

Mexican-Americans and the Civil Rights Movement

TEKS Objective

§113.41. United States History Studies Since 1877 (One Credit), Beginning with School Year 2011-2012.

(c) Knowledge and skills.

(21) Government. The student understands the impact of constitutional issues on American society. The student is expected to:

(A) analyze the effects of landmark U.S. Supreme Court decisions, including *Brown v. Board of Education*, and other U.S. Supreme Court decisions such as *Plessy v. Ferguson*, *Hernandez v. Texas*, *Tinker v. Des Moines*, *Wisconsin v. Yoder*, and *White v. Regester*;

(B) discuss historical reasons why the Constitution has been amended; and

(C) evaluate constitutional change in terms of strict construction versus judicial interpretation.

CCRS Standard

I. Interrelated Disciplines and Skills

C. Change and continuity of political ideologies, constitutions, and political behavior

1. Evaluate different governmental systems and functions.
2. Evaluate changes in the functions and structures of government across time.
3. Explain and analyze the importance of civic engagement.

IV. Analysis, Synthesis, and Evaluation of Information

A. Critical examination of texts, images, and other sources of information

1. Identify and analyze the main idea(s) and point(s)-of-view in sources.
2. Situate an informational source in its appropriate contexts (contemporary, historical, cultural).
3. Evaluate sources from multiple perspectives.
4. Understand the differences between a primary and secondary source and use each appropriately to conduct research and construct arguments.
5. Read narrative texts critically.
6. Read research data critically.

B. Research and methods

1. Use established research methodologies.
2. Explain how historians and other social scientists develop new and competing views of past phenomena.
3. Gather, organize, and display the results of data and research.

4. Identify and collect sources.

C. Critical listening

1. Understand and interpret presentations (e.g., speeches, lectures, informal presentations) critically.

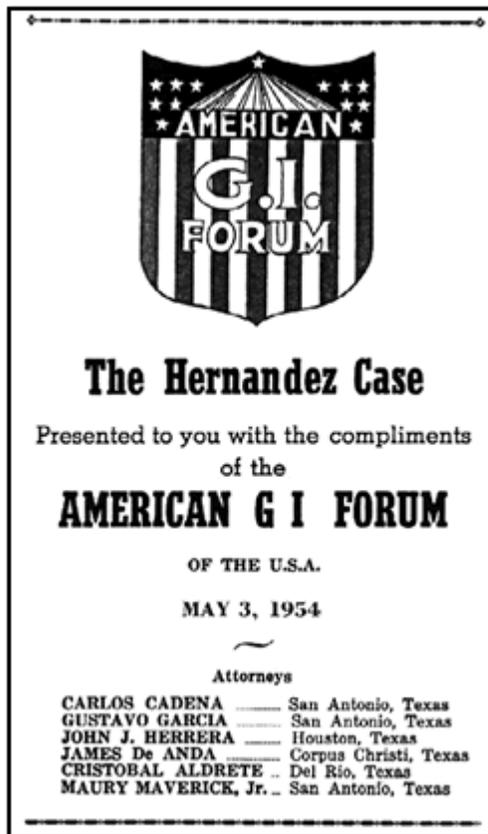
V. Effective Communication

A. Clear and coherent oral and written communication

1. Use appropriate oral communication techniques depending on the context or nature of the interaction.
2. Use conventions of standard written English.

Engagement:

Share the flyer below with students. Ask them questions about the flyer. Have they ever seen it before? What year is listed? What do the students know about the U.S. at that time? Do they recognize the “case” listed or any of the names at the bottom? Where are the people at the bottom located? What do they think the flyer means by “case”?



<http://www.utmb.edu/drgarcia/court.htm>

Explore: This activity will involve centers. Organize the classroom in such a way that there are 4 separate areas to accommodate the centers. Separate the class into four groups. Assign each group a different center. Ask students to carry a notebook or writing journal in order to take notes and answer questions at each center. Allow each group to spend approximately 10 minutes at each center before moving to the next one. The instructions for each center are below.

Center 1

<http://www.youtube.com/watch?v=RBqPulDnIlg>

This center will require a laptop with an internet connection (or a DVD player). After accessing the internet on the computer, load the above YouTube video, a preview for the PBS Documentary "A Class Apart." You may also substitute the YouTube video with a clip from the film itself. Make sure the video (or clip) has already been set up, so that students only have to press "Play" in order to watch it.

On a sheet of paper or display board, post the following questions for students to answer in their notebooks:

- Why do you believe the documentary is titled "A Class Apart?"
- What was Gus Garcia's motivation for taking on Pete Hernandez's case?

Center 2

Provide 5-7 copies of the article about Gustavo Garcia from the Texas State Historical Association (<http://www.tshaonline.org/handbook/online/articles/fga51>.) Place a copy of the article at each space in this center. Allow students to read it.

On a sheet of paper or display board, post the following questions for students to answer in their notebooks:

- Why would a Mexican-American want an all Mexican school to be closed?
- Why was it important to allow non-Mexican Americans to apply for membership to LULAC (League of United Latin American Citizens)?
- Why did it matter that the jury had been all White in the Hernandez case?
- What events in Garcia's later life led to lose his license to practice law?

Center 3

<http://www.acslaw.org/files/Whites%20Only%20sign%20-%20A%20Class%20Apart.jpg>

http://newstaco.com/wp-content/uploads/2011/03/no_mexicans_or_dogs.jpeg

Affix the two signs above to a poster board and display it at this center.

On a sheet of paper or display board, post the following questions for students to answer in their notebooks:

- Where might someone have expected to see these types of signs?
- One of these signs compares Mexicans to what animal?
- What do these signs tell us about the way many people in the U.S. viewed Mexicans and Mexican-Americans?
- What impact would this type of attitude have on a criminal trial in which a Mexican-American is the defendant?

Center 4

Provide 5-7 copies of the article about James de Anda from the Houston (<http://www.chron.com/news/houston-texas/article/Houston-judge-had-major-role-in-ruling-on-1632159.php>.) Place a copy of the article at each space in this center. Allow students to read it.

On a sheet of paper or display board, post the following questions for students to answer in their notebooks:

- What contribution did Judge de Anda make to the Hernandez case?
- What other landmark Supreme Court case from 1954 overshadowed the Hernandez v. Texas case?
- What does the fact that these two cases were decided only days apart tell us about the Supreme Court's attitudes toward racial segregation at this time?

Explain:

Lead the students in a discussion about Mexican-American civil rights.

Possible discussion questions:

- Who was Gus Garcia?
- What was the Hernandez Case? What was Garcia's role in it?

- What right(s) did Mexican-Americans gain with the *Hernandez v. Texas* Supreme Court case?
- Pete Hernandez had murdered another man. Should criminals, even violent ones, still have rights before the court?
- How do you think the *Hernandez v. Texas* decision affected the loved ones of Joe Espinosa, Hernandez's victim?
- What other landmark Civil Rights case was decided in 1954? How are these two cases similar? How are they different?

Elaborate:

Separate students into groups of 4-5. Ask students to spend at least one week researching one of the court cases below. Each group will then give a 5-10 minute presentation on the court case it has studied. Presentations should include a visual aid. Provide each group with a copy of the rubric and review it with the class beforehand, so that students will be aware of all required criteria.

Court cases:

- Alvarez v. Owen
- Del Rio ISD v. Salvatierra
- Keyes v. School District No. 1
- Cisneros v. Corpus Christi ISD
- Delgado v. Bastrop ISD
- Crawford v. Board of Education of the City of Los Angeles

Evaluate:

Students' names:

Title of Presentation:

	Excellent (5)	Good (4-3)	Fair (2-1)	Poor (0)
Participation: Each student speaks during the presentation.				
Visual Aid: Presentation includes a visual aid depicting important factors of the court case. Visual aid should prominently				

feature the name of the case and the year.				
Depth: The presentation thoroughly identifies the parties involved on either side of the case, the reason(s) for filing the law suit, and the decision issued by the court.				
Conclusion: Students discuss the impact the court case has had on Civil Rights for Mexican-Americans.				
Written assignment: Students provide an outline of the topics and points that will be discussed in the presentation. Outline should include each student's name and a bibliography of sources used. Students must include at least 1 primary source for the assignment.				
Total out of 25				