

*Course:* Mexican-American Studies

*PEIMS Code:* N1130023

*Abbreviation:* MEXAMS

*Grade Level(s):* 9-12

*Number of Credits:* 1.0

*Course description:*

In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students will explore history and culture from an interdisciplinary perspective. They will have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.

*Essential knowledge and skills:*

- (a) General requirements. Students shall be awarded one-half unit of elective credit for successful completion of this course.
- (b) Introduction.
  - (1) In Mexican American Studies, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. As such, students have opportunities to interact with relevant film, literature, art, and other media. The course emphasizes developments in the twentieth and twenty-first centuries, but students will also engage with developments prior to the twentieth century.
  - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material, such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (c) Knowledge and Skills.
  - (1) History. The student understands historical points of reference in Mexican American history. The student is expected to:
    - (A) identify the major characteristics that define an historical era; and
    - (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.
  - (2) History. The student understands the causes and impact of interaction between early Amerindian societies and Europeans from 1248 to 1800. The student is expected to:
    - (A) explain the significance of selected years and events as turning points relevant to Mexican American history, such as 1248, Aztecs arrive in Mexico's central valley; 1428, Aztec Empire solidified; 1519, Hernán Cortéz's first encounter with the Aztecs; 1521, Spanish conquer the Aztecs; 1542, New Laws; and 1767, Jesuits expelled from the New World; and

- (B) identify the contributions of selected individuals such as Moctezuma, Hernán Cortéz, La Melinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz.
- (3) History. The student understands developments related to the founding of Mexico and Mexico's relationship with the U.S. from 1801-1930. The student is expected to:
  - (A) explain the significance of selected years and events as turning points relevant to Mexican American history, such as 1810, Mexico declares independence; 1821, Mexico achieves its independence; 1836, Texas declares independence from Mexico; 1846-1848, Mexican–American War; 1848, Treaty of Guadalupe Hidalgo; 1910, Mexican Revolution; 1924, creation of the U.S. Border Patrol; and 1930s, Mexican Repatriation; and
  - (B) identify the contributions of selected individuals such as Father Miguel Hidalgo, José María Morelos, Agustín de Iturbide, Emiliano Zapata, Francisco Villa, Francisco Madero, Porfirio Díaz, and Álvaro Obregón.
- (4) History. The student understands the causes and impact of the Mexican American civil rights movement from the 1940s to 1975. The student is expected to:
  - (A) explain the significance of selected years and events as turning points relevant to Mexican American history, such as 1941, U.S. entry into World War II; 1942-1964, Bracero program; 1944, G.I. Bill; 1948, Longoria Affair; 1954, Operation Wetback; 1954, *Hernández v. Texas*; 1954, *Brown v. Board of Education*; 1964, Civil Rights Act; 1965, Voting Rights Act; 1965, Farmworkers strike and boycott; and 1970, establishment of La Raza Unida Party; and
  - (B) identify the contributions of selected individuals such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo “Corky” Gonzáles, Marcario García, Héctor P. García, Roy Benavidez, and Martha P. Cotera.
- (5) History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:
  - (A) explain the significance of selected years and events as turning points relevant to Mexican American history, such as 1986, Immigration Reform and Control Act; 1994, California’s Proposition 187; 1996, Illegal Immigration Reform and Immigration Responsibility Act; and 2006, H.R. 4437 passed by U.S. House of Representatives; and
  - (B) identify the contributions of selected individuals such as Sandra Cisneros, Norma Alarcón, Raul Yzaguirre, Willie Velásquez, Gloria Anzaldúa, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson.
- (6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:
  - (A) identify physical and human geographic factors related to the settlement of selected Amerindian societies;
  - (B) explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution;
  - (C) analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s;
  - (D) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero program;
  - (E) explain the relationship between the 1982 Mexican debt crisis and Mexican migration;
  - (F) analyze the demographic impact of the 1986 Immigration Reform and Control Act (IRCA); and
  - (G) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the U.S..

- (7) Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:
- (A) analyze the economic impact of Mexican Repatriation of the 1930s;
  - (B) evaluate the contributions of the Bracero program to the U.S. war effort and the development of the agricultural economy in the American Southwest;
  - (C) analyze the impact of Operation Wetback of 1954;
  - (D) identify successes and failures of the Farmworkers Movement;
  - (E) analyze the contributions of the Latino population in general and the Mexican American population in particular to U.S. replacement fertility rates;
  - (F) analyze the purchasing power of the Latino population in general and the Mexican American population in particular as it relates to U.S. household consumption and gross domestic product (GDP); and
  - (G) identify current issues related to Mexican American labor.
- (8) Government. The student understands the significance of political decisions and the struggle for political power among Mexican Americans throughout U.S. history. The student is expected to:
- (A) describe how Mexican Americans have participated in supporting and changing government in the U.S.;
  - (B) analyze the impact of *Delgado v. Bastrop* and *Hernández v. Texas* on Mexican Americans and the end of the bi-racial paradigm;
  - (C) explain the Mexican American struggle for civil rights as manifested in the Chicano movement;
  - (D) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages;
  - (E) evaluate the successes and failures of the Mexican American civil rights movement and the Farmworkers Movement;
  - (F) analyze the significance of U.S. Supreme Court decisions in *Miranda v. Arizona*, *San Antonio v. Rodríguez*, and *Plyer v. Doe*; and
  - (G) identify various organizations that have participated and continue to participate in the Mexican American struggle for political power, 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).
- (9) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:
- (A) describe the rights and responsibilities of Mexican Americans in civic participation within the U.S.;
  - (B) identify diverse ways Americans construct notions of citizenship and community, including formal citizenship (such as legally ascribed citizenship and the Enlightenment notion of a social contract between an individual or group and the nation-state) and cultural citizenship (such as that based on connections to nations of origin, connections to multiple nations, ethnic identity, racial identity, linguistic identity, and affinity group identity);
  - (C) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans, such as Mexican, Spanish, Hispanic, Chicana/o, illegal, undocumented, Mexican-American, and American-Mexican;
  - (D) identify selected contemporary Mexican American issues that have led to diverse points of view in public discourse; and
  - (E) analyze diverse points of view related to contemporary Mexican American issues.

- (10) Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:
- (A) describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;
  - (B) analyze the significance of selected works of Mexican American literature such as “I am Joaquín” (1967) by Rodolfo “Corky” Gonzáles and “Pensamiento Serpentino” (1971) by Luis Valdez;
  - (C) describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action, such as the role of “Teatro Campesino” during the Farmworkers Movement;
  - (D) identify the impact of Mexican American popular culture on the U.S. and the rest of the world over time.
- (11) Science, technology, and society. The student understands the impact of selected Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:
- (A) explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and
  - (B) 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.
- (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:
- (A) create a written and/or oral presentation on a contemporary Mexican American issue or topic using critical methods of inquiry; and
  - (B) 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.
- (13) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) use standard grammar, spelling, sentence structure, and punctuation;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using available computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.

*Description of specific student needs this course is designed to meet:*

An examination of how, why, and where Mexican Americans are affecting American society allows students to develop a more well-rounded perspective on citizenship and American identity. This course provides authentic academic experiences and is designed to prepare students for success in college and in their chosen careers.

*Major resources and materials:*

Possible Text Resources:

Bixler-Márquez, D. J., Ortega, C. F., and Solórzano Torres, R. S. (2010). Chicana/o studies survey and analysis (3rd ed.). Dubuque, IA: Kendall Hunt Publishers.

- González, J. (2011). Harvest of empire: A history of Latinos in America. New York: Penguin Books.
- Keen, B., and Haynes, K. (2012). A history of Latin America (9th ed.). Independence, KY: Cengage Learning.
- Meier, M., and Ribera, F. (1994). Mexican Americans/American Mexicans: From conquistadores to Chicanos. New York: Hill and Wang.
- Rosales, F. A. (1996). Chicano! The history of the Mexican American civil rights movement. Houston, TX: Arte Público Press.
- Salazar, R. (1998). Border Correspondent: Selected Writings, 1955-1970. Oakland, CA: University of California Press.
- Stavans, I., and Alcaraz, L. (2000). Latino USA (rev. ed.): A cartoon history. New York: Basic Books.
- Tatum, C. (1990). Mexican American literature. Chicago: Harcourt School Publishers.

Possible Film Resources:

Chicano! The history of the Mexican American civil rights movement. PBS

Latino Americans: The 500 year legacy that shaped a nation. PBS

Harvest of empire: A history of Latinos in America

Teachers should also have access to multimedia resource databases (e.g., ABC Clio).

*Suggested course activities:*

As students explore historical, political, social, and economic topics that affect Mexican Americans, they gain a greater understanding of issue-related instruction. For every unit, each student researches an area of interest. Students leverage web-based resources, books, periodicals, journals, and other media to collect, organize, and analyze data. Students summarize findings and express opinions on selected topics. They present research results to peers via written reports, displays, and digital media.

Although these types of research activities are required, students have the option of choosing specific areas of interest within the scope of Mexican American studies. In addition, instructors may incorporate optional community-based experiences into the course, such as visits to cultural centers, community service, and inquiries into local sites of historical significance.

*Suggested methods for evaluating student outcomes:*

Written and/or digitally-published products, such as annotated maps, letters to authors and journalists, research reports, and interactive notebooks



## *Approved Innovative Course*

Presentations of group research projects and other in-class presentations

In-class formal assessments, including objective tests, quizzes, and written responses to selected articles

Literature and non-fiction book reviews

Teacher observations

### *Teacher qualifications:*

A certification appropriate for teaching high school social studies courses, such as one of the following:

- History, Grades 7-12;
- History, Grades 8-12;
- Social Studies, Grades 7-12; or
- Social Studies, Grades 8-12.

### *Additional information:*

During summer 2015 and the academic year 2015-2016, Houston ISD plans to create curricular and instructional resources to support instructors of this course. Houston ISD is willing to share these resources with any Texas district or school that plans to offer this Innovative course.