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The Untold Stories Project

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Untold Stories UbD

Stage 1 – Desired Results

Transfer:

Students will independently use their learning to...

- ★ Question and think critically about the world around them.
- ★ Recognize that truth is subjective, nuanced, and multifaceted.
- ★ Value shared humanity and collective human rights.
- ★ Transcend self-interest in order to mitigate injustice — doing the right thing for someone else's sake.
- ★ Stand up for myself and others when faced with exclusion, discrimination, or prejudice.
- ★ Develop an awareness that words have the power to help or hurt others.

Meaning:

Understandings:

- ★ History can skewed or twisted for political gain.
- ★ History should consist of a myriad of different voices and experiences.
- ★ Despite differences, all humans have equal value.
- ★ The descendents of people who were conquered, enslaved, or discriminated against in history still face inequality and violence today.
- ★ Complacency can be dangerous.
- ★ Discrimination is fueled by a fear of what is different or unfamiliar.
- ★ Race and gender are socially constructed; they matter because they impact how people are treated in society.

Essential Questions:

- ★ Who writes history?
- ★ Whose stories go untold?
- ★ How can we tell more accurate stories about the past?
- ★ Why did racial discrimination happen in the past?
- ★ What causes racism?
- ★ How does discrimination impact people today?
- ★ Why discuss topics such as race or gender?

Acquisition:

Knowledge: Students will know...

6th & 8th Grade TEKS:

History:

I can trace characteristics of societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. (6.1A)

I can analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. (6.1B)

Identify ways conflicts between people from various racial, ethnic, and religious groups were addressed. (8.23C)

I can explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; 1776, adoption of the Declaration of Independence; 1787, writing of the U.S. Constitution; 1803, The Louisiana Purchase; and 1861-1865, Civil War (8.1B)

I can explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (6.6C)

Economics:

I can explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery. (8.12B)

Skills: Students will be able to...

Teaching Tolerance Social Justice Standards:

Diversity #6 - I can interact with people who are different from and similar to me, showing respect to all.

Diversity #7 - I can accurately and respectfully identify ways that people in the same identity groups are different and similar.

Diversity #8 - I can ask questions and show curiosity about others' experiences and cultures.

Diversity #9 - I can embrace my interconnectedness with others despite our differences.

Diversity #10 - I can be aware of how groups are treated today depends on whether they were persecuted or privileged in the past

Justice #12 - I can recognize unfairness & injustice in: attitudes, speeches, behaviors, practices, and laws

Justice #13 - I can be aware of the ways injustice impacts the rights of people based on their identity groups

Justice #14 - I can realize that all people have certain advantages and disadvantages in society because of who they are or where they're from

Justice #15 - I can identify some of the people in social justice history and evaluate the beliefs that motivated them

Action #16 - I can demonstrate concern about how people feel and are treated, especially when they are excluded or mistreated.

Action #17 - I can stand up for myself and for others when faced with exclusion, injustice, or prejudice.

Action #19 - I can speak up or take action when I witness unfairness, even if those around me don't, without letting them convince me.

Action #20 - I can work with family, community, & friends to make things fairer for everyone, & we will plan and coordinate our actions.

Established
Goals

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7th grade Texas history:

- I can evaluate the impact that Hernan Cortez and the conquistadors had on the Native populations of Mexico/Texas.
- I can explain the different methods the Spanish used to colonize the land and people of Mexico/Texas.
- I can compare and contrast the Mexican and American revolutions against colonial powers.
- I will question what life was like in Mexico/Tejas for Natives and Tejanos before the arrival of Anglo immigrants.
- I will identify and synthesize the different perspectives about the Anglo revolution against Mexico.
- I will judge whether the dominant story of the Texas Revolution and the Alamo is fair and accurate.
- I will explore the values, government, and the Constitution that Anglos created when Texas was its own country.
- I will explain how Tejanos, African-Americans, and Natives were impacted by the creation of the Texas Republic.
- I will connect how Texas joining the United States led to the Mexican-American War.
- I can identify the difference between voluntary and forced migrations, and draw conclusions about right and wrong.
- I can evaluate how Tejanos were affected when Anglos drew a border separating their home into two countries.
- I can compare and contrast the experiences of African-Americans, Tejanos, and Natives during the 1800's and 1900's in Texas.

Mexican American history:

- I can identify figures in Mexican history like Hidalgo, Morelos, Iturbide, Zapata, Villa, Madero, and Porfirio Diaz.
- I can identify figures in Mexican-American history like Chavez, Huerta, Gutierrez, Salazar, Tenayuca, and Corky Gonzalez.
- I can question the morality of the Treaty of Guadalupe, the creation of U.S. Border Patrol, + Mexican Repatriation.
- I can sequence Mexican American historical events like World War 2, Bracero Program, Operation Wetback, Hernandez V TX, Miranda V Arizona, San Antonio V Rodriguez, Farmworkers Strike and Boycott, 1970 establishment of Raza Unida Party.
- I can compare the contributions & exploitation of Braceros/migrants to the work slaves and sharecroppers did on plantations.
- I can evaluate the successes and failures of the Farmworkers Movement & the Chicano movement to help Mexican Americans.
- I can analyze the significance of works of Mexican American literature such as I Am Joaquin & Woman Hollering Creek.
- I can explore the significance of different identity terms relevant to Mexican Americans like Mestizo, Spanish, Hispanic, Latino, Chicano, illegal, undocumented,
- I can identify contemporary Mexican American activists + heroes, local and national

6th & 8th Grade TEKS:

Social Studies Skills:

- I can organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps. (6.19C)
- I can identify different points of view about an issue or current topic. (6.19D)
- Use effective written communication skills, such as citations, to avoid plagiarism. (6.21E, 8.30B)
- I can support a point of view on a social studies issue or event. (8.29E)
- Identify bias and points of view created by the historical context surrounding an event. (8.30A)

7th Grade Humanities Skills:

Analyzing Information in Literary Texts:

- I can make inferences about visible and invisible culture based on evidence in a literary text (a novel, poem, play, short story, etc.).
- I can identify historical events or connections to history in a literary text (a novel, poem, play, short story, etc.).
- I can analyze how the setting of the literary text, both in terms of time and place, impacts what happens.
- I can draw conclusions about what challenges different ethnic groups have been through or still face.
- I can connect a work of writing or art to the culture and time period in history in which it was created.

Analyzing Information in Informational Texts:

- I can sequence historical events using a timeline from the beginning to the ending.
- I can categorize information into meaningful groups in order to find patterns.
- I can identify cause-and-effect to understand how one event connects to another.
- I can compare & contrast similar/different people, events, places, systems, + beliefs.
- I can make inferences and predictions about what the truth might be.
- I can draw conclusions about the messages we can learn from history.
- I can create summaries that include main ideas and supporting details, and my own conclusions.

Using Proof and Evidence:

- I can answer social studies questions using proof from graphs, charts, timelines, and maps.
- I can evaluate whether an opinion is true or false based on the evidence in a graph, chart, timelines, or map.
- I can answer social studies questions using textual evidence from an informational or literary text.
- I can evaluate whether an opinion is true or false based on the textual evidence in an informational or literary text.
- I can use primary sources such as interviews, newspapers, diary entries, letters, & artifacts to draw conclusions about history.
- I can identify if the "proof" in secondary sources like textbooks, newspapers, video clips, biographies, etc. is credible or biased.

Understanding Different Perspectives:

- I can identify multiple perspectives about what happened in history.
- I can defend my own perspective about what the truth is using proof and evidence.
- I can argue against bias or hate speech in tellings of history, in sources, the media, or in class discussion.

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Stage 2 – Evidence

Performance Task(s): [Rubric](#), [6th Grade One-Pager](#), [7th Grade One-Pager](#)

Students will demonstrate meaning-making and transfer by creating an exhibit for a living history museum which would take place at an off-campus venue (such as a museum, a local library, or an art gallery!). The museum will contain two galleries: a 6th grade section devoted to the Untold Stories of historical or modern figures left out of the dominant early American historical narrative, and a 7th grade section that reflects the histories of the different ethnic neighborhoods of San Antonio, the city in which our school is located. In order to prepare for their exhibits, students will visit local museums, create exhibit prototypes, and receive feedback from local history museum experts. At the exhibition, students are responsible for putting together a tri-fold poster about their historical figure or neighborhood in San Antonio, as well as either illustrating or building a set that immerses the audience in history. (For example, students could illustrate iconic buildings from the West Side (the historic Mexican Quarter) of San Antonio or create a life-sized model of a Caddo Indian home.)

As docents, students will provide the museum patrons with one-pager about their historical figure. At the end of the unit, all handouts will be bound together in order to create a school textbook of Untold Stories that teachers and students at our school can reference for years to come! In order to create effective and professional handouts for their historical figure, students will participate in a book-making workshop facilitated by textbook publishers. Later in the project after they have completed their research on their historical figure, students will receive feedback on their handout/textbook entry from the publishers in order to guide them through the revision process.

Roles (each group has 3 people)

- Textbook Writer - Takes the group's research to draft, format, and create the one-pager.
 - The Curator - Takes the group's research and designs, outlines, and drafts the tri-fold poster.
 - A Set Designer - Selects, plans, and justifies the 3 artifacts or buildings the group creates for the exhibit.
- * Every student must complete their section of the research packet
 * Every student will help to critique a classmate's first draft in order to create a polished final product
 * Every student must produce a model of a structure or an artifact

Other Evidence: (e.g., formative)

6th Grade Evidence:

- Week 1 - Unit Introduction & Group Contract**
1. - Untold Story Carousel (Pre-Assessment)
 2. - Group Contract
- Week 2, 3 - Unit Intro, Exploration & Colonization 1400's-1700's**
3. - Untold Story Investigation: Exploration & Colonization 1400's-1700's
 - a. Cornell Notes
 - b. Station activities/research guide
 4. - Cross-curricular themed Book Clubs
 5. - Exploration & Colonization Quiz
 6. - Circle Discussion: Intro to Slavery
- Week 4 - Slavery 1500's - Today**
7. - Untold Story Investigation: Slavery 1500's-Today
 - a. Cornell Notes
 - b. Station activities/research guide
 8. - Field Trip to Institute of Texan Cultures
 - a. Museum Exhibit Scavenger Hunt
 9. - Illustrating Scenes from Equiano Ouladah, a memoir account of the Middle Passage and how Africans were sold into slavery
 10. - Research investigation: When did slavery for African Americans really end?
 - a. Sharecropping
 - b. Mass-Incarceration
 - c. Today's shift from migrant farm worker to inmate farmer
- Week 5 - Manifest Destiny 1800's - Today**
11. - Untold Story Investigation: Manifest Destiny
 - a. Cornell Notes
 - b. Station activities/research guide
 12. Andrew Jackson, the Indian Removal Act, and the Trail of Tears activity
 13. Carlisle Indian School Activity
 14. Deconstructing Stereotypes of "The Noble Savage" activity
 15. Nick Sandmann & Nathan Phillips
 16. The Dakota Access Pipeline Debate
 17. "Redskins" Debate
- Week 6 - Women's Suffrage - 1900's - Today**
18. The Equal Rights Amendment Debate (historical & current)
 19. The Suffragette Movement and speeches
 20. "Separate Spheres" and Mothers of the Republic
 21. Modern Gender Inequality: Pay Gap/ERA/Reproductive Laws
 22. Ruth Bader Ginsberg's Legacy
- Week 7 - Project Work Time & Class Presentations**
23. Mini Self & Group Reflection & Goal Setting
 24. End of project essay reflection
- Week 7 - Project Work Time & Class Presentations**
25. Exhibition

7th Grade Evidence:

1. Field Trip: Tour of Segregation in San Antonio,
2. Reading Strategies Chart: Prologue from *There, There* by Tommy Orange
3. Comancheria, The Indian Wars, and Quanah Parker graphic organizer
4. Does Violent Resistance Work? essay: Lessons Learned from Comanche history (or something)
5. I Am Joaquin: Poem Interpretation + Mexican History Timeline
6. Woman Hollering Creek: Race and Gender Intersectional Analysis
7. The Living Witness Poem + Symbolism Essay
8. Iceberg Analysis: Race and Culture Bulletin Boards
9. Literature Circles Reading Logs for I Am Not Your Perfect Mexican Daughter, Mexican Whiteboy, Gabi: A Girl in Pieces, Aristotle & Dante, and The Confessional
10. Literature Circle Thematic Essays
11. Mexican American Heroes, Villains, and Antiheroes Debate
12. Mexican Americans in the 20th century graphic organizer
13. Quizzes: The Indian Wars + Mexican American history

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Stage 3 – Learning Plan

Learning Activities:

6th Grade

Project Introduction (1 Week):

Day 1: (Tuesday January 7th & Wednesday January 8th)

★ Entry Event:

- [TED Talks: "The Danger of a Single Story"](#)
- Myth Buster Stations: *"Is history written by the victors?"*
 - The Thanksgiving Story
 - Slavery
 - Role of Colonial Women
- [Pass out One-Pager](#)

Day 2: (Thursday January 9 & Friday January 10 - MAP Testing)

★ Independent Exploration of One-Pager & Rubric

- [Group & Independent Rubrics](#)
- Group Work Request Google Form
 - (Due 1/12 by 12:00pm - Google Classroom)
- Know & Need to Know Activity
 - What do you know about Native Americans/African Americans/Women's History? What questions do you have?

7th Grade

The Unit is organized into smaller driving questions for each week of humanities content,

- Week 2: Who are Mestizos?
- Week 3: Who are Campesinos?
- Week 4: Who are Tejanos?
- Week 5: Who are Chicanos?
- Week 6: Who are Dreamers?

Day 1: (Tuesday January 7th & Wednesday January 8th)

★ Unit Entry Event:

- [TED Talks: "The Danger of a Single Story"](#)
- Myth Buster Stations: "Is history written by the victors?"
 - Bombing Pearl Harbor
 - Fiesta in San Antonio
 - Israel Vs. Palestin
 - Iraq War

★ Passing out [7th Grade One-Pager](#)

Day 2: (Thursday January 9 & Friday January 10 - MAP Testing)

★ Choosing Literature Circles Books

- Book Trailers Stations
- Choice Sheet

★ Independent Exploration of One-Pager & Rubric:

- [Rubric, 7th Grade One-Pager](#)
- Homework: KWL activity - What do you already know about Mexican American History? What Do You Need to Know?

Week 2: Who Are Mestizos ?

Day 3: (Monday January 13 & Tuesday January 14)

★ Warm Up and Pre-Assessment (30 minutes)

- Putting Together a KWL Project Board (students put a Know or Want to Know on a sentence strip and tape it on the board)
- Pre-Assessment on Google Forms (15 questions)

★ Reading the [short version of I Am Joaquin](#) (30 minutes)

- [Mind's Eye Pre-Reading Strategy](#): read list of 20 words from the poem, and students either make a drawing, write a question or prediction, or write a story based on the words
- Read the poem, and students make and illustrate connections they feel to the poem

★ Literature Circles Day 1

- Students find groups, read the first 30-40 pages (50 minutes), complete reading logs (10 minutes)

Day 4: (Wed January 15 & Thurs 16)

★ [I Am Joaquin](#) Parts 1 and 2 (longer epic is divided up)

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- (Due 1/12 by 12:00pm - GC)

Exploration & Colonization 1400's-1700's (2 Weeks)

Day 3: (Monday January 13 & Tuesday January 14)

★ Review Know & Need to Know Share Out

- What do we have in common?
- What do we want to know?

★ Review Social Justice Standards

★ Curiosity Carousel: (Pre-Assessment)

- Who writes history?
- What could go wrong when history is written down?
- How can we tell more accurate stories about the past?
- What causes racism?
- How does discrimination impact people today?
- Why discuss topics such as race or gender?

★ Group Contracts

- (Due 1/17 by 4:00pm - GC)

Day 4: (Wednesday January 15 & Thursday January 16)

★ Exploration & Colonization

1400's-1700's:

- Mini Lesson & Cornell Notes
- Station Instructions

- (Due 1/22 by 4:00, submitted through GC)

Day 5: (Friday January 17)

★ Tentative Botanical Gardens Field Trip (For another class)

- Pre-Teach vocab: Maya and Aztec civilizations and kings, Hernan Cortez
- Annotate the poem, paraphrase it, and analyse.
 - Analysis Question 1: Mestizo means mixed race. From which two racial groups are most Mexicans - Mestizos - born?
 - Analysis Question 2: How does Joaquin feel about being descended from the Aztecs and Mayans? How do you know?
 - Analysis Question 3: How does Joaquin feel about being descended from Hernan Cortez and the conquistadors? How do you know?

★ Literature Circles Day 2

- Students find groups, read until page 70-80, complete their reading logs, and work on identifying characters and setting. (1 hour)

Day 5: (Fri January 17)

- ★ Warm Up: Make a prediction - what percentage of Mexicans do you believe identifies as Mestizo?
- ★ New Spanish Social Hierarchy
 - Peninsulares
 - Criolles
 - Mestizos
 - Indios
- ★ I Am Joaquin Part 3 + Mexican Revolution
 - Grito de Delores + Father Miguel Hidalgo
 - Independence in 1821 after 10 years of fighting
- ★ Synthesis
 - Colourism - Beauty as whiteness
 - Mystery Lesson - To what extent - if at all - is Mexican society still divided into this caste system?
- ★ Literature Circles Day 3
 - Students find groups, reading until page 100, complete reading logs (40 minutes)

Week 3: Who are Campesinos?

Day 6: (Tues January 21 & Wed 22)

- ★ I Am Joaquin Parts 4, 5, and 6
 - Vocab Teach: Benito Juarez, Cinco de Mayo/war with French, Porfirio Diaz, Mexican Revolution (Civil War),
- ★ Annotate, Paraphrase, Analysis Questions
 - Analysis Questions 1: Why does Joaquin use sarcasm when he says Mexico is free? Explain?
 - Analysis Question 2: Why does Joaquin compare Benito Juarez to Moses? Explain.
 - Analysis Question 3: If you had to guess whether Joaquin is Mestizo, Indios, Criolles, or Peninsulares, which would you say? What evidence can you find to support this?
- ★ Stations: Who are Campesinos? What work did they do?
- ★ Literature Circles Day 4
 - Students find groups, read until page 140, complete reading logs, and discuss character conflict.

Day 7: (Thurs January 23 & Fri 24)

- ★ Mexican American Revolution/Civil War

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★ (Plan B) Continue Exploration & Colonization Stations

- (Due 1/22 by 4:00, submitted through GC)

Day 6: (Tuesday January 21 & Wednesday 22)

★ Continue Exploration & Colonization Stations

- (Due 1/22 by 4:00, submitted through GC)

Day 7: (Thursday January 23 & Friday January 24)

★ Exploration & Colonization Stations Quiz

★ [Talking About Slavery Circle](#) (Setting the stage for the discussion)

Slavery (1 Week)

Day 8: (Monday January 27 & Tuesday 28)

★ Intro to Slavery

- Mini Lesson & Cornell Notes
- [Myths About Slavery](#)
- Station Instructions
 - (Due 2/2 by 12:00pm, submitted through GC)

Day 9: (Wednesday January 29 & Thursday 30)

★ Slavery Stations

- (Due 1/31 by 4:00pm, submitted through GC)

Day 10: (Friday January 31)

★ 6th Grade Field Trip to the [Institute of Texan Cultures](#)

- Heroes, Villians, and Anti Heroes Debate with Pancho Villa, Porifiro Diaz, Emiliano Zapata, & Francisco Madero, as well as Joaquin Murrietta

★ Short Story about Campesinos: Saturday Belongs to La Paloma from [Hecho en Tejas](#) Anthology

- Analysis question 18: Why did La Paloma - the migrants - come to work in Texas?
- What challenges did migrant workers face in Texas? How did the townspeople treat them?
- How is the identity of the main character different from the identity of La Paloma? What does this say about privilege and race?

★ Literature Circles

- Students find groups, read until page 180, complete reading logs, and discuss [Iceberg](#) visible and culture factors for their characters.
* (the students learned Iceberg first quarter, but otherwise need to be taught this explicitly)

Week 4: Who Are Tejanos?

Day 8: (Mon January 27 & Tues 28)

★ I Am Joaquin Parts 7 and 8 Pre-Teach Vocab such as muralist, mariachi, and the Treaty of Guadalupe Hidalgo

- Annotate, Paraphrase, and Analyze
- Analysis Question 1: Why does Joaquin mention mariachi music and the paintings of Mexican muralists? How does this art impact his identity?
- Analysis Question 2: Why does Joaquin refer to the Treaty of Guadalupe Hidalgo as a betrayal?
- Analysis Question 3: If Joaquin was born in America, like the author Corky Gonzalez, then why does he spend so much time discussing Mexican history? What does Mexican history have to do with his life?

★ Poem: The Ballad of Gregorio Cortez

- [Window Notes](#) (Facts Feelings, Connections, Questions)
- [4 Corners](#)

★ Literature Circles

- Students find groups, read until Page 225, complete reading logs, and begin analyzing themes.

Day 9: (Wed 29 January 29 & Thurs 30)

★ The Living Witness Poem

- Analysis Questions:
 - 1) Who are the men of stone? Who are the men with skin like clay?
 - 2) Why does the tree, which was happy when it was young, become sad in the middle & end of the poem?
 - 3) What is the significance of the butterflies?
 - 4) What does the poet mean when they say they want to become a living witness?
 - 5) Why did the author write this poem? What are they hoping to convince the reader to do?

★ Stations: What racial injustices did Tejanos experience in Texas?

- La Matanza and The Texas Rangers - Learning how they illegally killed Tejanos to still their land

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- Museum Exhibit Scavenger Hunt

Manifest Destiny (1 Week)

Day 11: (Monday February 3 & Tuesday February 4)

- ★ Intro to [Manifest Destiny](#)
 - Mini Lesson & Cornell Notes
 - Station Instructions
 - *(Due 2/6 by 4:00pm, submitted through GC)*

Day 12: (Wednesday February 5 & Thursday February 6)

- ★ Manifest Destiny Stations
 - *(Due 2/6 by 4:00pm, submitted through GC)*

Day 13: (Friday February 7)

- ★ Quiz over Manifest Destiny
- ★ Intro to Women's Suffrage

Women's Suffrage (1 Week)

Day 14: (Monday February 10 & Tuesday February 11)

- ★ Intro to Women's Suffrage
 - Mini Lesson & Cornell Notes
 - Station Instructions
 - *(Due 2/13 by 4:00pm, submitted through GC)*

Day 15: (Wednesday February 12 & Thursday February 13)

- ★ Women's Suffrage Station Work
- ★ Women's Suffrage Quiz

- Juan Crow - How Tejanos were kept from voting, owning land, and they were victimized by the Klu Klux Klan and white terrorists.
- Repatriation - being deported and sent to Mexico, even if they were born here.
- Segregation - Worse schools, barrios/ghettos, no access to health care, etc.

Day 10: (Fri January 31)

- ★ Finishing I Am Joaquin (parts 9 and 10). Discussion
 - Divide class into stations. Each station takes a part of the poem.
 - Each student selects a "Golden Line" from the poem.
 - Class arranges our own, shorter version of I Am Joaquin by arranging everyone's sentence stems. [Text Rendering / Golden Line Protocol](#)
- ★ Literature Circles
 - Read until page 300. Fill out the reading logs, and then go back and fill out a plot diagram. Make a prediction: What do you believe the falling action and resolution will be?

Week 5: Who are Chicanos?

Day 11: (Mon February 3 & Tues 4)

- ★ Chicano Studies introductory video
 - 55 minute [PBS Video on Creation of Chicano Movement](#), push for inclusion in school, farm workers protest
- ★ Poetry Stations (use a graphic organizer that applies to your context):
 - I Too Have Walked My Barrio Streets by Tino Villanueva
 - And When I Dream Dreams By Carmen Tafolla
 - Why I Was Never a Chicano Militant by Lalo Delgado
 - A Trip Through the Mind Jail by Raul Salinas
- ★ Literature Circles
 - Read until page 340, fill out the reading logs, and then identify 3 connections you have with the story: text-to-self, text-to-text, and text-to-world. For each connection, be sure to use a quote from the story to describe the moment.

Day 12: (Wed February 5 & Thurs 6)

- ★ Crystal City and La Raza
 - [PBS Video about Chicano Movement in Texas](#)
- ★ Comparing and Contrasting LA Walkouts with San Antonio Walk Outs
 - [PBS 15 minute video](#)
 - [PBS Mexican American Education in TX](#)
- ★ Reading for Meaning Comprehension Strategy - Agree and Disagree using textual evidence to justify choice
 - [The Making of Chicano Militant](#) by Jose Angel Guttierrez
- ★ Literature Circles
 - Read until page 380, fill out the reading logs, and then explain whether the predictions you made in the plot diagram work correct about the falling action of the story. Explain if you were surprised, happy, or disappointed by how it actually ends.

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Project Work Time & Expert Feedback (1 Week)

Day 16: (Tuesday February 18 & Wednesday February 19)

- ★ Group Role Review & Prototype Design

Day 17: (Thursday February 20)

- ★ Museum Curator & Theatre Teacher Expert Feedback
- ★ Feedback Sentence Stems & Note Cards

Day 18: (Friday February 21)

- ★ Feedback Implementation/Revision Plan

Project Work Time & Class Presentations (1 Week)

Day 19: (Monday February 24 & Tuesday February 25)

- ★ Project Work Time & Teacher/Group Check-In

Day 20: (Wednesday February 26 & Thursday February 27)

- ★ Class Presentations
- ★ Project Work Time

Day 21: (Friday February 28)

- ★ Class Presentations
- ★ Mini Self-Reflection & Weekend Goal Setting

Revisions & Exhibition (1 Week)

Day 22: (Monday March 2 & Tuesday March 3)

- ★ Project Work Time (Finalize Projects)

Day 23: (Wednesday March 4)

Day 13: (Fri February 7)

- ★ Literature Circles
 - Students finish books and book logs.
 - Students work on a scaffolded literary analysis essay, identifying two themes in the story, quoting from scenes that illustrate those themes, and connecting those themes to their own experiences.
 - This is the last day in class to read the novel.

Week 6: Who Are Dreamers?

Day 14: (Mon February 10 & Tues 11)

- ★ Warm Up: Identify the terms you are familiar with: Dreamers, Undocumented, Illegals, Mexican Americans, Mexican Nationals
- ★ **Mystery Activity:** Do Mexican Americans have social, economic, and political equality today?
 - Segregation of San Antonio by race
 - Worse housing, schools, hospitals
 - Higher incarceration and police brutality rates
 - Lower salaries, lower education, higher poverty
 - Persecution of Immigrants
 - ICE and deporting
 - Concentration Camps for Latin American migrants
 - Hurtful Language
- ★ **Fishbowl Discussion:** Do Mexican Americans have equality today? What historical factors have led to Mexican Americans to experience inequality? How has the Trump presidency impacted Mexican American people? Do you believe things will improve in the future, and why?
- ★ Quick Write: Have you noticed or experienced racial discrimination towards Mexicans in your own life?

Day 15: (February Wed 12 & Thurs 13)

- ★ Reading: Woman Hollering Creek
- ★ Analysis Questions: What challenges to Mexican Americans struggle in Texas? How is Cleofilas' life more challenging because she is a woman?
- ★ Project Work Time: Drafting the Project

Week 7: Project Work Time & Expert Feedback

Day 16: (Tues February 18 & Wed 19)

- ★ Project Work Time

Day 17: (Thurs February 20)

- ★ Museum Curator (Poster & One-Pager) & Theatre Teacher (Set Design) Expert Feedback
- ★ Feedback Sentence stems & Note Cards

Day 18: (Fri 21)

- ★ Implementing the Feedback Given By Expert
- ★ Revising and finishing up projects

Week 8: Project Work Time and In Class Presentations

Day 19: (Mon February 24 & Tues 25)

- ★ Project Work Time

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- ★ Final revisions, self & group evaluation & reflection

Day 24: (Thursday March 5)

- ★ Untold Stories Living Museum Exhibition!
- ★ Feedback Cards

- ★ First few finished groups begin Class Presentations
- ★ Teacher feedback for the groups that presented
- ★ Final Project Due by the end of Tuesday

Day 20: (Wed February 26 & Thurs 27)

- ★ Class Presentations
- ★ Teacher Feedback for the groups that presented
- ★ Finishing/Revising Projects OR Enrichment Activities

Day 21: (Fri February 28)

- ★ Class Presentations
- ★ Teacher Feedback for the groups that presented
- ★ Finishing/Revising Project OR Enrichment Activities

Week 9: Final Revisions and Exhibitions

Day 22: (Mon March 2 & Tues 3)

- ★ Project Work Time
- ★ Final Project Due!

Day 23: (Wed March 4)

- ★ Final revisions, self & group evaluations & reflections

Day 24: (Thurs March 5)

- ★ Untold Stories Living Museum Exhibition!
- ★ Feedback Cards

Students who complete their projects early and do their presentations early on can work on these enrichment activities!

Myth Buster Enrichment Activity 1: The "Savage" Indian in Texas

- ★ Reading the Prologue from *There, There*, and responding to the stereotype of the Noble Savage
- ★ Learning about the Comanches, Comancheria, and the Indian Wars in Texas
 - 4 corners activity

Myth Buster Enrichment Activity : The Chicano Movement was Led by Male Activists

- Emma Tenayuca
- Dolores Huerta
- Alice Montemayor
- Ester Machuca

6th Grade Materials and Resources:

Week 1 - Unit Introduction & Group Contract

Untold Story [Carousel](#) (Pre-Assessment)

[Group Contract](#)

Week 2, 3 - Unit Intro, Exploration & Colonization 1400's-1700's

[American History Timeline](#)

7th Grade Materials and Resources:

[There, There Prologue](#) by Tommy Orange

[I Am Joaquin](#) (or the [shortened version](#)) by Corky Gonzalez

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Untold Story Investigation: Exploration & Colonization

1400's-1700's

- Cornell Notes ([Cornell Notes Review from AVID](#))
- Cross-curricular themed Book Clubs
- Exploration & Colonization Quiz
- [Circle Discussion: Intro to Slavery](#)

Week 4 - Slavery 1500's - Today

[The Courage to Teach Hard History](#)

[A History of Slavery in the United States Timeline](#)

Untold Story Investigation: Slavery 1500's-Today

- a. Cornell Notes
- b. [Myths About Slavery](#)
- c. Station activities/research guide

[Field Trip to Institute of Texan Cultures](#)

- d. Museum Exhibit Scavenger Hunt

[Illustrating Scenes from Equiano Ouladah, a memoir account of the Middle Passage and how Africans were sold into slavery](#)

[Research investigation: When did slavery for African Americans really end?](#)

- e. [Sharecropping](#)
- f. [Mass-Incarceration](#)
- g. [Today's shift from migrant farm worker to inmate farmer](#)

Week 5 - Manifest Destiny 1800's - Today

Untold Story Investigation: Manifest Destiny

- h. Cornell Notes
- i. Station activities/research guide

[Andrew Jackson, the Indian Removal Act, and the Trail of Tears](#)

[Carlisle Indian School Activity](#)

[Deconstructing Stereotypes of "The Noble Savage" activity](#)

[Nick Sandmann & Nathan Phillips](#)

[The Dakota Access Pipeline Debate & The Dakota Access](#)

[Pipeline Controversy](#)

["Redskins" Debate](#)

Week 6 - Women's Suffrage - 1900's - Today

[Women's Suffrage Timeline](#)

[The Suffragette Movement](#) and [speeches](#)

["Separate Spheres" and Mothers of the Republic](#)

Modern Gender Inequality: [Pay Gap/ERA/Reproductive Laws](#)

[Ruth Bader Ginsberg's Legacy](#)

Week 7 - Project Work Time & Class Presentations

[Peer Feedback](#)

Mini Self & Group Reflection & Goal Setting

End of project essay reflection

Week 8 - Final Project Work Time & Exhibition

Exhibition

[Improving Student Work with Expert Feedback](#)

[A Living Witness](#) a poem about La Mantanza, Tejanos, and the Texas Rangers by Nati Roman (A San Antonio poet)

[Woman Hollering Creek](#) by Sandra Cisneros

Mexican American Voices Literature Circles texts

- [Gabi, A Girl In Pieces](#) by Isabel Quintero
- [I Am Not Your Perfect Mexican Daughter](#) by Erika Sanchez
- [Mexican Whiteboy](#) by Matt de La Pena
- [Aristotle and Dante Discover the Secrets of the Universe](#) by Benjamin Saenz
- [The Confessional](#) by J. L. Powers

[Hecho en Tejas](#), an anthology of Texas Mexican literature edited by Dagoberto Gilb

- Juan Seguin (letter in his defense) - Page 8
- Ballad of Gregorio Cortez - Page 34
- The Devil on the Border by Jovita Gonzalez - Page 97
- La Nacha Sells Dirty Dope by Ruben Salazar - Page 120
- Saturday Belongs to the Palomia by Daniel Garza - Page 129
- Cecilia Rosas by Amado Muro - Page 144
- The Making of a Chicano Militant by Jose Angel Gutierrez - Page 164
- "Stupid America" and "The Chicano Manifesto" by Abelardo "Lalo" Delgado - Page 174
- I Too Have Walked My Barrio Streets by Tino Villanueva - Page 169
- The Feeling is Mutual and Go Ahead, Ask Her by Angela de Hoyos - Page 236
- And When I Dream Dreams by Carmen Tafolla - Page 238
- Bicentennial Blues and El Barrio by Jose Montalvo - Page 244
- In Defense of the Jalapeno and Other Chiles by Jose Antonio Buricaga - Page 248
- I Am Your Brother, I Am Chicano by Conjunto Aztlan - Page 270
- I Am an American Too by Greg Barrios - Page 273
- A Trip Through the Mind Jail by Raul Salinas - Page 284

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[The Power of Critique & Redrafting](#)

[Living History Museum Exhibition Ideas](#)

[Alternative Living History Museum Rubric Idea](#)

[Living Museum Ideas: Pinterest](#)