

Exploring Identity

(Exploring Civil Rights & Diversity curriculum)

The following works in this series address TEKS unique to US History (11th grade), Mexican American Studies (high school) and African American Studies (high school).

- ***We Belong Here*** by Tavares Strachan

- ***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 21st 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

(13) Geography. The student understands the causes and effects of migration and immigration on American society. The student is expected to: (B) analyze the causes and effects of changing demographic patterns resulting from immigration to the United States.

- ***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.*

(4) History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to: (A) explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernandez v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party.

(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 the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006.

(6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to: (D) analyze physical and geographic factors related to Mexican migration from the 1910s to the 1930s; (E) identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; (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: (A) analyze the economic impact of Mexican repatriation of the 1930s; (D) analyze the economic contributions of the Mexican American labor force; (F) discuss current issues related to the Mexican American labor force.

(8) Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to: (A) describe how Mexican Americans have participated in supporting and changing government; (B) analyze the impact of *Salvatierra v. Del Rio Independent School District*, *Delgado v. Bastrop ISD*, and *Hernandez v. Texas* on Mexican Americans and the end of the biracial paradigm; (D) evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement.

(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; (D) analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican Americans, American Mexican, or simply American.

(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.

- ***Skewered*** by Deborah Roberts

- ***Unique TEKS: §113.51 Ethnic Studies: African American Studies***

- (c) *Knowledge and skills*

- (6) History. The student understands the progress made and challenges faced by African Americans from the post-Civil Rights Era to contemporary times. The student is expected to: (A) identify and explain the issues confronting African Americans in the continuing effort to achieve equality; (C) analyze the progress and challenges for African American men and women socially, economically, and politically from 1970s to the present such as the evolving role of education in the African American community.

- (12) Culture. The student understands the development of African American culture and society and the impact of shared identities and differing experiences. The student is expected to: (A) analyze the impact of assimilation, stereotypes, de facto practices, and oppression on the lives of African Americans; (B) analyze ways in which African Americans have retained cultural identity over time while adapting to and contributing to mainstream American culture; and (C) analyze the various cultural practices that have shaped the individual and collective identity of African Americans over time to understand shared and differing experiences.

- (14) Culture. The student understands the influence of artistic expression on the African American experience and American culture from Reconstruction to the present. The student is expected to: (F) describe how characteristics of African American history and culture have been reflected in various genres of art, music, film, theatre, visual arts, and dance.

- (18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism.