, CA) and James Kent, the Superintendent of the Garden Grove School District (arguing to preserve segregation). Prior to this activity, the instructor will provide the class with background information of both parties. One student will role play as the narrator and two other students will represent opposing sides of the argument (Mr. Marcus and Mr. Kent). The remainder of the class will serve as the audience. The class will then engage in a round-table discussion on the questions by Mr. Marcus and the responses by Mr. Kent. Students will then resume taking notes in their interactive notebooks from a six slide power point presentation on the inception of the Mendez case (1947), the judge's ruling ending segregation of Mexicans in Orange County public schools, California Governor Earl Warren's signed legislation ending segregation in California and the effect the Mendez ruling had on N.A.A.C.P. lawyers preparing their case in Brown v. Board of Education (1954). Students will analyze the significance of Brown v. Board of Education on the country as a whole and the role California, and the Mendez family, had in ending segregation in America's public schools. Lastly, students will view a White House web site video clip where President Obama presents The Medal of Freedom to Silvia Mendez, the daughter of the parents who brought the case against the Westminster School District. A reminder to students that ordinary people making choices can make a difference in their communities. Students will spend one class day watching a video documentary produced by American Experience and PBS titled A Class Apart. This documentary chronicles the efforts by Mexican American civil rights activists and lawyers in Texas as they challenged the Jim Crow style of discrimination in the jury system and the case that went all the way to the U.S. Supreme Court, Hernandez v. Texas. Students will be required to answer a set of questions pertaining to the video and complete this assignment in their interactive journals. Students will then complete a culminating activity from the Teachers Guide page of the web PBS website on Hernandez, titled, "To this much, he is entitled by the Constitution." Here students will read portions of then Chief Justice Warren's written decision. Then, the class will discuss key questions related to a paragraph(s) of Justice

Warren's decision in this case to gain in depth view of Chief Justice Warren's reasoning, recalling that he was the same chief justice that wrote the ruling in *Brown v. Board of Education* and the Governor of California during the Mendez case and by signing legislation that ended segregation in California public schools. Culminating unit linking activity: Students will review the causes and effects of the Bracero Program and how migrant farm workers will begin protesting for improved working conditions under the leadership of Cesar Chavez and Dolores Huerta.

Unit Nine: The Chicano Civil Rights Movement, The Vietnam War, Organizing Migrant Farm Workers and Current Issues (three to four weeks) 1959-2000.

Students will view a thirty nine minute video, *Viva La Causa* (A Teaching Tolerance Film), that chronicles the story of how seemingly powerless migrant farm workers will successfully organize a labor union while protesting their poor working conditions against the powerful growers. Students will write a half page reflection on the following questions: What moral lesson did you learn from this documentary on justice and how it applies to migrant farm workers as well? Students will be provided with a review (using a PowerPoint presentation for U.S. History Courses) on the causes of U.S. involvement in both the Korean Vietnam Wars. In Vietnam, students will analyze the reasons for the growing number of Americans opposed to the war during the late 1960's. Students will learn about the U.S.S. Gonzalez (Navy destroyer) and it's namesake (Vietnam War Veteran and Congressional Medal of Honor recipient). Students will also analyze the social and political implications involved with Cuba's revolution in 1959 and the communist government that was established in that Latin American island nation. Specifically, students will document (in their notebooks) the Cuban refugees that left Cuba during their revolution and how refugees today are able to gain residency status.

A majority of this unit will require students to deliver the curriculum via group/cooperative groups. Students will be divided up into seven groups and each group will have a duty to complete a set of questions related to the unit. Like other group work assignments previously completed, students from each group are required to present their findings (verified by the instructor) to questions to the remainder of the class who in turn will take notes in their interactive journals. Students will use the main textbook, other textbooks, instructor approved web sites and video clips to present the curriculum. Each group will also create a poster that represents an essential portion of their assignment. This poster will be presented to the remainder of the class when each groups presents their findings. Students may, but are not required to, use music in their presentations as well. Topics to be covered by the groups include: 1) César Chávez, Dolores Huerta and the United Farm Workers; 2) 2013 M.E.Ch.A. and M.A.L.D.E.F (Mexican American Legal Defense and Education Fund); 3) Mexican Americans in the Vietnam War and the story of Freddy Gonzalez having a destroyer named after him; 4) the Chicano Moratorium of August 29,

1970 and former L.A. Times columnist Rubén Salazar; 5) Sal Castro, the Student Walk Outs of 1968 and Garfield H.S. Teacher, Jaime Escalante; 6) the life of former California State Supreme Court Justice, Cruz Reynoso; and 7) current demographic information of Latinos (education and population).

During this unit, students will view excerpts of a sixty minute PBS video titled Chicano Rock. Students will view three to five minute segments on various groups depicted in the documentary. In a second group work activity in this unit, each of six groups will analyze the music of one of the rock groups or musicians discussed in this documentary video. Groups discussed range from Lalo Guerrero to new groups such as Los Lobos and Ozomatli. Students will conduct research on the group they chose and provide some interesting trivia on each group, present the lyrics to one song, analyze the song and present an audio/video of song they chose to analyze.

Culminating Activities:

Students will be provided with a copy of civil rights activist and writer Corky González's epic poem: I Am Joaquín. The instructor will provide an introduction to Corky González and his accomplishments during the Civil Rights Movement in the South west. One by one, students will read a designated portion of this lengthy yet meaningful poem. The class will have a round-table type discussion on the poem and what portions they found most meaning to them.

Students will review their first essay assignment on identity. Essential Question: Has their view of themselves, if Latino, changed? If the student is not Latino, how do they identify or label Latinos and has their view changed?

Students are then provided with a blank survey sheet with five questions that address the course; and how it could be improved, and what assignments, projects, and units they liked most.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Recurring Writing Activity: The Interactive Journal (Notebook):

Each student is required to take an extensive amount of notes in a college ruled spiral bound notebook called, for academic purposes, an interactive journal. Using the Cornell note format, students are required to maintain

notes taken in class on the right page of a college ruled spiral bound notebook. Writing on the right page of their journals includes, but is not limited to, writing questions that corresponds with a required reading assignment, usually from the primary textbook (Gonzalez) or taking notes from the instructor's powerpoint presentations. On each corresponding left page of their notebook, students are required to write a one hundred and twenty five word (half a page) summary argument of the most important event, person, or concept they learned from notes on the corresponding right page of their notebook. Each summary argument must contain one topic, event, person or concept written in their notes on the right page that provides an analytical, in depth argument addressing the reasons for that topic as the most important. Here, students will note that the instructor is their audience and they must write accordingly. The summary argument must be written in complete sentences where students construct a logical and thought provoking argument with evidence that supports their position. Of the two pages, the left page of their notebook has more value for here they must provide their summary argument on the most important thing they learned from the corresponding right page. Furthermore, left page tasks require students to demonstrate learning from their notes. Left page work allows students to use their creativity and artistic skills in completing a map, chart, graph, timeline, picture, political cartoon or drawing. Students are not assessed on their artistic abilities rather on the ability to demonstrate learning. Here, students are also encouraged to write about current historical events and compare and contrast those to events of the more distant past. For every page of notes taken on the right page of the journal/notebook, a corresponding left page with the instructions mentioned above is strictly enforced. Unless otherwise stated in the outline above or in key or written assignments below, students will complete in class reading and/or homework assignments in their interactive journals. Students will take notes in their interactive journals on all units outlined above. This interactive journal helps students maintain control of a majority of the curriculum in one notebook and, when used properly, it serves as an essential and organized tool for learning and as a study guide when preparing for quizzes and tests. During the course of a school year, students will write approximately fifty to sixty summary-arguments in their journals; this figure may fluctuate as the curriculum is modified year to year.

Essay Assignments

During the school year, students are also required to select two of the four essay topics below and write two essays. Students are required to provide a two page, essay for each of the two assignments. Listed below are the four essay topics:

Introduction to course: Expository Essay on identity.

After completing the vocabulary assignment on key cultural names, students will complete a two page, essay on

their ethnic identity and how they identify themselves. The essay must discuss three cultural names that apply to their identity and reasons why that name applies or does not apply to them. Here, they can discuss what they have learned from their family, community and the lesson on how they identify themselves. The intent of this early essay assignment for the instructor is to assess their writing skills early in the course and to assess how the students identify themselves. For the students, the intent is to understand the importance of identity in terms of how society identifies them and how they, the student, identify themselves. A copy of this essay assignment will be retained for the students to review at the end of the academic school year and determine whether or not their view of their identity had changed. For students that are not Latino, they will complete the same assignment but they will use cultural names used for their particular ethnic group.

Unit Two: Persuasive Essay on Discrimination and Responsibility.

Students will write a two page essay that coincides with a documentary on tolerance. Students are presented with key terms associated with discrimination and what their responsibility is to address discrimination in their own lives. The intent of these essay assignment is for students to realize the importance of individual responsibility and taking a stand when confronted with discrimination or injustice in their own lives.

Unit Seven: Expository Essay on Latino World War II Heroes.

After learning about various decorated Latino World War II heroes, students will discuss three veterans of the war and what makes their accomplishments so noteworthy. The intent of this essay assignment is for students to recognize the significant number of Latinos who served during World War II, helping the U.S. and the world rid itself from tyranny and oppressive regimes, and to focus on writing about specific individuals who were recognized by historians and/or the federal government for their heroic deeds. Like other individuals discussed throughout the course, students are provided to write in depth about positive role models.

Unit Eight: Persuasive Essay on the benefits of excelling in school.

While learning about the growing number of Mexican Americans entering the middle class during the mid to late twentieth century, students will write a two page essay on this phenomena and the benefits of performing well in school and pursuing higher education. Here students will also address the challenges they may face pursuing a higher education.

Unit Nine: Students will write a half page reflection after viewing the thirty minute documentary Titled Viva La Causa on the successful efforts of César Chávez, Dolores Huerta, and migrant farm workers to organize a labor union (United Farm Workers).

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Occupied America, A History of Chicanos	Edition: 8
Author: Rodolfo F. Acuña	ISBN:978-0205880843
Publisher: Pearson	Publication Date: 2014
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: Primary Text Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

1. A Brief History of Mexico, Lynn V. Foster, Checkmark Books, 2009.
2. *500 Años del Pueblo Chicano*, Elizabeth Martínez, Southwest Organizing Project, 1991.
3. *The Mexican Americans*, Alma M. García, Greenwood Press, 2002.
4. *Growing Up Chicano*, Tiffany Ana López, Harper Collins, 1993.

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
 If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$3600.00	Description of Additional Costs:
--	----------------------------------

Additional costs:\$140.00 x 36	Supplemental instructional materials indicated above.
Total cost per class set of instructional materials:	\$8780.00

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Current Events

Once per quarter, students will complete a current activity that requires reading of an event or issue and address questions provided by the instructor. The intent of the current event assignments is to remind students that history is constantly being made and they are participants, be it active or inactive. One example is the story of Marlene Esparza who qualified for the U.S. Women's Olympic team. CNN aired a one hour special titled In Her Corner on September 28th of last year. Marlene and students were required to address questions on Marlen's efforts and life in Texas. Another would be the election of Governor Jerry Brown and the significant number of Latinos who supported him.

Projects and Products

Will guide a student in the acknowledgement that diversity, respect for cultures, and the valuing of ethnic groups will assist in minimizing misconceptions and stereotypes. For example, the student will attend cultural events, will interview persons of interest, will visit historical museums or institutions founded by Latin-/Mexican-Americans in California, and will listen to presentations by educators, local merchants, and other professionals in our community.

Recurring Key Assignment: Interactive Journal (Notebook)

Students are required to compile all notes in a college ruled notebook, also known as an interactive journal. On the right page of the notebook, students take Cornell style notes. On the top half of the corresponding left page, students must create a drawing, map, chart, cartoon, or timeline that corresponds with their work on the right

page of their notebook. Lastly and most important, students must write a half a page summary argument on lower half of every left page. Here, students are required to write a summary argument on the most important concept, event or person they learned about from the corresponding right page of notes and do so by going in depth and providing evidence for their argument. For every right page of notes taken, students must complete a corresponding left page with a half page hand written summary argument. The notebook is a key component for student learning in this class and requires students to reflect on their notes on the right page of their notebooks and demonstrate a deeper understanding to essential topics, events and/or individuals by writing a summary argument on the corresponding left page. When summary arguments are graded, the instructor will read several model summary arguments as a guide for the instructor's expectations. The notebook is divided by units and assessed accordingly. Depending on the length of a unit, students will write between five to eight summary arguments per unit.

Unit One: Pre-Columbian Mexico and the conquest of the Aztec (Mexican) empire.

In addition to the notes and summary arguments completed in their notebook, students will complete a reflective/expository essay on the Chicano Moratorium of August 30, 1970. Although this assignment does not pertain to the curriculum in unit one, it does correlate with an important anniversary in Chicano History.

Unit Two: New Spain and Independence Movements (The Colonial Era) 1521-1821

In addition to the notes and summary arguments completed in their notebook, students will complete an activity in the Constitutional Rights Foundation publication/periodical on the students' assessment of Bolivar's best and worst ideas and answer three critical thinking questions.

Unit Three: The Mexican Era, 1821-1848

In addition to the notes and summary arguments completed in their notebook, students will participate in a cooperative learning project where each group will be provided with a set of questions pertaining to topics mentioned in the outline above. Prior to conducting presentations to their classmates, each group will have their findings reviewed by the instructor. Though this assignment requires that the remainder of the class takes notes in their notebooks from each presentation, this cooperative learning project will be assessed separately and require that groups complete their findings in a timely manner and present a clear presentation to their

peers.

Unit Four: The American Southwest, 1848-1900.

In addition to the notes and summary arguments completed in their notebook, students will write answers to questions on a separate sheet of paper that addresses the Mexican and Mexican Americans who fought for both the Union and the Confederacy during the U.S. Civil War.

Unit Five: The Great Migration, 1900-1930.

Like unit three, in addition to the notes and summary arguments completed in their notebook, students will participate in a cooperative learning project where each group will be provided with a set of questions pertaining to topics mentioned in the outline above. Prior to conducting presentations to their classmates, each group will have their findings reviewed by the instructor. Though this assignment requires that the remainder of the class take notes in their notebooks from each presentation, this cooperative learning project will be assessed separately and require that groups complete their findings in a timely manner and present a clear presentation to their peers. As noted above, students will also write a two page persuasive essay on the issue of tagging.

Unit Six: Mexican Americans, Immigration Restrictions and The Great Depression, 1929-1941.

In addition to the notes and summary arguments completed in their notebook, students will complete a video worksheet while viewing the video on David Siqueiros, America Tropical. Students will also have an extended writing activity in their notebooks that addresses the phenomena of Mexicans entering the middle class in growing numbers.

Unit Seven: Mexican Americans On Home Front and Latino's Service In World War Two, 1939-1949.

In addition to the notes and summary arguments completed in their notebook, students will complete a group work activity on an article about Juan Peron (Peron, Dictator or Champion of Social Justice). As noted above, students are also required to complete an expository essay on three Latino war heroes of World War II.

Unit Eight: Post War Years, Chicano Culture and The Mexican American Generation, 1949-1959.

In addition to the notes and summary arguments completed in their notebook, three students will participate in a recreation of dialogue in the court case *Mendez v. Westminster*. The class will participate in a round table style conversation about the dialogue session. Students will also complete a video assignment that requires students to watch the documentary titled *A Class Apart* that chronicles the community and lawyers who challenged injustices in Texas' jury system in the case which reached the U.S. Supreme Court, *Hernandez v. Texas*. Students must answer critical thinking questions that require in depth analysis of the case and its implications for the civil rights movement and for justice in general. Here, students are provided with more role models that remind them of the importance of taking a stand against injustice.

Unit Nine: The Chicano Civil Rights Movement, The Vietnam War, Organizing Migrant Farm Workers and Current Issues, 1959-2000.

In addition to the notes and summary arguments completed in their notebook, students will participate in group work/cooperative assignments with the presentation of their teacher verified findings to designate guided reading activities and questions. Students will also complete a group work project when presenting their "Chicano Rock" project.

Essay Assignments

Students will be required to write two separate essays on topics discussed in the Writing Assignments section above. Here students are required to write in depth about a topic provided by the instructor (i.e., Topic of Identity in the Introduction).

Group (Cooperative) Work

Students are required to participate in various group work activities. Each member will have a designated duty and the instructor will insure that oral presentations are not completed by the same students. The instructor will carefully review their work prior to oral presentations. Students are required to present their findings to the rest of the class who in turn take notes in their notebooks.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

Instructional strategies and/or methods will be consistent with Common Core and SIOP. Be it direct or indirect instruction or independent study, students are required to take notes using a college ruled notebook; for this course the notebook is known as an interactive journal. With the exception of essays, current event activities, video worksheets, tests, quizzes and research paper, a majority of the coursework is completed on the interactive journal. Interactive because students are required to take notes (Cornell style) on the right page of their notebook and then create charts, maps, graphs, drawings, cartoons, murals and timelines related to the notes on the corresponding left page. Of the two pages, the left page has more value for here they must provide a half page summary argument on the most important thing they learned from the corresponding right page. For every page of notes taken on the right page of the journal/notebook, a corresponding left page is completed with a half page hand written summary argument with a map, chart, graph, timeline, picture, or drawing. Taking notes also includes, but is not limited to, questions related to reading assignments from the primary textbook (Gonzalez) where students are required to write and highlight key points from their reading assignments. The interactive journal requires students take notes (Cornell style) on the right page of their notebook and then create charts, maps, graphs, drawings, cartoons, murals and timelines related to the notes on the corresponding left page. On this critical left page of their notebooks, students must provide a half page summary argument on the most important thing they learned from the corresponding right page. For every page of notes taken on the right page of the journal/notebook, a corresponding left page is completed with a half page hand written summary argument with a map, chart, graph, timeline, picture, or drawing. Technology such as the Internet, DVD's, and YouTube will also be used.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

This course will consist of seven assessment categories: Homework, Projects, Participation, Quizzes, Chapter Tests, Final Project, and Final Exam.

Categories Grade Weight

Homework 10%

Notebook/ Quizzes 40%

Unit Tests/ Projects/ 30%

Semester Final Exam 10%

Final Project 10%

1. Homework: Students will be given homework on a daily basis, and they will do it on an interactive notebook.

Interactive Notebook: Writing is performed frequently in this course with a majority occurring in the students' notebooks. The right page of their college bound notebooks is dedicated to note taking from reading assignments (in class) or the instructor's PowerPoint presentations. For every right page of notes, students are required to write a summary argument on every corresponding left page. Here, students are required to write a half page argument on the most important person, concept or event that was documented on the right page of their notebooks (also known as the note taking portion of the notebook). This form of written assessment requires the students to write in depth about one topic as opposed to summarizing their right page notes. With frequent (usually weekly) written and oral feedback from the instructor on their summary arguments, this required assignment is intended to develop the students' critical thinking and argumentative writing skills throughout the course.

2. Notebooks: Students will be given class assignments such as an interactive journal, Reflections, graphic organizers, questionnaires, charts, political cartoons, maps, and vocabulary.

Reflections: Student writing is required on the short responses to questions associated with the unit test questions and quizzes.

Quizzes: Quizzes will be used to measure students' learning. These quizzes will not only examine the content learned in each section but will also begin to assess the students' understanding of the importance of Latin-/Mexican-Americans' contributions to the United States.

3. Unit Tests: At the end of each Unit, students will be taking a Unit Test. In addition to examining contextual

facts, the Unit tests will verify that students are continuing to value the contributions of Latin-/Mexican-Americans in the United States and continuing to minimize misconceptions/stereotypes.

Projects: a. Students will be doing a book report on Chicano authors. Students must also complete six essay assignments that require in-depth analysis of a topic, event or issue. (Please refer to end-of-unit essays detailed in each unit above.)

4. Semester Final Exam: One Comprehensive Final Exam will be given at the end of each semester, examining both the subjective and objective goals of the course.

5. Final Project: Students will prepare a presentation that will include interviewing and researching an individual who has experienced transculturation in the United States. This final project will be the ultimate exam of the students' understanding of assimilation, acculturation, and transculturation. (Details for this project are given above.)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objectives	Standard(s)	Chapter(s)	Reference
2-Weeks (10 days)			Introduction: What is History? What is Chicano/Latino Studies?	Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Preface).

<p>3- Weeks (15 Days)</p>	<ol style="list-style-type: none"> 1. Interpret the evolution of Mesoamerican Civilization Via timeline through their Pre-classical and Postclassical periods. 2. Show the movement of the different Indian societies/civilizations in the context of the corn. 3. Explain the evolution of agricultural innovations, urban centers, architecture, calendars, and mathematical and literary achievements. 4. Trace the changes in the development of classes and gender differences as the populations grew from villages to chiefdoms, modes of production. 5. Analyze and contextualize the world system, placing the disparate Mesoamericans civilization within this model. 		<p>Unit One: Pre-Columbian Mexico and the conquest of the Aztec (Mexican) Empire, 40,000BC-1519 AD.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Chapter 1).</p>
<p>2 Weeks (10 Days)</p>	<ol style="list-style-type: none"> 1. Point out the location of the Iberian Peninsula and describe the difference people who settled there. 2. Show the importance of the Muslim invasion in forming Spanish identity. 3. Explain the role of slavery in the preparations for Christopher Columbus's voyage to the Americas, and its role in the exploitation of the native people. 4. Describe the conquest of the Caribbean and Mexico. 5. Discuss the decline of the Indian population and its effect on the race mixture in Mexico. Summarize the state of New Spain/Mexico on the eve of War of Independence. 		<p>Unit Two: New Spain and Independence Movements (The Colonial Era), 1521-1821.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Chapter 2).</p>
<p>3 Weeks (15 Days)</p>	<ol style="list-style-type: none"> 1. Show the interrelationship between the treaties of 1819 through 1848 and motives for the American encroachment on Texas and the invasion of Mexico. 2. Discuss the role of slavery in motivating the Euro-American Texas filibusters. 3. Analyze who was to blame for the 		<p>Unit Three: The Mexican Era, 1821-1848.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna (Chapter 3,</p>

	<p>Mexican-American War.</p> <p>4. Demonstrate an understanding of maps and documenting archival sources.</p> <p>5. Identify what Mexico lost and what the United States gained as a result of the war.</p> <p>6. Explain the Treaty of Guadalupe Hidalgo and its lasting effect on relations between Mexico and the United States.</p> <p>7. Explain the role of the U.S.-Mexican border in relations between the to peoples.</p> <p>8. Discuss race relations between the conquerors and the conquered.</p> <p>9. Show class divisions within the Mexican Texas community.</p> <p>10. Describe the role of Texan Rangers and lynching in Texas.</p> <p>11. Interpret the role of the Rio Grande River.</p>			and Chapter 4).
3 Weeks (15 Days)	<p>1.Explain the significance of the Santa Fe Trail and the arrival of the Euro-American merchants.</p> <p>2. Describe the role of the Santa Fe Ring in the New Mexican land grabs an resulting wars.</p> <p>3. Explain the reasons behind the resistance to American rule.</p> <p>4. Discuss how the occupation of Arizonian was the occupation of Sonora, Mexico. Analyze the economic motives behind the Gadsden Purchase.</p> <p>5. Interpret the role of the railroad in the industrialization of Arizona.</p> <p>6.Tell the story of Spanish and Mexican colonization of California.</p> <p>7. Discuss why Yankee merchants were attracted to California.</p> <p>8. Explain how American infiltrated and invaded California. Discuss the role of the Gold Rush in marginalizing Mexican and other foreign miners.</p> <p>9.Interpret how the laws perpetuate racism toward Mexicans.</p> <p>10. Analyze the role of social bandit in California.</p>		Unit Four: The American Southwest, 1848-1900.	Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Chapter 5, Chapter 6, Chapter 7).

<p>3 Weeks (15 Days)</p>	<ol style="list-style-type: none"> 1. Show how the railroad industrialized the United States and Mexico. 2. Explain the concepts of push, pull and nativism in the diaspora of Mexican north. 3. Describe how the numerous immigration laws increased the pull of Mexicans into the United States. 4. Analyze the importance events leading up to and following the Mexican Revolution of 1910. 5. Tell why World War I was a watershed in the formation of Mexican American identity. 6. Discuss the organization changes in the Mexican American population in the aftermath of World War I. 7. Explain the reasoning behind the National Origins and the Immigration Acts of 1921 and 1924. 8. Describe the various aspects of Americanization. 9. Describe the causes of the difference between Mexican-born Mexicans and Mexican Americans. 10. Consider how the formation of the League of United Latin American Citizens was a watershed in the history or Mexican Americans. 		<p>Unit Five: The Great Migration, 1900-1930.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna (Chapter 8, Chapter 9).</p>
<p>3 Weeks (15 Days)</p>	<ol style="list-style-type: none"> 1. Debate the causes of the Great Depression. 2. Examine the repatriation of Mexicans and its impact on the community. 3. Discuss how and why Mexican women were especially militant during this decade. 4. Argue whether the New Deal was or was not racist towards Mexicans. 5. Compare the disparate strikes that Mexicans/Mexican Americans American were involved in and how they differed from those during the first decades of the century. 6. Appraise the generational organizational changes within the Mexican-origin community. 		<p>Unit Six: Mexican Americans, Immigration Restrictions and The Great Depression, 1929-1941.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Chapter 10).</p>

<p>4 Weeks (20 Days)</p>	<ol style="list-style-type: none"> 1. Discuss why many Mexicans Americans were at first reluctant to fight in the war. 2. Explore the events surrounding the Sleepy Lagoon trial and the zoot-Suits riots. 3. Explain the role of Chicanas and Chicanos during World War II. 3. Analyze how war changed the Mexican American community. 4. Tell how the war changed Mexicans Americans and conditioned their organizational response to the Cold War politics that followed the war. 		<p>Unit Seven: Mexican Americans On Home Front and Latino's Service In World War Two, 1939-1949.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Chapter 11).</p>
<p>3 Weeks (15 Days)</p>	<ol style="list-style-type: none"> 1. Discuss the Chapter title "Chicano Communities under Siege." 2. State the status of the Mexican American community in the 1950s. 3. Describe nativism during the decade. 4. Interpret the impact of the anti-communist movement and the Cold War on Mexican Americans. 5. Explain the militarization of the U.S.-Mexican border. 6. Show how U.S. policies and attitudes toward Latin American affected Mexican Americans. 		<p>Unit Eight: Post War Years, Chicano Culture and The Mexican American Generation, 1949-1959.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna, (Chapter 12).</p>
<p>4 Weeks (20 Days)</p>	<ol style="list-style-type: none"> 1. Discuss how Mexican American community had changed by the 1960s. 2. Debates the differences in the Mexican American community vis-à-vis where they lived. 3. Analyze what effect the baby boomers, rock and roll, the Civil Rights movement, and the Vietnam War had on Chicanas/ os. 4. Show how the 1970s undid many civil rights gains of the 1960s. 5. Explain how the Bakke decision of 1978 was portal in reversing the civil rights during gains. 6. Compare the causes and effects of massive U.S. immigration from Mexico and Central America. 7. Tell how immigration became the 		<p>Unit Nine: The Chicano Civil Rights Movement, The Vietnam War, Organizing Migrant Farm Workers and Current Issues, 1959-2000.</p>	<p>Occupied America, A History of Chicanos. Eight Edition. By Rodolfo F. Acuna. (Chapters 13, Chapter 14, and Chapter 15).</p>

	<p>overwhelming issues in the Mexican American community.</p> <p>8. Recognize Propositions 187, 209, and 277 and tell their importance</p> <p>9. Analyze how Drugs and Cartels impact the U.S. and Mexico.</p>			
--	--	--	--	--

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)