

Teacher Name: Gabriel Gutiérrez

Course/Grade: Mexican-American History

Date: Fall 2015

Period: 9

Content Standards:

- SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.
- SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.
- D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.His.2.9-12. Analyze change and continuity in historical eras.
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

Indicators: [Click here to enter text.](#)

Unit Title: Unit 4- Influences and Projections

Concept Based (Enduring Understandings/Generalizations): Mexican immigration to NE and Mexican-Americans in NE and Omaha. Chicano Movement . Mexican-American contributions and contributors of the 20th and 21st centuries. Current Events/special topics.

Materials & Resources: Making Invisible Histories Visible, Chicano! PBS Documentary - Taking Back The Schools (YouTube), computers, graphic organizers

Accommodations for Students with IEPs or 504s: Literacy Strategies

Literacy Strategies: Think-Pair-Share, graphic organizers,

Procedures/Routine Focus: Hand Raising, group work

Anticipatory Set: Show 2-minute clip from Chicano! PBS Documentary - Taking Back The Schools (YouTube). Think-Pair-Share: Why would some Mexican-Americans/Chicanos not want to directly associate with the “Chicano Movement”?

Objective/Learning Goals

I will know (knowledge): Identify current issues and characteristics of 20th and 21st century Mexican-American relations.

I will be able to (skill): Use primary source research to analyze current characteristics and issues of 20th and 21st century Mexican-American relations.

Procedures (GRL)

Modeled:

Notes on the Chicano Movement. Students use graphic organizer to take notes. (~10 min)

Shared:

Students work in small groups to determine the top three goals of the Chicano Movement in regards to education. Why would the students involved in the movement want these things so much? (~5 Min)

Guided:

Students work in pairs and use the Making Invisible Histories Visible website to analyze the case of Dr. James Ramirez. What kind of things did Dr. Ramirez advocate for in the 70’s and 80’s? Are the items he advocated for similar to the Chicano Movement? How did Dr. Ramirez feel about the Chicano Movement in general? (~20 Min)

Independent:

Students write a paragraph write 2 paragraphs on comparing Dr. Ramirez and the Chicano Movement. What could explain the differences? Would you consider Dr. Ramirez a part of the Chicano Movement? Explain.

Summary:

Exit Ticket: What impact has the Chicano Movement and/or the work of Dr. James Ramirez had an impact on you? How might things be different today if not for the Chicano Movement?