**Unit Background**

**Unit title**: Key Mexican-American court cases and final individual research project

**Grade Level**:

**Subject Area**: Social Studies

**Designed by**: Juan Carmona

**Time Frame**: 6 weeks

**Desired Results**

**Goal:**

How can I engage myself in my community.

**Essential Question:**

EQ – What legal issues have Mexican-Americans been faced with in the past?

EQ – What legal issues do Mexican-Americans face today?

EQ – How have Mexican-Americans obtained their Civil Rights?

EQ – What are the steps required for creating a college level research paper?

**Knowledge**

Important

* The Treaty of Guadalupe Hidalgo
* The Dred Scott decision
* Native American or Mexican-American or White
* “Lemongrove Incident
* Mendez v Westminster School District of Orange County and its connection with Brown v. Board of Education
* Hernandez v. Texas
* Cisneros v. Corpus Christi School District

**Skills**

* Explain the legal ramifications of The Treaty of Guadalupe
* Evaluate how the Dred Scott decision affected Mexican-Americans
* Compare and pros and cons of the use of Native American, Mexican-American, and White identity usage by Mexican-Americans
* Understand the legal arguments posed by Hernandez v. Texas and its impact on Mexican-American civil rights
* Demonstrate the proper use of Chicago Style citation
* Understand the difference between primary and secondary sources
* Create a thesis
* Construct a properly formatted research paper

**Learning Experiences (sequenced weekly)**

**Week 1:**

**Treaty of Guadalupe Hidalgo (**[**http://www.pbs.org/kera/usmexicanwar/war/wars\_end\_guadalupe.html**](http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html)**)**

**National Archives Treaty of Guadalupe Hidalgo and lesson**

**(**[**http://www.archives.gov/education/lessons/guadalupe-hidalgo/**](http://www.archives.gov/education/lessons/guadalupe-hidalgo/)**)**

* Briefly review the Mexican-American War –causes and outcomes
* Explore what the treaty does and does not do for Mexican-Americans
* Discuss the pros and cons of American citizenship
* Explore the land issues associated with the treaty

>> Discuss Dred Scott and its decision on citizenship

(<http://www.pbs.org/wgbh/aia/part4/4p2932.html>)

**Week 2: Fight for fair and treatment under the law**

* “Lemongrove Incident” (<http://www.sandiegohistory.org/journal/86spring/lemongrove.htm>)
* Mendez v Westminster School District of Orange County and its connection with Brown v. Board of Education

(<http://sylviamendezinthemendezvswestminster.com/aboutus.html>)

**Week 3: Identity under the law**

* Mexican-American, Native American, White the case of Timoteo Andrade (http://www.law.uh.edu/ihelg/andrade-files/homepage.asp)
* U.S. Census categories
* Hernandez v Texas (<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/class-teachers-guide/>)

(<https://www.tshaonline.org/handbook/online/articles/jrh01>)

* >>> Cisneros v. Corpus Christi School District (<https://www.tshaonline.org/handbook/online/articles/jrc02>)

**Week 4: Research Methods**

* Primary and secondary sources
* Proper outlines and thesis statements
* Chicago Style citation
* Decide on topic for research

**Week 5:**

* Research tips (best sites to use)
* Begin research
* Begin rough draft and make notes as to what more research may be needed

**Week 6:**

Final product

* Complete research and rough draft
  + Peer review
* Complete Final Draft
  + Add visual elements (poster board, power points, video)
* Final Presentation

Key Terms