This course is the PACED VERSION of the newly approved Mexican American Studies Course. This is a history elective course that falls in line with LAUSD’s recommendation that all students are required to complete at least one Ethnic Studies course prior to graduation. It is aligned with Reading and Writing Standards for Literacy in History/Social Studies for Grades 6–12, part of the Common Core State Standards (CCSS) available at [http://www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/)

(See the next page for a list of the Career and College Ready Anchor Standards).

**Recommended Focus Standards**

<table>
<thead>
<tr>
<th>Historical Analysis (From Framework)</th>
<th>Chronological and Spatial Thinking 1,2,3,4, and 5 Research, Evidence, and Point of View 1, 2 and 3 Historical Interpretation 1, 2, 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Common Core Reading in History/Social Science Standards</td>
<td>RH 1-10</td>
</tr>
<tr>
<td>Common Core Writing in History/ Social Science</td>
<td>WHST 1-12</td>
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</tbody>
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**REPRESENTATIVE PERFORMANCE OUTCOMES AND SKILLS**

In this course, students will know and be able to:

- Analyze the worldviews, values, cultures, and contributions of pre-colonial, indigenous, maize – based groups in Mesoamerica.
- Analyze migration patterns of pre-colonial, indigenous, maize – based groups and the impact of migration of the transference and preservation of language.
- Understand the geo-historical and conceptual significance of Aztlan.
- Analyze major goals of and factors in the Spanish conquest, including colonization, psychological factors, technology, disease, geography, military strategy, and mythology.
- Evaluate the impact of de-indigenization on maize – based groups and its ongoing implication for Mexican Americans (e.g. worldviews, values, cultures).
- Describe and critique the social and political structures of New Spain, including racial construction, segregation, and stratification (e.g. caste system).
- Describe the causes and consequences of the Mexican Independence movement.
- Analyze the implications of the concept of Manifest Destiny (e.g. Mexican American War, Westward Expansion)
- Evaluate the impact of the Treaty of Guadalupe Hidalgo on Mexicans living in the ceded territories (e.g. social bandits, land grants, squatting, political rights, racism).
- Describe the role of violence, oppression, and persecution in the West (e.g. lynching, Texas Rangers Bear Flag Revolt).
- Examine the impact of repatriation of Mexicans and its impact on the community.
- Examine the tensions during WWII by analyzing the causes of the Zoot Suit Riots and the role of the media in shaping public opinion towards Mexican Americans.
- Analyze Mexican American participation in WWII and its impact on the development of the Chicano movement.
- Analyze Mexican immigration patterns between 1910 and 1950; evaluate U.S. immigration policies in the same era, including the impact of the Bracero program.
- Understand the causes and implications of the East LA Walkouts/Blowouts (Brown Berets, Sal Castro, CYLC)
- Evaluate the goals of El Plan de Santa Barbara and El Plan de Aztlan.
- Understand role and experience of Chicanas within the Chicano movement.
- Analyze the impact of civil rights movements and more radicalized Chicano Groups.
- Analyze the impact of the Farm Labor Movement and its impact on the agricultural labor community, including the contributions of Cesar Chavez and Dolores Huerta.
- Understand the ever changing and evolving role of Mexican Americans in society and how it applies to them.
- Analyze the development of political power within the Mexican American community and its relationship to changing power structures in the United States.
- Analyze the development of political power for women within the Mexican American community and its relationship to changing power structures in the United States.
Evaluate the evolving role of education in the Mexican American community.
What challenges continue to face Mexican Americans?
What opportunities do students have to enact positive change for Mexican Americans?

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, and behaviors of different aspects of the Civil Rights movement in the 20th Century.
- Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Arrange historical events in sequential order and determine their correlation to each other.
- Identify an author’s position on a historical event.
- Identify and evaluate an author’s purpose in producing a document.
- Hypothesize what the author will say before reading a document.
- Evaluate the trustworthiness of a source by considering genre, audience and purpose.
- Understand how context and background information influence the content of a document.
- Recognize that documents are products of particular points in time.
- Establish what is probable by comparing documents to each other.
- Recognize disparities between accounts.
- Identify an author’s claims about an event.
- Evaluate the evidence and reasoning the author uses to support claims.
- Evaluate author’s word choice; understand that language is used deliberately.

**TEXT:**  

**ASSESSMENT (Either in Oral and/or Written Form):**

- Content Specific Formative and Summative Assessments
- Historical Analysis and Thinking Skills Formative and Summative Assessments
- Short Constructed Responses
- Extended Constructed Responses
- Weekly Assignments will be graded based on the following standard breakdown for work complete/correct:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>4 Advanced</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>3 Proficient</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>2 Basic</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>Below Basic (Re-Do)</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>(Re-do)</td>
<td>0-59%</td>
</tr>
<tr>
<td>College and Career Readiness Anchor Standards for Reading</td>
<td>College and Career Readiness Anchor Standards for Writing</td>
<td></td>
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<tr>
<td>----------------------------------------------------------</td>
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<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Text Types and Purposes</strong></td>
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<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
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<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
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<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
<td>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
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<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Research to Build and Present Knowledge</strong></td>
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</tr>
<tr>
<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
<td>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
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<tr>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
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<tr>
<td>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.</td>
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</tr>
<tr>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td><strong>Range of Writing</strong></td>
<td></td>
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<tr>
<td>10. Read and comprehend complex literary and informational texts independently and proficiently.</td>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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Assignments for WEEK #1: Not Just Pyramids, Explorers, and Heroes & The Occupation of Middle America

| Due: ___/___/___ | Rec’d: ___/___/___ | Evaluation: ___________ | Comments: ____________________________________________ |

**Essential Question:** How did Spain’s colonization affect the Indian civilizations of the New World?

### Day 1: Lesson 1 – The Olmecs, Mayans, and Teotihuacan Civilizations
- **Read:** pages 1 – 8.
- **Complete the Following Task(s):** *Compare and Contrast* – Write a compare and contrast essay about the Olmec, Mayan, and Teotihuacan Indian civilizations. Use the readings from your book as a resource for your answer.

### Day 2: Lesson 2 – Other Corn Civilizations
- **Read:** pages 8 - 15.
- **Complete the Following Task(s):** *Engage with History* – Pretend you are a member of either the Aztec civilization or one of the Norteño civilizations. Please write a lengthy journal entry as to what daily life would be like for you. In your journal entry, please say what position you hold in the society, what your responsibilities are, what kind of home you live in, what type of food would you be eating, what is your religion like, and what would you do for entertainment. Please use the readings from your book and internet research to write an appropriate answer.

### Day 3: Lesson 3 – Spanish Conquest of Central and South America
- **Read:** pages 19 – 29.
- **Complete the Following Task(s):** *Analyze Motives* – Why were the Spanish so eager in conquering, not trading with, the Indian civilizations of Central and South America? Write a short constructed response (Give your opinion, cite evidence, and explain why your evidence supports your answer).

### Day 4: Lesson 4 – The Northern Corridor and the Colonization of Texas
- **Read:** pages 29 – 32.
- **Complete the Following Task(s):** *Summarize* – Write a summary on the Spanish colonization of lands that are now officially part of the United States.

### Day 5: Lesson 5 – The Occupation of Alta California
- **Read:** pages 32 – 35.
- **Complete the Following Task(s):** *Make Inferences* – How did religion help with the Spanish colonization of Alta California? Write a short essay response. Please use your textbook readings as a resource as well as any internet research you may have done.

**Extra Credit:** *What every educated person should know:* Oral or Written Assessment:

Essential Question: “How did Spain’s colonization affect the Indian civilizations of the New World?” Use your notes, textual, and online sources to develop your response to the essential question.
# Assignments for WEEK #2: The Conquest of Mexico’s Northwest & the Colonization of Texas

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<thead>
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<th>Due: <em><strong>/</strong></em>/___</th>
<th>Rec’d: <em><strong>/</strong></em>/___</th>
<th>Evaluation: ___________</th>
<th>Comments: ________________________________________________</th>
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</table>

**Essential Question:** What prominent role did Texas play in the start of Mexican-American War?

## Day 1: Lesson 1 – Mexican Independence from Spain
- **Read:** pages 39 - 41
- **Complete the Following Task(s):** *Summarize* – Write a summary on how Mexico gained its independence from Spain.

## Day 2: Lesson 2 – American Immigration into Texas
- **Read:** pages 41 to 45
- **Complete the Following Task(s):** *Draw Conclusions* – Write a short essay explaining how did American immigration into Texas cause problems for the newly established Mexican government?

## Day 3: Lesson 3 – The Mexican American War
- **Read:** pages 45 - 58
- **Complete the Following Task(s):** *Make Inferences* – What is “Manifest Destiny” and what was its involvement in the Mexican-American War? Write a short persuasive essay response.

## Day 4: Lesson 4 – Life in Texas after the Mexican American War
- **Read:** pages 62 - 68
- **Complete the Following Task:** *Analyze Effects* – What were the effects of the Treaty of Guadalupe Hidalgo (both financially and socially) on the Mexican citizenry living in Texas after the Mexican-American War? Write a short essay response.

## Day 5: Lesson 5 – Life in Texas after the Civil War
- **Read:** pages 68 - 80
- **Complete the Following Task(s):** *Evaluate* – Which do you think was a more effective strategy in promoting the rights of Mexicans living in Texas in post-Civil War America? Resistance or Political Involvement? Write a comparative short essay.

**Extra Credit:** What every educated person should know: Oral or Written Assessment:
- **Essential Question:** “What prominent role did Texas play in the start of the Mexican-American War?” Use your notes, textual, and online sources to develop your response to the essential question.
## Assignments for WEEK #3: The Colonization of Texas & The Colonization of New Mexico

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<tr>
<th>Due: <strong>/</strong>/__</th>
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**Essential Question:** Why was there so much resistance to the American colonization of Texas and New Mexico?

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**Day 1: Lesson 1 – The Mexican Corridor**
- **Read:** pages 62 - 68
- **Complete the Following Task(s):** What was the Mexican Corridor and why was control of it so essential? Write a paragraph response.

**Day 2: Lesson 2 – The Effects of the American Civil War**
- **Read:** pages 68 - 76
- **Complete the Following Task(s):** What economic transformation occurred after the Civil War and how did it affect Texas? Your short essay answer should cite evidence from the text.

**Day 3: Lesson 3 – The Impact of the Railroad**
- **Read:** pages 76 - 80
- **Complete the Following Task(s):** Did the U.S. Railroad play a role in the growth of Texas? If so, why and provide a detailed short essay response.

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**Day 4: Lesson 4 – The Santa Fe Trail**
- **Read:** pages 87 - 96
- **Complete the Following Task(s):** Why was the Santa Fe Trail so important to the colonization of New Mexico? Write a short essay response.

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**Day 5: Lesson 5 – The New Mexican Diaspora**
- **Read:** pages 98 - 105
- **Complete the Following Task(s):** What was the New Mexican Diaspora and how did people respond to it? Write a persuasive short essay depicting your opinion on the matter and cite two pieces of evidence.

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**Extra Credit: What every educated person should know:** Essential Question: “Why was there so much resistance to the American colonization of Texas and New Mexico?” Use your notes, textual, and online sources to develop your response to the essential question.
Assignments for WEEK #4: The Colonization of Arizona and California

Due: ___/___/___  Rec’d: ___/___/___  Evaluation: ___________  Comments: ____________________________________________

**Essential Question:** *Interpret how mining played a critical role in the American colonization of Arizona and California?*

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**Day 1: Lesson 1 – The Gadsden Purchase**
- **Read:** pages 111 - 113
- **Complete the Following Task(s):** Analyze the economic motives behind the Gadsden Purchase. Write a short essay on why the purchase went through and what it had to do with the land of Sonora.

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**Day 2: Lesson 2 – The Transformation of Arizona Industry**
- **Read:** pages 114 - 125
- **Complete the Following Task(s):** Describe the industrialization of Arizona under American colonization. Write a short essay summarizing key points in the development of Arizonian industry.

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**Day 3: Lesson 3 – Spanish And Mexican Colonization of California**
- **Read:** pages 130 - 135
- **Complete the Following Task(s):** Write a short essay that analyzes how California was under Spanish and Mexican rule.

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**Day 4: Lesson 4 – The California Gold Rush**
- **Read:** pages 136 - 141
- **Complete the Following Task(s):** Write a short essay on the discovery of Gold in California and the issues that arose from it.

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**Day 5: Lesson 5 – California under American colonization**
- **Read:** pages 141 – 149
- **Complete the Following Task(s):** Write an analytical short essay response on the social complexities that arose as a result of the United States ruling over California.

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**Extra Credit: What every educated person should know:** Essential Question: “*Interpret how mining played a critical role in the American colonization of Arizona and California?*” Use your notes, textual, and online sources to develop your response to the essential question.
Assignments for WEEK #5: Mexican Migrants, Mexican Revolution of 1910, and the effects of WWI

| Due: ________ | Rec’d: ________ | Evaluation: ________ | Comments: __________________________________________ |

**Essential Question:** Describe the major events that took place that encouraged Mexican migration to the United States at the start of the twentieth century?

**Day 1: Lesson 1 – Mexican migration growth at the start of the 1900’s**
- **Read:** pages 160 - 168
- **Complete the Following Task(s):** Describe, in a short essay, how varied immigration laws attracted Mexicans to come to the US.

**Day 2: Lesson 2 – Mexican Revolution of 1910**
- **Read:** pages 169 - 174
- **Complete the Following Task(s):** Explain how the Mexican Revolution of 1910 tied in with US hysteria along the border.

**Day 3: Lesson 3 – World War 1**
- **Read:** pages 175 - 196
- **Complete the Following Task(s):** Provide Analysis on how World War 1 had an effect on the assimilation of Mexicans living in the US. Write a multi-paragraph response citing evidence from the text.

**Day 4: Lesson 4 – Mexican Labor in the 1920’s**
- **Read:** pages 197 -200
- **Complete the Following Task(s):** Explain why American agriculture played an important role in Mexican Labor in the 1920’s.

**Day 5: Lesson 5 – The Formation of Mexican Unions**
- **Read:** pages 200 - 204
- **Complete the Following Task(s):** Were the Mexican Unions effective in defending the rights of Mexican migrant workers? Write a persuasive short essay.

**Extra Credit: What every educated person should know:** Essential Question: “Describe the major events that took place that encouraged Mexican migration to the United States at the start of the twentieth century.” Use your notes, textual, and online sources to develop your response to the essential question.
Assignments for WEEK #6: The Depression Years and World War II

| Due: __/__/___    | Rec’d: __/__/___    | Evaluation: _____________ | Comments: ____________________________________ |

**Essential Question:** How did Mexican American communities fare during the Great Depression and World War II?

### Day 1: Lesson 1 – The Great Depression
- **Read:** pages 211 - 216
- **Complete the Following Task(s):** What effect did the Great Depression have on Mexican-Americans? Support your answer with evidence.

### Day 2: Lesson 2 – Farmworker Strikes During the 1930’s
- **Read:** pages 216 - 226
- **Complete the Following Task(s):** There were quite a few farmworker strikes during the 1930’s. Why were farmworkers so upset and were their strikes successful? Connect what elements each farmworker strike had in common.

### Day 3: Lesson 3 – Mexican Women in the Cities during the Great Depression
- **Read:** pages 226 - 230
- **Complete the Following Task(s):** Analyze why Mexican women were such activists during the 1930’s? Write a short essay response.

### Day 4: Lesson 4 – The Mexican Origin Community
- **Read:** pages 231 - 236
- **Complete the Following Task(s):** Describe some of the elements found in the varied Mexican communities that sprouted up in varied parts of the U.S. Write a short essay response.

### Day 5: Lesson 5 – World War 2 and the Mexican
- **Read:** pages 244 - 264
- **Complete the Following Task(s):** Write a summary of how World War II affected the lives of Mexican-Americans.

**Extra Credit:** What every educated person should know: Essential Question: “How did Mexican-American communities fare during the Great Depression and World War II?” Use your notes, textual, and online sources to develop your response to the essential question.
## Assignments for WEEK #7: The Cold War, Civil Rights Movement, and the Rise of Chicanos

<table>
<thead>
<tr>
<th>Due: <em><strong>/</strong></em>/___</th>
<th>Rec’d: <em><strong>/</strong></em>/___</th>
<th>Evaluation: __________</th>
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**Essential Question:** What elements gave rise to the Chicano movement of the 1960’s?

### Day 1: Lesson 1 – The damping of Mexican American rights during the Cold War era
- **Read:** pages 271 - 282
- **Complete the Following Task(s):** Why would post-World War II America initiate legislation that diminished the rights of Mexican-Americans? What are some examples of this type of anti-Mexican legislation?

### Day 2: Lesson 2 – Civil Rights movement and the strive for equality
- **Read:** pages 283 - 289
- **Complete the Following Task(s):** How did the Civil Rights Movement help the causes of the Mexican-Americans living in the barrios? Write multi-paragraph synopsis.

### Day 3: Lesson 3 – The economic plight of the Mexican-American during the 1960’s
- **Read:** pages 295 - 298
- **Complete the Following Task(s):** What was the economic state of most Mexican-Americans living during the 1960’s? Write a summary on the matter.

### Day 4: Lesson 4 – Mexican-American Politics in the U.S.
- **Read:** pages 299 - 309
- **Complete the Following Task(s):** Why were Mexican-Americans becoming politically active during the early 1960’s?

### Day 5: Lesson 5 – Chicano Power
- **Read:** pages 309 - 325
- **Complete the Following Task(s):** What is a Chicano and what were some of the things they did to promote Mexican-American rights?

**Extra Credit: What every educated person should know:** Essential Question: “What elements gave rise to the Chicano movement of the 1960’s?” Use your notes, textual, and online sources to develop your response to the essential question.
Assignments for WEEK #8: Being a National Minority in the 1980’s, 1990’s and 2000

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<tr>
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**Essential Question:** During the 1980’s, 1990’s, and 2000’s, what were some major events that promoted the rights of Mexican Americans and Chicanos living in the US?

**Day 1: Lesson 1 – Immigration in the 1980’s**
- **Read:** pages 360 - 368
- **Complete the Following Task(s):** Describe the major events that took place in the 80’s that increased Mexican migration to the United States. Write a short essay response.

**Day 2: Lesson 2 – The Chicano Movement for Inclusion**
- **Read:** pages 369 - 383
- **Complete the Following Task(s):** During the 80’s, 90’s, and 2000’s, what were the Chicanos doing to promote inclusion within the American society. Write a short essay response.

**Day 3: Lesson 3 – The National Scene and the 2000 Census**
- **Read:** pages 384 - 389
- **Complete the Following Task(s):** Write a persuasive short essay on why or why not the 2000 census was a help to Mexican-Americans and Mexican Immigrants.

**Day 4: Lesson 4 – Electoral Politics**
- **Read:** pages 397 – 407
- **Complete the Following Task(s):** How is Electoral Politics affecting the Chicano Movement and its promotion for inclusion. Write a short essay response.

**Day 5: Lesson 5 – Protection of the Foreign Born**
- **Read:** pages 407 - 414
- **Complete the Following Task(s):** Describe the issues that revolve around the rights of Foreign Born. Write a short essay response.

**Extra Credit: What every educated person should know:** Essential Question: “During the 1980’s, 1990’s, and 2000’s, what were some major events that promoted the rights of Mexican-Americans and Chicanos living in the United States?” Use your notes, textual, and online sources to develop your response to the essential question.
Assignments for WEEK #9: The Chicano Legacy

| Due: ___/___/___ | Rec’d: ___/___/___ | Evaluation: ___________ | Comments: ____________________________________________ |

**Essential Question:** What does the future hold for Mexican-Americans living in the U.S.? Be ready to support your answer with evidence from the text.

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**Day 1: Lesson 1 – Who are Latinos and Where Do They Live?**
- **Read:** pages 419 - 422
- **Complete the Following Task(s):** Write a brief response explaining who Latinos are in our American society.

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**Day 2: Lesson 2 – The Ramifications of Growth**
- **Read:** pages 423 - 425
- **Complete the Following Task(s):** What can be reasonably inferred by the growth of Mexican-Americans in the United States? Write a brief essay response.

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**Day 3: Lesson 3 – The Future**
- **Read:** pages 425 - 427
- **Complete the Following Task(s):** Describe the role that education is playing with Hispanics in our society and how it will affect the future. Write a short essay response.

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**Day 4: Lesson 4 – The Importance of Chicano Studies**
- **Read:** pages 427 - 429
- **Complete the Following Task(s):** Write a persuasive argument as to whether or not Chicano Studies is a class that should be taught in high school. Write a short essay response.

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**Day 5: Lesson 5 – Nothing Due**

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**Extra Credit:** What every educated person should know: Essential Question: “What does the future hold for Mexican Americans living in the US? Be ready to support your answer with evidence from the text. Use your notes, textual, and online sources to develop your response to the essential question.
Assignment for WEEK #10

Option 1: Take the Final Exam

Option 2: choose one (1) of the following activities:
Museum Visit: Visit a local museum that features exhibits relevant to this course. Write a five-paragraph summary of your visit using the following format:

- Paragraph 1: A general description of the museum and the date and time you visited.
- Paragraph 2: A description of an exhibit and how it relates to a concept you’ve learned in this course.
- Paragraph 3: A description of a second exhibit and how it relates to another concept you’ve learned in this course.
- Paragraph 4: A description of a third exhibit and how it relates to another concept you’ve learned in this course.
- Paragraph 5: General final thoughts on your visit to the museum.

NOTE: Paragraphs 2, 3 and 4 must be at least five sentences long.

Newspaper or Magazine Article Summary: Find three recent (no more than six months old) newspaper or magazine articles with topics related to concepts you’ve learned in this course. Write a five-paragraph synopsis of the three articles using the following format:

- Paragraph 1: Cite the names, authors, and sources of your three articles.
- Paragraph 2: A brief summary of the first article and how it relates to a concept you’ve learned in this course.
- Paragraph 3: A brief summary of the second article and how it relates to a concept you’ve learned in this course.
- Paragraph 4: A brief summary of the third article and how it relates to a concept you’ve learned in this course.
- Paragraph 5: General final thoughts on your three articles.

Film Documentary Summary: Watch an hour long documentary on a topic related to a concept you learned in this course. Write a five-paragraph summary of the documentary using the following format.

- Paragraph 1: Cite the title and source of the movie and give a brief description of what it covers.
- Paragraph 2: A description of one new concept you learned from the movie.
- Paragraph 3: A description of another new concept you learned from the movie.
- Paragraph 4: A description of a third new concept you learned from the movie.
- Paragraph 5: General final thoughts on the movie. (i.e. Would you recommend it? Explain.)

NOTE: Paragraphs 2, 3 and 4 must be at least five sentences long.

Poster Presentation: Create a poster that illustrates or diagrams a concept you learned in this course. The poster should be at least 2x3 feet and use bold letters and colors. It should also include at least five terms you learned in this course. Feel free to use illustrations in your textbook. You will need to explain your poster in a two-minute speech/presentation to your teacher.

Video or Audio Presentation: Record a 2-3 minute presentation explaining or demonstrating a concept learned in this course. The presentation could be a straightforward delivery of information or it could be a skit acted out by you and others (e.g. fictional scene, news report, interview, mock debate, etc.). At least five terms learned in the course should be incorporated.

Live PowerPoint Presentation: Prepare and deliver a 5-minute PowerPoint presentation explaining or demonstrating a concept learned in this course. You must include at least 5 slides. At least five terms learned in this course should be incorporated. You will present your report to an audience that will include teachers and fellow students.