

## Organizing for Action

*(Exploring Civil Rights & Diversity curriculum)*

The following works in this series address TEKS unique to 8<sup>th</sup> Grade Social Studies, US History (11<sup>th</sup> grade), Mexican American Studies (high school) and African American Studies (high school).

- **Barrio Flag** by Manuel Gomez Cruz

- **§113.41 US History Studies since 1877**

*(c) Knowledge and skills.*

(9) History. The student understands the impact of the American civil rights movement. 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; (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights; (D) identify the roles of significant leaders who supported various rights movements, including... Cesar Chaves, Dolores Huerta...; (I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.

- **§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; and (B) identify the contributions of significant individuals from the civil rights era such as Cesar Chavez, Dolores Huerta...

(6) Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to: (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: (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) explain the struggle to create a farmworkers union and the union's efforts to fight for better wages; (D) analyze the economic contributions of 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; (C) analyze the Mexican American struggle for civil rights as manifested in the Chicano movement; (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 American, 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.

- ***The 1920's... The Migrants Cast their Ballots*** by Jacob Lawrence

- ***§113.41 US History Studies since 1877***

- (c) *Knowledge and skills.*

- (6) History. The student understands significant events, social issues, and individuals of the 1920s. The student is expected to: (A) analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, eugenics, race relations, nativism, the Red Scare, Prohibition, and the changing role of women.

- (9) History. The student understands the impact of the American civil rights movement. The student is expected to: (A) trace the historical development of the civil rights movement from the late 1800s through the 21<sup>st</sup> century, including the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>, and 19<sup>th</sup> amendments; (B) explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting; (C) describe the roles of political organizations that promoted African American, Chicano, American Indian, and women's civil rights; (I) evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.

- (13) Geography. The student understands the causes and effect of migration and immigration on American society. The student is expected to: (A) analyze the causes and effects of changing demographic patterns resulting from migration within the United States, including western expansion, rural to urban, the Great Migration, and the Rust Belt to the Sun Belt.

- (22) Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to: (A) identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution; (C) explain how participation in the democratic process reflects our national identity, patriotism, and civil responsibility.

- (24) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) describe how the characteristics of and issues in U.S. history have been reflected in various genres of art, music, film, and literature; (B) describe the impacts of cultural movements in art, music, and literature such as ... the Harlem Renaissance...

- (25) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.

- (29) Social studies skills. The student communicates in written, oral, and visual forms.

- ***§113.51 Ethnic Studies: African 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 African American life from the Civil War through World War I. The student is expected to: (H) analyze the social, economic, and political actions of African Americans in response to the Jim Crow era during the early 20<sup>th</sup> century such as the Great Migration, civil rights organizations, social organizations, political organizations, and organized labor unions.

- (7) Geography. The student understands the impact of geographic factors on major events related to African Americans over time. The student is expected to: (A) explain the causes and effects of forced and voluntary migration on individuals, groups, and societies throughout African American history; (C) explain the westward movement and the Great Migration and summarize their impact on African Americans.

- (9) Government. The student understands the significant impact of political decisions on African Americans throughout history. The student is expected to: (D) analyze how government policies, court actions, and legislation impacted African Americans from the 1920s through the 1950s.

- (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; (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.

- ***General Moses and Sojourner Truth*** by Charles White

- **§113.20 *Grade 8 Social Studies***

- (c) *Knowledge and skills*

- (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (B) compare the effects of political, economic, and social factors on slaves and free blacks.

- (16) Government. The student understands the purpose of changing the U.S. Constitution and the impact of amendments on American society. The student is expected to: (A) summarize the purposes for amending the U.S. Constitution; and (B) describe the impact of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments.

- (23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries. The student is expected to: (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity.

- (24) Culture. The student understands the major reform movements of the 19<sup>th</sup> century. The student is expected to: (A) describe and evaluate the historical development of the abolitionist movement; and (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement...

- (30) Social studies skills. The student communicates in written, oral, and visual forms.

- **§113.41 *US History Studies since 1877***

- (c) *Knowledge and skills*

- (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: (C) analyze issues affecting women, minorities, children, immigrants, and urbanization.

- **§113.51 *Ethnic Studies: African 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*

- (3) History. The student understands the rationalization and ramifications for the continuation and growth of slavery and the anti-slavery movement in the United States from independence (1776) through the Emancipation Proclamation (1863). The student is expected to: (D) analyze and evaluate various forms of individual and group resistance against the enslavement of African Americans; (E) analyze the influence of significant individuals and groups prior to and during the abolitionist movement to determine their impact on ending slavery such as the work of... Sojourner Truth... and the Underground Railroad.

- (11) Citizenship. The student understands the importance of multiple and changing points of view regarding citizenship of African Americans. The student is expected to: (A) trace how perceptions of the rights and civic responsibilities of African Americans have changed over time, including the idea of being considered property with no rights under slavery.

- (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.