

## Building Community

*(Exploring Civil Rights & Diversity curriculum)*

The following works in this series address TEKS unique to US History (11<sup>th</sup> grade), Mexican American Studies (high school) and Economics (12<sup>th</sup> grade).

- ***From That Day On*** by Ben Shahn
  - ***Unique TEKS: §113.41 US History Studies since 1877***
  - (c) Knowledge and skills.*
  - (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: (C) analyze major issues of World War II, including the Holocaust, the internment of Japanese Americans as a result of Executive Order 9066, and the development of atomic weapons.
  
- ***The Broad*** by Ramiro Gomez
  - ***Unique TEKS: §113.50. Ethnic Studies: Mexican American Studies***
  - (b) Introduction*
  - (8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.
  
  - (c) Knowledge and skills.*
  - (6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to: (F) analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.
  - (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: (D) analyze the economic contributions of the Mexican American labor force; (E) analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and (F) discuss current issues related to the Mexican American labor force.
  - (9) Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to: (C) discuss ways individuals contribute to the national identity as members of diverse cultural groups.
  - (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.
  - (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: (B) analyze diverse points of view related to contemporary Mexican American issues; (D) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
  
  - ***Unique TEKS: §113.31 Economics with Emphasis on the Free Enterprise System and Its Benefits***
  - (c) Knowledge and skills.*
  - (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to: (C) explain a point of view on an economic issue.
  
  - ***Unique TEKS: §113.41 US History Studies since 1877***
  - (c) Knowledge and skills.*
  - (11) History. The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21<sup>st</sup> century. The student is expected to: (B) identify significant social and political issues such as health care, immigration, and education from different viewpoints across the political spectrum.
  - (17) Economics. The student understands the economic effects of government policies from World War II through the present. The student is expected to: (D) identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the Great Society, affirmative action, and Title IX.