

Unit Background

Unit title: Part 3 – The Mexican Heritage

Grade Level:

Subject Area: Social Studies

Designed by: Victoria Rojas, Leana Lopez, Gerardo Navarro

Time Frame: 6 weeks

8.6(D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States

Desired Results

Goal:

Why study Mexican American History?

Essential Question:

EQ – What issues led to the Mexican Revolution?

EQ – Who were the main leaders of the Revolution?

EQ – What were U.S. interests in Mexico?

EQ – What are the issues surrounding undocumented workers?

EQ – What are the historical roles Mexican Americans have played in industry?

Knowledge

Important

- Mexico's economy and government policies during the Porfiriato were privatized and attractive to foreign investment.
- The Revolutionary movements of Zapata, Villa, and Madero differed fundamentally and represented the different classes in Mexico.
- Private U.S. investors had business assets in Mexico.
- Despite the law, demand for cheap labor fueled illegal immigration for both sides of the border.
- The Bracero Program exemplifies the pros and cons....
- Although the Mexican Americans have played crucial roles in American industry, they have been subject to discrimination.

Skills

- Explain the economic system used in Mexico prior to the Revolution
- Evaluate the government policies set in place by the Diaz administration
- Compare and contrast the ideologies of the main revolutionaries
- Identify the interests, private and political, the United States had in Mexico.
- Illustrate the situation of an illegal worker and legal worker
- Explain the conditions and exceptions of the Bracero Program
- Identify the role Mexican Americans had during WWII on the home front and warfront
- Question the discrimination Mexican Americans were subject to
- Demonstrate the ways in which Mexican Americans protested against discrimination

Learning Experiences (sequenced weekly)

Week 1:

TEKS:

1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives;

(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic;

(D) examine the role of diverse communities in the context of the selected topic;

(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;

2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;

(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;

(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

(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;

(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;

Chapter 14 Invasion from the South pages 121-132

Encyclopedia Britannica “Benito Juarez”:

<http://www.britannica.com/EBchecked/topic/307025/Benito-Juarez>

Latin American History “Porfirio Diaz:

<http://latinamericanhistory.about.com/od/presidentsofmexico/p/08pordiazbio.htm>

PBS “Emiliano Zapata” <http://www.pbs.org/itvs/storm-that-swept-mexico/the-revolution/faces-revolution/emiliano-zapata/>

BIO “Pancho Villa” (bio and videos): <http://www.biography.com/people/pancho-villa-9518733#awesm=~oIp8Veg93UkbUa>

PBS “Francisco Madero”: <http://www.pbs.org/itvs/storm-that-swept-mexico/the-revolution/faces-revolution/francisco-madero/>

- Briefly discuss Benito Juarez’s presidency
- Introduce Porfirio Diaz
- Discuss the help and harm of Diaz’s policies
 - Economic, industry, political, foreign policy, land
- Introduce opposition to Diaz
 - Cover what groups would not agree with his policies and why
- Discuss the interests of different social classes
- Emiliano Zapata, the idealist leader of the South
 - Ideology and approach to revolution
- Pancho Villa, the opportunist of the North
 - Ideology and approach to revolution
- Francisco Madero, elected but ineffective
 - Ideology, approach to revolution, and failed presidency

Activities:

-Complete video reading and work sheet found on the PBS website for “The Storm That Swept Mexico”: <http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-women/>

-Create a Venn Diagram showing the differences and similarities between Villa and Zapata.

-Complete project found in Arts Edge website “Five Artists of the Mexican Revolution”:
https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Five_Artists_of_the_Mexican_Revolution.aspx#Overview

*****if possible watch in pieces throughout the week PBS’s “The Storm that Swept Mexico” it is currently available on youtube:

<https://www.youtube.com/watch?v=pVWcgOcvGV0>

Week 2:

TEKS:

- 2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;

(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:

(A) apply the conventions of usage and mechanics of written English;

(B) use social studies terminology correctly;

(C) use appropriate oral communication techniques;

Chapter 14 Invasion from the South *Cont.* pages 121-132

MexicanHistory.org “Timeline of the Revolution”:

<http://mexicanhistory.org/MexicanRevolutiontimeline.htm>

Revolutionary Mexico in Newspapers:

<http://www.lib.utexas.edu/benson/revolutionarymexico/>

Latin American History “Battle of Celaya”:

<http://latinamericanhistory.about.com/od/thehistoryofmexico/a/battleofcelaya.htm>

Latine American History “Battle of Zacatecas”:

<http://latinamericanhistory.about.com/od/thehistoryofmexico/a/battlezacatecas.htm>

- Print media propaganda
- **Details of the Mexican Revolution timeline**
 - **Battles, important individuals**
- Foreign business in Mexico
 - Land and oil

Activities:

Found in drop box folder (readings and worksheets)

Week 3(first half of the week):

TEKS:

(1) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) apply social studies methodologies encompassing a variety of research and analytical tools to explore questions or issues thoroughly and fairly to include multiple perspectives;

(B) evaluate effects of major political, economic, and social conditions on a selected social studies topic;

(C) appraise a geographic perspective that considers physical and cultural processes as they affect the selected topic;

(D) examine the role of diverse communities in the context of the selected topic;

(E) analyze ethical issues raised by the selected topic in historic, cultural, and social contexts;

(F) depending on the topic, use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(G) depending on the topic, use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

(2) 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) locate, analyze, organize, synthesize, evaluate, and apply information about the selected topic, identifying, describing, and evaluating multiple points of view;

(B) differentiate between valid primary and secondary sources and use them appropriately to conduct research and construct arguments;

(C) read narrative texts critically and identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;

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Chapter 14 Invasion from the South *Cont.* pages 121-132

Boundless “Intervention in Mexico”: <https://www.boundless.com/u-s-history/world-war-i-1914-1919/the-wilson-administration/intervention-in-mexico/>

Boundless “Roosevelt Corollary” : <https://www.boundless.com/u-s-history/world-war-i-1914-1919/the-wilson-administration/the-roosevelt-corollary/>

****each of the Boundless readings have readymade quizzes if you sign up (signing up is free)

TSHA “Mexican Revolution”:

<https://www.tshaonline.org/handbook/online/articles/pqmhe>

Mexican Migration to the United States:

<http://blogs.utexas.edu/15minutehistory/2013/09/04/mexican-migration-to-the-us/>

- United States private investors in Mexico
- United States political interests in Mexico
 - Trade and railroad
- U.S. foreign policy
 - Monroe Doctrine and Roosevelt Corollary
- Border watch and protection
- Immigration into the United States fueled by Mexican Revolution
- Job market in the U.S.

US.7(B) evaluate the domestic and international leadership of Franklin D. Roosevelt and Harry Truman during World War II, including the U.S. relationship with its allies and domestic industry’s rapid mobilization for the war effort

Activities:

-found in drop box readings and worksheets.

-research current trends in immigration along the US/Mex border and create a t chart comparing and contrasting reasons for coming to the United States then and now.

-have students record an oral history from immigrants as to why they came to the US (this can include firsthand accounts from the students but can also be parents grandparents etc...)

Week 3 (second half of the week):

Chapter 15 Cheap Labor

“Perspectives on the Frontier”: <http://www.houstonculture.org/hispanic/conquest4.html>

“Immigrants to New York”: <http://immigrants1900.weebly.com/>

“Chinese Immigration and the Chinese Exclusion Acts”:

<https://history.state.gov/milestones/1866-1898/chinese-immigration>

“Why were immigrants discriminated against”: <http://classroom.synonym.com/were-new-immigrants-discriminated-against-late-1800s-early-1900s-14075.html>

- Land grants not honored forcing former landowners into wage labor

- Property of Spain, then Mexico, then the United States
- Local ongoing lawsuits
- Immigration laws
 - First immigrants from Mexico were Chinese
 - Exclusion Acts, immigration quotas, nationality acts

Activities:

-Students will present their oral history to their class.

- have students create a Graphic organizer depicting other immigrants to the United States such as Chinese, Italians, Puerto Ricans, and Cubans.

*****interviews with immigrants:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/interv/toc.php>

-have students utilize previous charts to make a unified list of reasons for immigration and a list of American responses to immigration

Week 4:

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(E) collect visual images (photographs, paintings, political cartoons, and other media) to enhance understanding and appreciation of multiple perspectives in a social studies topic;

(F) identify bias in written, oral, and visual material;

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and

(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(3) Social studies skills. The student creates written, oral, and visual presentations of social studies information. The student is expected to:

(F) use visual images (photographs, paintings, and other media) to facilitate understanding and appreciation of multiple perspectives in a social studies topic;

Chapter 15 Cheap Labor *Cont.*

“Mexican-Americans and The Great Depression”: <http://www.gilderlehrman.org/history-by-era/great-depression/resources/mexican-americans-and-great-depression>

“Mexicans and Repatriation”: <http://www.tshaonline.org/handbook/online/articles/pqmyk>

Digital History “**Discrimination Against Mexican Americans in War Industries**” : http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=603

- The Great Depression and its effect on Mexican Americans
- Labor shortage during WWII
- Bracero Agreement

- Terms and agreement
- Recruitment
- Effect on domestic labor
- Prolongation of the program
- Pros and cons of the Bracero Agreement

Activities:

- The Bracero History Archive has a variety of activities for learning about the Bracero Program: <http://braceroarchive.org/teaching>
- have students create an illustrated posterboard listing and depicting the pros and cons of the Bracero Program

Week 5:

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Chapter 15 Cheap Labor *Cont.*

TSHA “The Border Patrol”: <http://www.tshaonline.org/handbook/online/articles/ncujh>

Notes from Azatlan “We Didn’t Cross the border the border crossed us”:

<http://www.notesfromazatlan.com/2014/01/10/we-didnt-cross-the-border-the-border-crossed-us/>

“Migrant Farm Workers”: <http://www.extension.org/pages/9960/migrant-farm-workers:-our-nations-invisible-population#.U63bcvldXD8>

- Mexican commuters
- Illegal aliens
 - Establishment of the Border Patrol
 - Predecessors of the Border Patrol
 - Militarization of the border
 - Factors involved
 - Data and numbers apprehended
 - Population explosion
 - Economic correlation
 - Terms and connotations
 - Other dimensions
- Visitor permits
- Migrant farm workers
- Comparison between legal and illegal immigration (similarities and differences)

Activities:

-Have students do Cornell Notes on the “Cheap Labor” section of the text.

-have students list the pros and cons of the creation of the Border Patrol

- Have students read article about immigration on the following webpage and provide images for the vocabulary listed.

Week 6:

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Chapter 16 The Mexican American Industrial Age
California Cultures (section on Hispanics):

<http://www.calisphere.universityofcalifornia.edu/calcultures/eras/era6.html>

“Latinos in WWII”: <http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/latino-americans-in-ww2.html>

- Mexican American migration to cities
 - Leads to social issues
 - Urban housing
- Industrialization during WWII
 - Recognition of Mexican Americans in WWII
 - Role in the work force of war-related jobs
- Social unrest

- Discrimination against Mexican Americans
- Riots
 - Zoot Suit Riots

Activities:

-Zoot Suit Riot DBQ and activities found in Mexican-American resource folder
 -PBS “Zoot Suit Riots” webpage includes videos activities and group projects (see Teacher resources): <http://www.pbs.org/wgbh/amex/zoot/>

Key Terms

<i>Tier III Vocabulary (Key Content Words) Tier III Vocabulary (Key Content Words)</i>	<i>Tier II Vocabulary (words required for mature conversation across subjects)</i>	<i>Tier I Vocabulary (basic words, often unfamiliar to ELLs)</i>
cultural	menial	Liberal
Dictator	Idealists	Seldom
Exile	Intellectuals	Illiterate
refinery	Cohesion	Sympathy
martyr	Predominant	Daring
corollary	turmoil	raid
hemisphere	dramatic	Figures
Industry	harmless	Peak
Wages	stipulate	debt
Commodity		
“public”		
“private”		
Exclusion		
depression		
repatriation		
Public welfare		
Housing unit		
Commuter		
alien		