

## Using Your Voice

*(Exploring Civil Rights & Diversity curriculum)*

The following works in this series address TEKS unique to 6<sup>th</sup> Grade Social Studies, 7<sup>th</sup> Grade Social Studies, World History Studies (10<sup>th</sup> grade), Mexican American Studies (high school) and African American Studies (high school).

- **Parade** by Mehquitta Ahuja

- **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.

- ***Esther before Ahasuerus*** by Luca Cambiaso

- ***Unique TEKS: §113.18 Grade 6 Social Studies***

- (b) *Knowledge and skills.*

- (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

- (16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to: (C) identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.

- (17) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to: (A) explain the relationship among religious ideas, philosophical ideas, and culture.

- ***Unique TEKS: §113.42 World History Studies***

- (c) *Knowledge and skills.*

- (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome.

- (23) Culture. The student understands the roles of women, children, and families in different historical cultures.

- (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and (B) describe examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

- ***The Strangest Fruit*** by Vincent Valdez

- ***Unique TEKS: §113.19 7<sup>th</sup> Grade Social Studies***

- (a) *Introduction*

- (8) Students identify and discuss how and whether 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.

- (b) *Knowledge and skills.*

- (6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20<sup>th</sup> century. The student is expected to: (A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion...; (D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

- (16) Citizenship. The student understands the importance of the free expression of different points of view in a democratic society. The student is expected to: (A) identify different points of view of political parties and interest groups on important Texas issues, past and present; and (B) describe the importance of free speech and press in a democratic society.

- ***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.*

- (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: (A) describe the rights and responsibilities of Mexican American citizens and Mexican immigrants to in civic participation within the United States; (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.