

## Lesson Plan-How Civil Rights Movement Affected The Rio Grande Valley

### 11<sup>th</sup> Grade US History

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#### I. Introduction

A. Civil rights are important to everyone and they were slow at reaching the Rio Grande Valley. With the domination of Anglos running politics, the Civil Rights Movement of the 1950s and 1960s would change not only the South but also The Rio Grande Valley. Cesar Chavez along with Dolores Huerta would lead the United Farm Workers in California and it would cipher on down to the Valley. Tony Orredien would lead the migrant workers here in the Valley and along with that the formation of La Raza Unida Party and the movement to rise and better ourselves would begin a surge in a push for all Hispanics/Latinos/Mexican-Americans to look at our roots. Where we came from would establish some pride in our heritage and instill a sense to unite and move ahead. This lesson will provide students with a history of the trials and tribulations their own families experienced during the Civil Rights Movement of the 1950s and 1960s.

#### II. Guiding Questions

- A. How did the Civil Rights Movement affect how you live today?
- B. How have Civil Rights affected the Rio Grande Valley?
- C. How have Civil Rights affected your family's history?

#### III. Learning Objectives

- A. US 9A—Trace the Historical development of the Civil Rights Movement in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries, including the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> and 19<sup>th</sup> amendments—Readiness Standard
- B. US.9B-- Describe the roles of political organizations that promoted civil rights including ones from African American, Chicano, American Indian, and other civil rights movements— Supporting Standard
- C. US.9C Identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, Dolores Huerta, and Betty Friedan.
- D. US. 9H-- Evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participations of minorities in the political process. Readiness Standard

#### IV. Detailed Background

- A. HISTORICAL DEVELOPMENT OF THE CIVIL RIGHTS MOVEMENTS IN THE 19<sup>TH</sup>, 20<sup>TH</sup> and 21<sup>ST</sup> CENTURIES :

- Civil Rights – These rights are legal and political rights enjoyed by the inhabitants of a country. The Constitution and Bill of Rights guarantee civil rights to citizens and resident aliens of the United States, but certain groups of people were denied some rights. Blacks, Native Americans, and women have been denied of their civil rights.
- 19th Century – abolitionists, Civil War, Emancipation, Reconstruction, resistance to the rise of the Ku Klux Klan
- 13th Amendment – Adopted in 1865, eight months after the war ended, and the amendment forbade slavery in the United States.
- 14th Amendment – declared that all persons born in the United States (except Native Americans) were citizens, that all citizens were entitled to equal rights regardless of their race, and their rights were protected by due process of the law. (1868)
- 15th Amendment – one of the three amendments to the U.S. Constitution passed during the era of Reconstruction granted black men the right to vote. (1870)
- 19th Amendment – Gave women the right to vote (1920)
- 20th Century – W.E.B. Dubois economic efforts, birth of the NAACP, desegregation of the Armed Forces and education (*Brown v. Board of Education*), resistance to Jim Crow laws, Martin Luther King, Jr. and Montgomery bus boycott, non-violent protests, Civil Rights Act of 1964 and Voting Rights Act of 1965
  - 21st century – election of first African American President (Barack Obama), and appointment of first Hispanic woman to Supreme Court (Sonia Sotomayor)

#### D. ROLES OF POLITICAL ORGANIZATIONS THAT PROMOTED CIVIL RIGHTS

Political organizations helped organize movements, demonstrations, boycotts, etc. Lobby and advocate reform.

Examples of political reform organizations:

- Student Nonviolent Coordinating Committee (SNCC),
- Congress on Racial Equality (CORE)
- Chicano- League of United Latin American Citizens (LULAC),
- United Farm Workers Organization Committee (UFWOC),
- La Raza Unida (Mexican-Americans United)
- American Indian – American Indian Movement (AIM)
- Women's civil rights movements – National Organization for Women (NOW)

#### E. SIGNIFICANT LEADERS WHO SUPPORTED VARIOUS RIGHTS MOVEMENTS

- Martin Luther King, Jr. – Leader of the Civil Rights Movement, preached non-violent approach
- Caesar Chavez – Hispanic labor leader and farm worker who worked for reforms and rights of the migrant workers.
- Rosa Parks – African American civil rights activist, in Montgomery, Alabama (1955) refused to give up her seat on the city bus for a white man, lead to the Montgomery Bus Boycott

- Hector P. Garcia: Mexican American physician and civil rights advocate, Dr. Garcia organized the American G.I. Forum (1948) initially to improve veteran benefits and enhance medical attention. But it soon expanded to address educational and vocational training, housing, public education, poll taxation, voter registration, hospitalization and employment.
- Betty Friedan: wrote *The Feminine Mystique*, co-founded NOW (National Organization of Women)
- Dolores Huerta- advocate and lobbyist for farm workers' rights

#### F. Founding of Nuevo Santander 1749 (Notes Dr. Sonia Hernandez—UTPA)

- Jose de Escandon founder of Nuevo Santander  
Spanish crown sends soldiers, civilians, numbers of religious orders to take in entradas.  
Entradas- composed of with 1750 soldiers  
Columns 3 from the south  
3 from the west  
1 from the north
- Captains of Columns left records  
Rivers vital to survival—major rivers—Rio Salado, Rio San Juan, Rio Alamo
- Nuevo Santander made up of 14 settlements South of the Nueces River  
Some colonies were Queretaro, San Luis Potosi, Nuevo Leon, Tamaulipas  
  
Camargo major river port at that time. Falcon as well.
- Nuestra Senora de Guadalupe de Reynosa founded in 1749
- Laredo would be the first permanent settlement north of the Rio Grande in 1755.
- Rio Grande City about 1753
- By 1790 Hispanic pop north of Nuevo Santander 2510
- In Nuevo Santander about 20,000
- Land was allotted by rivers and here every owner would have access to the Rio Grande River.
- There was certain criteria for allotting land—number of years for service to king, Military service, prominent families, time in settlement, or patriarch gave land to wife or sons and daughters.
- By 1755, Nuevo Santander had 6000 colonists.

#### G. 1821 Mexican Independence

- Mexico gains independence from Spain
- Affluent Tejanos will cooperate with Mexicans
- Tejanos will cause problems for new government and soon Mexico will go to war with Tejas.
- Texas becomes independent in 1836.

- Texas will become a state in 1845, and will go to war again in 1846-1848 with Mexico.
- This time the Rio Grande River will be set as the southern boundary between the US and Mexico
- By 1850 there are 25,000 Mexicans/Mexican-Americans in Texas
- Anglos or Non Hispanics begin moving in. 2000 in region North of the Nueces, 2500 South and west of the Nueces
- Main economic activity will be Ranching (cattle, sheep, and goats)
- 1848-1860—most owners of livestock were Tejanos or Mexican immigrants 373 out of 408.
- Women also become ranchers.
- Registering cattle by recording separate brands becomes very important in keeping good relations with “vecinos” neighbors

#### H. Post War

- Large ranches will survive economic downturns because of creditors lending them money
- Many Mexican ranchers will lose their land because of lost titles, lack of credit, lack of knowledge or language, and financial assistance.
- Anglo spectators will take advantage of these people and profit greatly from them.

#### V. Preparation Instructions

- Notes for civil Rights Movement (given in lesson)
- Notes on the founding of Nuevo Santander (need additional info besides the one given; resources listed at the end of lesson)

#### VI. Lesson Activities

Hook: Show students picture of people being water hosed and ask them if they know what is going on. Picture at end of lesson.

While watching power point presentations, Students will take notes on Civil Rights Leaders that had an impact on society in the 1950s and 1960s.

After students have taken notes, students will work civil rights leader biography handout. The teacher can decide how many a student will have to do.

After watching clips of Cesar Chavez and Dolores Huerta ask students how many of them have worked in the fields or are migrant students. Then follow up and ask them how many of them have parents who worked in the fields? Ask them to go home and ask their parents or grandparents what it was like to work in the fields and if they ever joined in any of the strikes or that took place here in the valley. Make them familiar with our leader here Tony Orendain . Ask how many are familiar with him? Follow up the next morning with questions. Could be used as Exit card.

2<sup>nd</sup> day—Begin class by asking various students if any of them learned any family history? Have them pair-share then have some students share stories with class. Tell others that their stories will get heard in a later activity.

Next begin giving notes on Nuevo Santander on the History of Rio Grande Valley. Some notes have been provided but additional references and sources have been provided for further reading.

Students will now make a picket sign to let the Anglos who were coming into the area know that they do not want them there. This will relate to yesterday's lesson but can also be tied in to lesson given today. Or a T-Chart comparison of Ideologies between Mexicans and Anglos can be done also.

#### VII. Lesson Assessment

Write an essay stating how the civil rights movement affected Mexican-Americans/Hispanics/Latinos in jobs, schools, and society. Use laws, amendments, famous cases to support your information.

#### VIII. Skills that will be targeted

Create written, oral, and visual presentations of social studies information;

Identify and support with historical evidence a point of view on a social studies issue or event

Analyze information by sequencing, categorizing, Identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

#### IX. Resources



Cesar Chavez\_ Labor Leader & Civil Right Activist.avi

Power point presentation Civil Right Leaders

Notes: Dr. Sonia Hernandez UTPA

Video: Dolores Huerta

Handouts