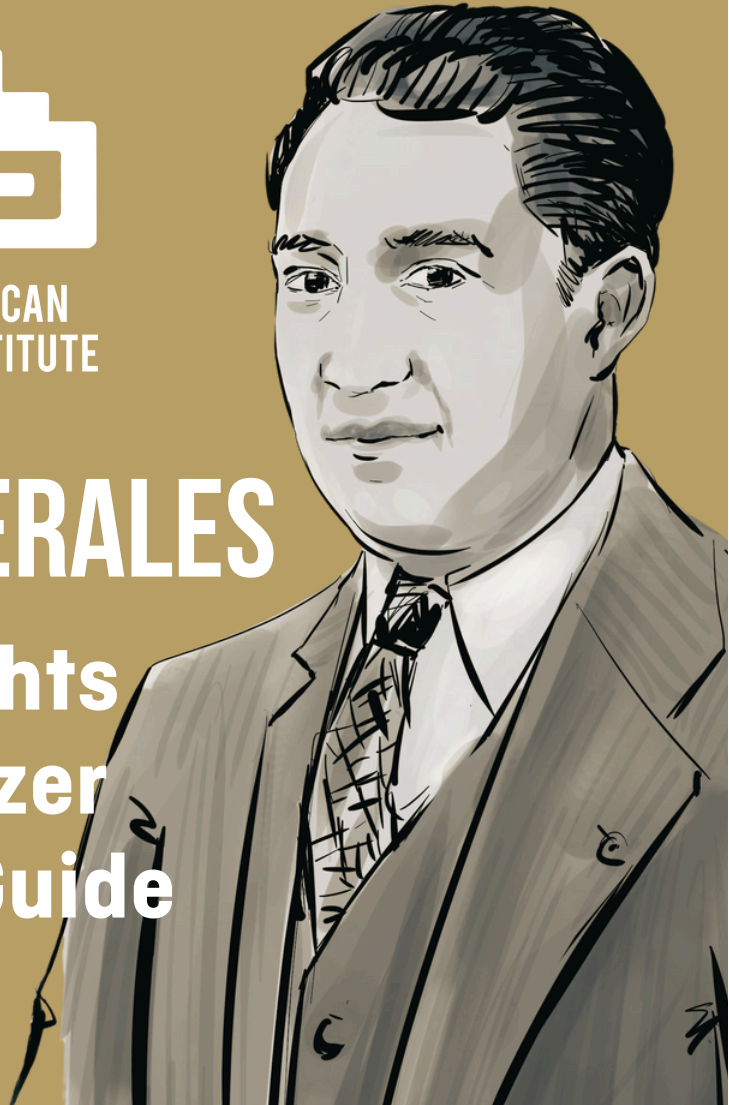




MEXICAN AMERICAN
CIVIL RIGHTS INSTITUTE

ALONSO S. PERALES

Civil Rights Trailblazer Teacher Guide



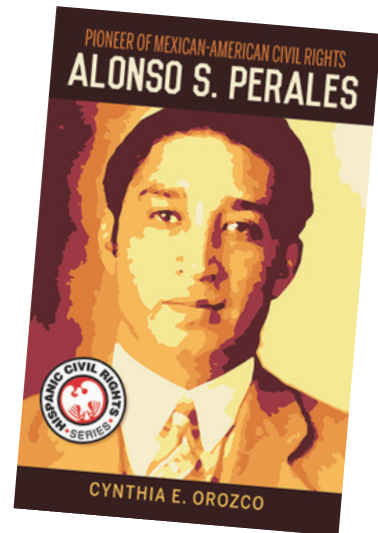
**A TEKS-Aligned Guide to Introducing the Life and
Legacy of Alonso S. Perales to K-12 Classrooms**

**Developed by Dr. Elizabeth Rivas
for the Mexican American Civil Rights Institute**





This guide is designed to be used with the book Pioneer of Mexican-American Civil Rights: Alonso S. Perales by Dr. Cynthia Orozco (Arte Publico Press, 2020) and the Mexican American Civil Rights Institute's traveling exhibit based on the book. Beginning in Fall 2024, the traveling exhibit will be available for schools, libraries, and community centers to borrow.



MACRI thanks the funders who made the Alonso S. Perales traveling exhibit and related teacher resources possible.



CITY OF SAN ANTONIO
DEPARTMENT OF
ARTS & CULTURE



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MEET THE TEAM



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CYNTHIA OROZCO, PH.D.
HISTORIAN & AUTHOR

Dr. Orozco is one of the nation's foremost historians of Mexican American civil rights history. She obtained her B.A. from the University of Texas at Austin and her MA and Ph.D. from UCLA. She has taught at the University of Texas at San Antonio, the University of New Mexico, and Eastern New Mexico University-Ruidoso. She is the author of No Mexicans, Women or Dogs Allowed: The Rise of the Mexican American Civil Rights Movement; Agent of Change: Adela Sloss-Vento: Mexican American Civil Rights Activist and Texas Feminist; and Pioneer of Mexican American Civil Rights: Alonso S. Perales, the latter of which is the inspiration for this teacher guide and the traveling exhibit.



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Dr. Gould received a B.A. in American Studies from Smith College and an M.A. and Ph.D. in American Culture from the University of Michigan. A longtime public historian, she has curated over a dozen exhibits on history, art, and culture and was formerly the founding director of the Museo del Westside and lead curatorial researcher at the Institute of Texan Cultures. She designed MACRI's Perales traveling exhibit.

SYNOPSIS: THE LIFE AND LEGACY OF ALONSO S. PERALES

Alonso S. Perales was a pioneering civil rights leader and principal founder of the League of United Latin American Citizens (LULAC), which was established in 1929. A key architect of Latino civil rights, Perales sought to pass legislation banning discrimination against Mexican Americans. He played a crucial role in electing Henry B. Gonzalez to the Texas legislature and fought for school desegregation across Texas. Perales defined "Mexican Americanism" as an emerging identity and political philosophy. He served as Consul General for Nicaragua in the U.S. during the 1940s and 1950s, potentially making him the first Latino diplomat in U.S. history.

Despite his significant contributions, Perales' legacy was largely forgotten. Adela Sloss-Vento, a co-activist, ensured his efforts were not lost to history by writing the first Perales biography. Perales was, at times, a controversial figure, facing attacks from racists, Mexican journalists, and even some Mexican-American civic leaders. Chicano historians maligned him as late as 2010. Born in 1898 and passing in 1960, Perales was an attorney, diplomat, public intellectual, and trailblazing civil rights leader.

Perales was described as a "civil rights gladiator" who fought tirelessly for Latino civil rights in local, state, national, and international arenas. Now, with the publication of the first comprehensive biography of Alonso S. Perales, his once obscured legacy is now recognized for its profound impact on the Mexican-American and broader Latino communities.

Perales regarded the education of children of Mexican descent as his primary mission.

In 1946, Perales confronted the Pleasanton ISD school board members who supported student segregation. In a letter, Perales asked, [How can supporting segregation in schools] bring about a better understanding between two peoples?"

His actions and rhetoric reflect a broader commitment to civil rights and racial equality, advocating for integration in order to promote mutual respect and understanding.

HOW CAN SUPPORTING SEGREGATION IN SCHOOLS "BRING ABOUT A BETTER UNDERSTANDING BETWEEN TWO PEOPLES?"

EXCERPT FROM A LETTER TO PLEASANTON SCHOOL BOARD

ALONSO S. PERALES, 1946





BOOK ORGANIZATION

PART 1: ACROSS TIME CHAPTERS 1-13 CHRONOLOGICAL

Chapter 1 details the Mexican Colony in South Texas, particularly San Antonio, from 1910 - 1960, and the conditions Perales faced from 1910-1930. Chapter 2 covers Perales' early family life in Alice, Texas. Chapter 3 discusses his role in WWI. Chapter 4 highlights his 1920s civil rights activism against the idea of the "Mexican Problem." Chapter 5 explores Mexican-American civil rights organizing in San Antonio. Chapter 6 addresses the 1927 Harlingen Convention's debate on including Mexican citizens in a new association. Chapter 7 examines the formation of the Latin American Citizens League in the valley. Chapter 8 summarizes Perales' role in founding LULAC in 1929. Chapter 9 reviews the 1929 LULAC constitution, which Perales helped write. Chapter 10 discusses his relations with LULAC from 1929-1960 and the League's persistence. Chapters 11-13 emphasize Perales' activism in the 1930s, 40s, and 50s.

PART 2: PUBLIC IMPACT CHAPTERS 14-17 PERALES' INFLUENCE THROUGH VARIOUS PERSONAS

Chapter 14 examines Perales' career as an attorney. Chapter 15 discusses his role as a politician. Chapter 16 highlights his efforts as a public intellectual to raise Latino awareness in the U.S. Chapter 17 focuses on his work as a Pan-American ideologue and diplomat, including his tenure as Consul General for Nicaragua.

PART 3: PRIVATE LIVES CHAPTERS 18-22 PERALES' PRIVATE LIFE

Chapter 18 explores Perales' religious sentiments. Chapter 19 delves into his character. Chapter 20 focuses on his family life, including his wife Marta and nephew Dr. Alonso M. Perales. Chapter 21 investigates his friendships and adversaries. Chapter 22 examines his health and death.

PART 4: PERALES ON TRIAL CHAPTERS 23-24 PERALES' WORK INTERPRETED BY HISTORIANS AND POLITICAL SCIENTISTS

Chapter 23 examines LULAC's impact on Latino and Latina history, focusing on issues of race, class, citizenship, and gender. Chapter 24 concludes with Cynthia E. Orozco's reflections on Perales' legacy.

FOR THE TEACHER

This guidebook explores the life and legacy of Alonso S. Perales, a pioneering civil rights leader and principal founder of the League of United Latin American Citizens (LULAC). As educators, you have the unique opportunity to introduce students to the significant contributions of Perales, who fought for the rights of Mexican Americans and other Latino communities from the early 20th century through the 1950s. This material will help students understand the complexities of racial identity, civil rights, and political activism within the context of U.S. history.

Through this guidebook, students will:

- Examine the historical and social forces that shaped the Mexican-American community.
- Understand Perales' role in defining "Mexican Americanism" and his efforts to combat discrimination.
- Analyze the challenges and criticisms faced by Perales and how these reflect broader societal attitudes of the time.
- Explore the evolving terminology and racialization of Mexicans in the United States.
- Recognize the significance of bilingual and bicultural identities in the struggle for civil rights.

Use this guidebook to foster critical thinking, discussion, and a deeper appreciation of the multifaceted history of Mexican Americans. Encourage students to draw connections between historical events and contemporary issues, emphasizing the enduring importance of advocacy and civic engagement.

KEY THEME STATEMENTS AND SELECT TEKS ALIGNMENT

THE CONTENT ALIGNS WITH VARIOUS K-12
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
(TEKS) STANDARDS, MAKING IT AN EXCELLENT
RESOURCE FOR INTEGRATING INTO YOUR
HISTORY AND SOCIAL STUDIES CURRICULUM.



THE “MEXICAN RACE”

Perales’ references to la raza mexicana (the Mexican Race) contribute to or at least suggest the inference that Mexican Americans consider themselves as white persons. Throughout his career and his efforts to obtain justice for his people, Perales utilized the term “the Mexican race.” In 1930, Perales made the following remarks to Congress, which then had restrictive immigration legislation under consideration.

Source: Gottheimer, J. (2003)

SPEECH EXCERPT

I am here...to promote the welfare of Texas —of the American people...Being a Mexican by blood... I feel it my duty to deny most emphatically that the Mexican race is inferior to any other race...

— Excerpt from Ripple of Hope: Great American Civil Rights Speeches. New York: Basic Civitas Books, Gottheimer, J. (2003)

The following statements provide broad generalizations inspired by the TEKS, rather than the exact standards. Use these specific TEKS to guide your unit and lesson planning, fostering a deeper understanding of the Mexican-American Civil Rights Movement and inspiring students to appreciate the historical and contemporary significance of activism and civic participation. For your convenience, the relevant TEKS standards are provided in this guidebook, so you can easily identify and align the material with your educational objectives.



ORGANIZED BY THEMES

HISTORICAL FIGURES AND THEIR CONTRIBUTIONS



K.2(B)

Introduce young students to the contributions of historical figures, including José Antonio Navarro, who helped shape Texas and the nation, setting the stage for understanding Perales' impact.



1.2(A) & 2.2(A)

Highlight how figures like Martin Luther King, Jr. and Thurgood Marshall influenced civil rights, creating a foundation to discuss Perales' similar role in advocating for Mexican-American rights.

CITIZENSHIP AND PARTICIPATION



K3.9(A), 4.15(D), 5.17(A)

Focus on characteristics of good citizenship and the importance of participation in the democratic process, using Perales as a case study of active engagement and leadership.



6.11(B) & 8.22(B)

Compare the opportunities for citizen participation across different societies and understand the importance of effective leadership in a constitutional republic by encouraging students to think about how Perales and his contemporaries navigated political processes.

CIVIL RIGHTS MOVEMENTS



7.7(D), USH 20(A)

Explore the civil rights and equal rights movements in Texas, identifying key leaders like Perales and organizations like LULAC that were instrumental in these efforts.



MAS 4(A), MAS 4(B)

Delve into the Mexican American civil rights movement, examining landmark events and significant individuals who shaped the movement from the 1930s to 1975.

TERMINOLOGY AND RACIALIZATION



MAS 9(D)

Analyze the evolving terminology relevant to Mexican Americans, such as "Mexican," "Hispanic," and "Chicana/o," to understand how identity and racialization have impacted Mexican-American history and civil rights.

POLITICAL POWER AND CIVIC ENGAGEMENT



MAS 8(B), MAS 8(E)

Discuss the struggle for Mexican-American political power and the impact of significant court cases like *Hernández v. Texas* in which Perales was involved.



MAS 5(A), MAS 5(B)

Trace the development of voting rights and ideas related to citizenship for Mexican Americans, highlighting ongoing efforts to achieve equality.

ECONOMIC CONTRIBUTIONS



MAS 7(B) & MAS 7(D)

Evaluate the contributions of the Mexican-American labor force, including the Bracero Program and the creation of a farmworkers union, to understand the broader economic and human rights context in which Perales operated.

ARTISTIC EXPRESSION AND CIVIC PARTICIPATION



MAS 10(C)

Describe how artistic expression, such as "Teatro Campesino," mobilized Mexican Americans towards civic participation and action, paralleling Perales' use of public discourse and advocacy.

RACIAL VIOLENCE AND SEGREGATION



MAS 8(D) & MAS 8(E)

Analyze the racial violence and segregation faced by minority communities in South Texas. Evaluate the role of activism against such injustices and efforts to achieve civil rights, examining how Perales and others sought to ease racial violence.

EDUCATION



MAS 9(A) & MAS 9(C)

Understand the challenges to and efforts for education within the Mexican-origin community, highlighting how Perales and others sought to improve educational opportunities and promote racial uplift through various initiatives.

LACK OF POLITICAL POWER



MAS 8(A), MAS 8(C), & MAS 9(A)

Examine the exclusionary practices that disenfranchised Mexican-Americans and Perales' efforts to combat these through voter mobilization and political advocacy, emphasizing the importance of political power in achieving civil rights.

K-8 TEKS

Grade Level	TEK	Knowledge and Skills	Student Expectation
Kindergarten	K.2(B)	History. The student understands that holidays are celebrations of special events. The student is expected to:	Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.
First	1.2(A)	History. The student understands how historical figures helped shape the state and nation. The student is expected to:	Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation.
Second	2.2(A)	History. The student understands how historical figures helped shape the community, state, and nation. The student is expected to:	Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation.
Third	3.9(A)	Citizenship. The student understands the characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:	Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.
Fourth	4.15(D)	Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:	Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals.
Fifth	5.17(A)	Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	Explain why individuals have a duty to participate in civic affairs at the local, state, and national levels.
Sixth	6.11(B)	Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:	Explain how opportunities for citizens to participate in and influence the political process varying among various contemporary societies.
Seventh	7.7(D)	History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:	Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White.
Eighth	8.22(B)	Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	Describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, Susan B. Anthony, and Elizabeth Cady Stanton.

HIGH SCHOOL TEKS

Grade Level	TEK	Knowledge and Skills	Student Expectation
HS	USH 20(A)	Government. The student understands the impact of constitutional issues on American society. The student is expected to:	Analyze the effects of landmark U.S. Supreme Court decisions, including Plessy v. Ferguson, Brown v. Board of Education, Hernandez v. Texas, Tinker v. Des Moines, and Wisconsin v. Yoder. Focuses on the 14th Amendment and its role in civil rights, including its impact on Mexican Americans.
HS	USH 22(B)	Citizenship. The student understands the promises of the Declaration of Independence and the protections of the U.S. Constitution and the Bill of Rights. The student is expected to:	Evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924;
HS	USH 15(A)	Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:	analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues.
HS	USH 16(A)	Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:	Evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group, including the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger.
HS	MAS 3(A)	History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:	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.
HS	MAS4(A)	History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:	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.
HS	MAS4(B)	History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:	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.
HS	MAS 5(A)	History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:	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.
HS	MAS 5(B)	History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:	Identify the contributions of significant individuals such as Raul Yzaguirre, William "Willie" Velásquez, Gloria Evangelina Anzaldúa, Henry Cisneros, Cherríe L. Moraga, and Bill Richardson.

HIGH SCHOOL TEKS

Grade Level	TEK	Knowledge and Skills	Student Expectation
HS	MAS6(A)	Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:	Locate places and regions of cultural and historical significance in Mexican American history.
HS	MAS6(F)	Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:	Analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.
HS	MAS7(B)	Economics. 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. The student is expected to:	Evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest.
HS	MAS7(C)	Economics. 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. The student is expected to:	Explain the struggle to create a farmworkers union and the union's efforts to fight for better wages.
HS	MAS7(D)	Economics. 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. The student is expected to:	Analyze the economic contributions of the Mexican American labor force.
HS	MAS8(A)	Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:	Describe how Mexican Americans have participated in supporting and changing government.
HS	MAS8(B)	Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:	Analyze the impact of <i>Salvatierra v. Del Rio Independent School District (ISD)</i> , <i>Delgado v. Bastrop ISD</i> , and <i>Hernández v. Texas</i> on Mexican Americans and the end of the biracial paradigm.
HS	MAS8(C)	Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:	Analyze the Mexican American struggle for civil rights as manifested in the Chicano movement.
HS	MAS8(D)	Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:	Evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement.

HIGH SCHOOL TEKS

Grade Level	TEK	Knowledge and Skills	Student Expectation
HS	MAS8(E)	Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:	Analyze the significance of U.S. Supreme Court decisions in <i>Miranda v. Arizona</i> , <i>San Antonio ISD v. Rodríguez</i> , and <i>Plyler v. Doe</i> ;
HS	MAS8(F)	Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:	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.
HS	MAS9(A)	Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:	Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;
HS	MAS9(B)	Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:	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;
HS	MAS9(C)	Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:	Discuss ways individuals contribute to the national identity as members of diverse cultural groups;
HS	MAS9(D)	Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:	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.
HS	MAS 10(C)	Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:	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;

ELEMENTARY:

Learning Intentions & Success Criteria

Select Themes	Select TEKS	Learning Intentions	Success Criteria
Historical Figures and Their Contributions	K.2(B),1.2(A), 2.2(A)	I am learning about the contributions of historical people.	I know I understand when I can identify and explain the contributions of historical people.
Citizenship and Participation	3.9(A), 4.15(D), 5.17(A)	I am learning about the characteristics of good citizen like participation in the democratic process.	I know I understand when I identify how good citizens act and how citizens participate in the democratic process.

ELEMENTARY:

Select Vocabulary

Citizen	A member of a community, state, or nation who respects the rules of the community
Voting	A person is choosing a way to make a decision.
Historical Figure	Someone from the past who did something important or special that people still remember today
Civic Responsibilities	Actions citizens take to contribute positively to the community
Civil Rights	The basic rights given to citizens

ELEMENTARY:

Evidence of Learning

Knowledge/Concept maps	Think Aloud[s]
Post It Notes	Projects
Reflective journaling	Student note support platforms (Doodle Notes, Cloze Notes, PAT Lists, etc.)
Collaborative inquiry stations	Other:

ELEMENTARY:

Suggested Pacing Guide & Learning Events

Lesson 1	Google Slides Unit Launch & KIM Chart/PEGS/Exit Ticket
Lesson 2	YouTube Video: Citizen Citizenship & Choose and Justify
Lesson 3	Historical Contributions of Historical Figures Compare and Contrast
Evaluate	Teacher Assessment

ELEMENTARY:

Lesson 1

Teacher Guidelines

KIM Chart and PEGS

Grades: K-5

Duration: 45-50 minutes

Objective: Students complete a KIM chart and will use the PEGS (Political, Economic, Geographic, Social) strategy to categorize key vocabulary for increased understanding of the lessons in this unit.

Key Vocabulary: Citizen, Voting, Historical Figure, Civic Responsibilities, and Civil Rights

Lesson Steps and Suggested Pacing:

- Introduction (10 minutes): Introduce the key vocabulary words for the lesson by projecting the Google Slide presentation and have students follow along.
- Group Discussion (10 minutes): Divide the students into balanced group sizes and have them discuss how each vocabulary word fits into the PEGS categories.
- Graphic Organizer Completion (15-20 minutes): Instruct the students to work in pairs to fill out the blank PEGS graphic organizer with their examples and understanding of each vocabulary word.
- Exit Ticket (5-10 minutes): Vocabulary confidence and understanding.

ELEMENTARY:

Lesson 2

Teacher Guidelines

YouTube Video: Citizenship and Choose/Justify

Grades: K-5

Duration: 45-50 minutes

Objective: Students will develop an initial understanding of citizenship by watching a YouTube video. They will then read statements about different types of citizenship to discuss in class.

Lesson Steps and Suggested Pacing:

- Introduction: YouTube Video (10 minutes): Show the video and pause to ask open-ended questions throughout to stimulate discussion.
- Graphic Organizer Completion (15 minutes): Instruct the students to read each text box. If they agree with the statement, they highlight it in green; if they disagree with the statement, highlight it in pink. Tell them to be ready to discuss their choices.
- Choose and Justify (20 minutes): Instruct the student to choose one type of citizenship (Family, School, Community, World, and American) and explain why they think this type of citizenship is important to them by providing at least two reasons to justify their choice.
- Exit Ticket (5 minutes): Orally asked the students to share one thing they learned. Select various students to respond.

ELEMENTARY:

Lesson 3

Teacher Guidelines

Historical Contributions of Historical Figures
Compare and Contrast

Grades: K-5

Duration: 45-50 minutes

Objective: Students will learn about the contributions of select historical figures and understand how they influenced the democratic process.

Lesson Steps and Suggested Pacing:

- Introduction: YouTube Video (10 minutes): Show the video and ask open-ended questions to stimulate discussion
- Graphic Organizer Completion (15 minutes): Instruct the students to read each text box. If they agree with the statement they highlight it in green; if they disagree with the statement highlight it in pink. Tell them to be ready to discuss their choices.
- Compare and Contrast (20 minutes): Instruct the students to read the four biographies. They will then complete the table by writing the correct phrase number in the table.
- Exit Ticket (5 minutes): Orally asked the students to share one thing they learned. Select various students.

ELEMENTARY:

Activities Links

<u>Google Slides Launch</u>	<u>KIM Chart/PEGS/Exit Ticket</u>
	
<u>YouTube Video: Citizenship</u>	<u>Citizenship Handout and Choose and Justify</u>
	
<u>Historical Contributions of Historical Figures & Compare and Contrast</u>	

MIDDLE SCHOOL:

Learning Intentions & Success Criteria

Select Themes	Select TEKS	Learning Intentions	Success Criteria
Citizenship and Participation	6.11B 8.22B	I am learning how citizens participate and influence the political process.	I know I understand when I can identify practices used by citizens to influence the political process.
Civil Rights Movements	7.7D	I am learning how individuals can influence political movements.	I know I understand when I can identify key leaders in movements and explain how they influenced their communities.

MIDDLE SCHOOL:

Select Vocabulary

Democratic Government	A form of government where citizens participate in the decisions made for society
Activist	A person directly taking action to support a cause
Segregation	To separate people, especially by race
Civil Rights	The basic rights given to citizens
Civil Disobedience	Refusing to obey laws believed to be unjust

MIDDLE SCHOOL:

Evidence of Learning

Classroom response systems (clickers, Plickers, Jamboard, Canvas discussion board, Microsoft whiteboards, zoom chat, etc.)	Multiple choice and/or essay test scores	Knowledge/Concept maps
Post It Notes	Presentations	Projects
Reflective journaling	Student work/portfolios	Student note support platforms (Doodle Notes, Cloze Notes, PAT Lists, etc.)
Think Aloud[s]	Collaborative inquiry stations	Other:

MIDDLE SCHOOL:

Suggested Pacing Guide & Learning Events

Lesson 1	Google Slides Unit Launch & KIM Chart/PEGS/Exit Ticket
Lesson 2	PATLIST: Opportunities for Political Participation in Limited Governments
Lesson 3	Effective Leadership in a Constitutional Republic Video Activity: Effective Leadership and Texas Contribution to Civil Rights
Evaluate	Teacher Assessment

MIDDLE SCHOOL:

Lesson 1

Teacher Guidelines

KIM Chart and PEGS

Grades: 6-8

Duration: 45-50 minutes

Objective: Students complete a KIM chart and use the PEGS (Political, Economic, Geographic, Social) strategy to categorize key vocabulary for increased understanding of the lessons in this unit.

Key Vocabulary: Democratic government, activist, segregation, civil rights, and civil disobedience.

Lesson Steps and Suggested Pacing:

- Introduction (10 minutes): Introduce the key vocabulary words for the lesson by projecting the Google Slide presentation and have students follow along.
- Group Discussion (10 minutes): Divide the students into balanced group sizes and have them discuss how each vocabulary word fits into the PEGS categories.
- Graphic Organizer Completion (15-20 minutes): Instruct the student to independently fill out the blank PEGS graphic organizer with their examples and understanding of each vocabulary word.
- Exit Ticket (5-10 minutes): Vocabulary confidence and understanding.

MIDDLE SCHOOL:

Lesson 2

Teacher Guidelines

PATLIST: Opportunities for Political Participation in Limited Governments

Grades: 6-8

Duration: 45-50 minutes

Objective: Students will understand how citizens influence the political process.

Lesson Steps and Suggested Pacing:

- Introduction: Political Participation (10 minutes): Ask the students this question: How do you think citizens can influence the political process in their communities? Discuss as a class.
- PATLIST (15 minutes): Instruct the students to read each reading passage and underline/highlight the correct answers to the questions.
- Ranking (10 minutes): Instruct the students to rank opportunities for political participation from least to most important then instruct them to justify their #1 choice with 2 reasons.
- Checking for Reading Comprehension (10 minutes): Instruct the students to match the reading paragraphs with the correct images.
- Exit Ticket (5 minutes): Orally asked the students to share one thing they learned. Select various students to respond.

MIDDLE SCHOOL:

Lesson 3

Teacher Guidelines

Effective Leadership in a Constitutional Republic &
Video Activity: Effective Leadership and Texas Contribution to Civil
Rights

Grades: 6-8

Duration: 45-50 minutes





Objective: Students will understand how individuals have shaped Texas and recognize the importance of effective leadership in a constitutional republic.

Lesson Steps and Suggested Pacing:

- Introduction (10 minutes): Display the “We the People” image and ask the students what they think the message is of this phrase. Discuss.
- PATLIST (10 minutes): Instruct the students to read each reading passage and underline/highlight the correct answer.
- Video Activity (25 minutes): Show the videos and instruct the students to answer the questions. Replay if needed. Discuss answers as a class.
- Exit Ticket (5 minutes): Instruct the students to write one question for Frederick Douglass and one question for Alonso S. Perales. Then, have the students share their questions. Ask for volunteers.

MIDDLE SCHOOL:

Activities Links Part 1

<u>Google Slides Launch</u>	<u>KIM Chart/PEGS/Exit Ticket</u>
	
<u>PATLIST: Opportunities for Political Participation in Limited Governments</u>	<u>Effective Leadership in a Constitutional Republic</u>
	

MIDDLE SCHOOL:

Activities Links Part 2

[Frederick Douglass Video](#)



[Alonso S. Perales Video](#)



HIGH SCHOOL:

Learning Intentions & Success Criteria

Select Themes	Select TEKS	Learning Intentions	Success Criteria
Civil Rights	USH 20(A)	I am learning how constitutional issues impact society.	I know I understand when I can analyze the effects of landmark U.S. Supreme Court decisions on civil rights.
Political Power and Civic Engagement	MAS 8(B)	I am learning about political decisions and the struggle for Mexican American political power.	I know I understand when I can analyze the impact of Hernández v. Texas on Mexican Americans .

HIGH SCHOOL:

Select Vocabulary

Civil Rights	Legally sanctioned individual freedoms guaranteed to citizens
Social Equality	A condition in which all members of society have the same rights and opportunities
Desegregation	The practice of eliminating legal separation of races, ethnicities, or religious groups
Reform	Changes and improvements to a law, social system, or institution
Conflict	A difference of belief, values, understanding, or interests

Classroom response systems (clickers, Plickers, Jamboard, Canvas discussion board, Microsoft whiteboards, zoom chat, etc.)	Multiple choice and/or essay test scores	Knowledge/Concept maps
Post It Notes	Presentations	Projects
Reflective journaling	Student work/portfolios	Student note support platforms (Doodle Notes, Cloze Notes, PAT Lists, etc.)
Think Aloud[s]	Collaborative inquiry stations	Other:

HIGH SCHOOL:

Suggested Pacing Guide & Learning Events

Lesson 1	Google Slides Unit Launch & Vocabulary PEGS/Song Activity & Exit Ticket
Lesson 2	Hernandez v. Texas Reading Videos
Lesson 3	Perales Reading Social Media Project
Evaluate	Teacher Assessment

HIGH SCHOOL:

Lesson 1

Teacher Guidelines

Vocabulary Introduction and Song

Grades: 9-12

Duration: 45-50 minutes

Objective: Students will be introduced to the unit vocabulary and will use the PEGS [Political, Economic, Geographic, Social] strategy to categorize key vocabulary. They will create a song to demonstrate increased understanding of the lessons in this unit.

Key Vocabulary: Civil Rights, social equality, desegregation, reform, and conflict.

Lesson Steps and Suggested Pacing:

- Introduction (5 minutes): Introduce the key vocabulary words for the lesson by projecting the Google Slide presentation and have students follow along.
- Group Discussion (10 minutes): Divide the students into balanced group sizes and have them discuss how each vocabulary word fits into the PEGS categories.
- Vocabulary Song (30 minutes): Divide the students in pairs or groups and instruct the students to brainstorm and create a vocabulary song that makes meaningful connections among the vocabulary words.

Exit Ticket (5 minutes): Students will answer the reflection question: How did using these vocabulary words in a song help you understand their meanings better?

HIGH SCHOOL:

Lesson 2

Teacher Guidelines

Hernández v. Texas Reading & Videos

Grades: 9-12

Duration: 45-50 minutes

Objective: Students read a summary of Hernandez v. Texas to gain an understanding of its impact on Mexican Americans.

Lesson Steps and Suggested Pacing:

- Introduction: Image Discussion (5 minutes): Display the image on Google Slides or use the handout. Ask the students this question: What is the message of the newspaper headline? Discuss as a class.
- Hernández v. Texas Reading (10 minutes): Instruct the students to complete the reading by highlighting or underlining the answers to the questions.
- Hernández v. Texas Videos (30 minutes): Instruct the students to watch each of the videos and use the video transcripts to help them answer the questions.
- Exit Ticket (5 minutes): Orally ask the students to share one thing they learned from the lesson. Ask for volunteers.

HIGH SCHOOL:

Lesson 3

Teacher Guidelines

Alonso S. Perales: Setting the Stage

Grades: 9-12

Duration: 45-50 minutes (maybe 1 more class period)






Objective: Students read a summary of Alonso S. Perales and his role in the fight for Mexican American civil rights and how his contributions set the stage for cases like *Hernández v. Texas*.

Lesson Steps and Suggested Pacing:

- Introduction: Namesake Discussion (5 minutes): Display the image on Google Slides or use the handout. Ask the students this question: What is the namesake for this elementary school? Discuss as a class.
- Alonso S. Perales: Setting the Stage Reading (10 minutes): Instruct the students to read the handout to gain a better understanding of Perales's contributions.
- Social Media Project: Alonso S. Perales and Hernandez v. Texas (35 minutes): Instruct the students to create a social media project using Google Slides, Canva or any other electronic platform of your choice.

HIGH SCHOOL:

Activities Links

<u>Lesson 1: Google Slides Unit Launch & Vocabulary PEGS</u>	<u>Lesson 1: Song Activity and Exit Ticket</u>
	
<u>Lesson 2: Visual and Hernandez v. Texas Reading</u>	<u>Lesson 2: Hernandez v. Texas: PBS Videos</u>
	
<u>Lesson 3: Perales Reading & Social Media Project</u>	
	

ADDITIONAL PERALES REFERENCES

Garcia, Mario T. Mexican Americans: Leadership, Ideology, and Identity, 1930–1960. New Haven: Yale University Press, 1989.

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ALONSO S. PERALES DIGITAL PROJECTS

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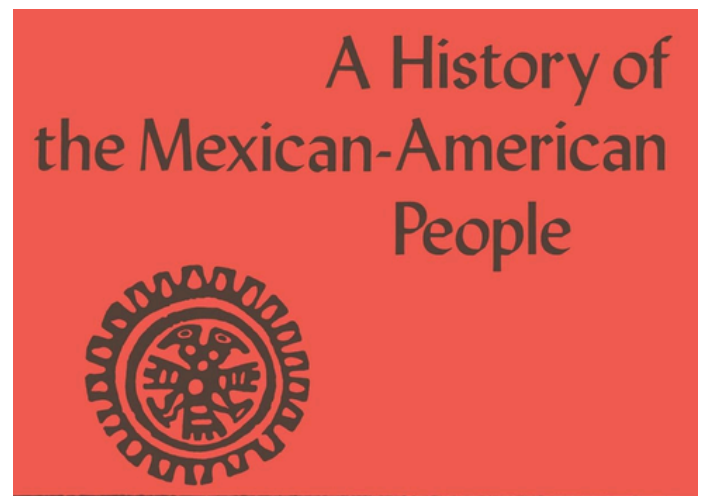
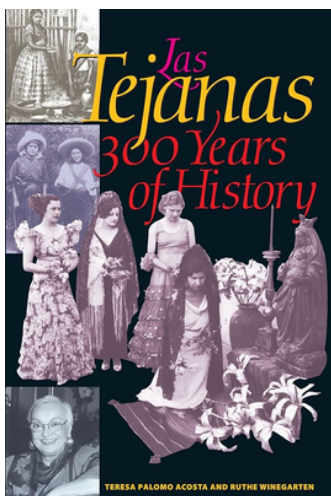
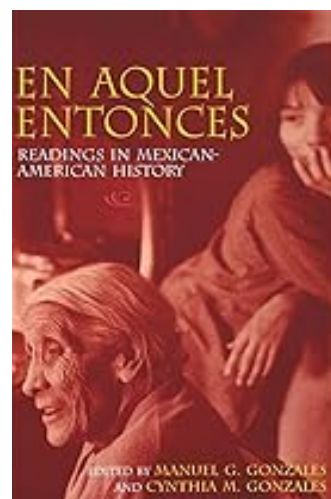
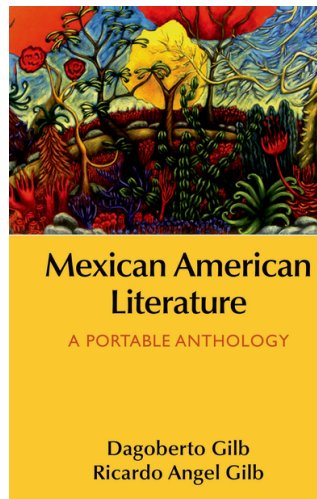
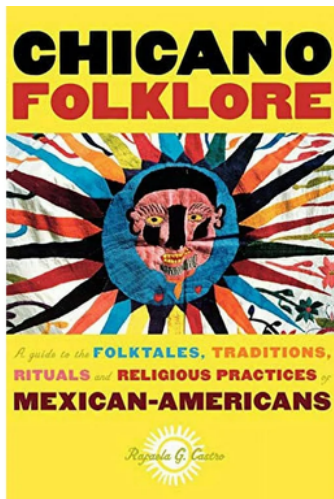
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Orozco, Cynthia E. Pioneer of Mexican-American Civil Rights: Alonso S. Perales. Arte Público Press, 2020.



SUGGESTED REFERENCES

These educational materials are designed to offer teachers in-depth insights into Mexican American Studies. They are intended for teacher use rather than student consumption; however, educators may tailor the content for student access.



Julian Samora and Patricia Vandel Simon



Expanding the story of civil rights in the U.S.

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