Texas Social Studies

Ethnic Studies (2020): Mexican American Studies

Adopted 2019

History

1. **The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.** 10-12.MAS.1

2. **The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America** 10-12.MAS.2

   A. explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernán Cortés's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas 10-12.MAS.2.A

   B. examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernán Cortés, La Malinche, Bartolomé de las Casas, and Sor Juana Inés de la Cruz 10-12.MAS.2.B

3. **The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930** 10-12.MAS.3

   A. explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s 10-12.MAS.3.A

   B. examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, José María Morelos, Augustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco I. Madero, Porfirio Díaz, and Álvaro Obregón 10-12.MAS.3.B

4. **The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975** 10-12.MAS.4

   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, Hernández 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 10-12.MAS.4.A

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B. identify the contributions of significant individuals from the civil rights era such as César Chávez, Dolores Huerta, Reies López Tijerina, José Ángel Gutiérrez, Rubén Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario García, Hector P. García, Raul "Roy" Perez Benavidez, Martha P. Cotera, Jovita Idár, Jovita González de Mireles, Sara Estela Ramírez, Leonor Villegas de Magnon, Adela Sloss Vento, María L. de Hernández, and Alicia "Alice" Dickerson Montemayor 10-12.MAS.4.B

5. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present 10-12.MAS.5

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 10-12.MAS.5.A

B. identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson 10-12.MAS.5.B

Geography

6. The student understands the impact of geographic factors on major events related to Mexican Americans 10-12.MAS.6

A. locate places and regions of cultural and historical significance in Mexican American history 10-12.MAS.6.A

B. identify physical and human geographic factors related to the settlement of American Indian societies 10-12.MAS.6.B

C. explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution 10-12.MAS.6.C

D. analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s 10-12.MAS.6.D

E. identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program 10-12.MAS.6.E

F. analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States 10-12.MAS.6.F

Economics

7. 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 10-12.MAS.7

A. analyze the economic impact of Mexican repatriation of the 1930s 10-12.MAS.7.A

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 10-12.MAS.7.B

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	C. explain the struggle to create a farmworkers union and the union's efforts to fight for better wages 10-12.MAS.7.C
	D. analyze the economic contributions of the Mexican American labor force 10-12.MAS.7.D
	E. analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP) 10-12.MAS.7.E
	F. discuss current issues related to the Mexican American labor force 10-12.MAS.7.F
Government	**8.** The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history 10-12.MAS.8
	A. describe how Mexican Americans have participated in supporting and changing government 10-12.MAS.8.A
	B. analyze the impact of Salvatierra v. Del Rio Independent School District (ISD), Delgado v. Bastrop ISD, and Hernández v. Texas on Mexican Americans and the end of the biracial paradigm 10-12.MAS.8.B
	C. analyze the Mexican American struggle for civil rights as manifested in the Chicano movement 10-12.MAS.8.C
	D. evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement 10-12.MAS.8.D
	E. analyze the significance of U.S. Supreme Court decisions in Miranda v. Arizona, San Antonio ISD v. Rodríguez, and Plyler v. Doe 10-12.MAS.8.E
	F. discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power 10-12.MAS.8.F
Citizenship	**9.** The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic 10-12.MAS.9
	A. describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States 10-12.MAS.9.A
	B. discuss ways American citizens and immigrants interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups 10-12.MAS.9.B
Skip to main content	**C.** discuss ways individuals contribute to the national identity as members of diverse cultural groups 10-12.MAS.9.C

	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 10-12.MAS.9.D
Culture	**10.** The student understands the relationship between Mexican American artistic expression and the times during which the art was created 10-12.MAS.10
	A. describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature 10-12.MAS.10.A
	B. analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentino" (1971) by Luis Valdez 10-12.MAS.10.B
	C. describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement 10-12.MAS.10.C
	D. identify the contributions of women such as Sandra Cisneros and Norma Alarcón 10-12.MAS.10.D
	E. identify the impact of Mexican American popular culture on the United States and the world over time 10-12.MAS.10.E
Science, technology, and society	**11.** The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale 10-12.MAS.11
	A. explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations 10-12.MAS.11.A
	B. identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario José Molina 10-12.MAS.11.B
Social studies skills	**12.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology 10-12.MAS.12
	A. use social studies terminology correctly 10-12.MAS.12.A
	B. analyze diverse points of view related to contemporary Mexican American issues 10-12.MAS.12.B
	C. create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry 10-12.MAS.12.C

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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** `10-12.MAS.12.D`