



Mendez v. Westminster

A Civil Rights Curriculum for Primary and Secondary School Teachers

4th grade Lesson Plans

A Project of the Center for Language Minority Education and Research at California State University, Long Beach

Mendez v. Westminster

A Civil Rights Curriculum for Primary and Secondary School Teachers

CURRICULUM DEVELOPED BY

Jackie Counts
Anaheim Union High School District
English Curriculum Specialist
email: jaxcounts@gmail.com

Jose Moreno, Ed.D.
Associate Professor
Chicano and Latino Studies Department
California State University Long Beach

Lorena Moreno
Assistant Principal
Cecil B. DeMille Middle School
Long Beach Unified School District

Michael Matsuda
Anaheim Union High School District
BTSA/Induction Coordinator
email: matsudax@yahoo.com

Tu-Uyen Nguyen, Ph.D., M.P.H.
Assistant Professor, Asian American Studies Program
California State University, Fullerton (CSUF)
email: tunnguyen@fullerton.edu

KimOanh Nguyen-Lam, Ph.D.
Associate Director
Center for Language Minority Education & Research,
CSU Long Beach
email: kclam@csulb.edu

Cynthia Vasquez Pettit
Anaheim Union High School District
English Learner Curriculum Specialist

Adam Wemmer
Pacifica High School History Teacher
Garden Grove Unified School District

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OCAPICA – Orange County Asian and Pacific Islander Community Alliance

CHICANO/LATINO STUDIES, CSU Long Beach

BTSA – Beginning Teacher Support and Assessment Office, Anaheim Union High School District

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CURRICULUM TEAM BIOS

Jackie Counts is the English Curriculum Specialist for Anaheim Union High School District. She is a National Board Certified Teacher in English Language Arts Early Adolescence. She co-authored *Journey from the Fall* curriculum and contributed supplemental activities for “Civil Rights and School Desegregation Mendez v. Westminster: An Orange County Perspective” lesson plans and video guide for the Emmy award winning documentary, *Mendez v. Westminster-For All the Children*. She received a Bachelor of Arts in Social Science from Chapman University and holds a Master in Education, Curriculum and Instruction from Chapman University.

Michael Matsuda is the Coordinator for the Beginning Teacher Support and Assessment Program for the Anaheim Union High School District. The co-author of three children’s multicultural books, including *Westminster v. Mendez-for All the Children*, Mr. Matsuda is a lead diversity trainer incorporating 40 Developmental Assets, Ruby Payne Poverty Training, and socio-emotional engagement training. Additionally, Mr. Matsuda served on the California Curriculum Commission and currently is a member of the state English Language Advisory Committee to the State Board of Education. Mr. Matsuda is also a trustee for the North Orange County Community College District. He received his B.A. in English from UCLA, a Masters in Public Administration from USC and administrative credential from Cal State University Fullerton.

Lorena R. Moreno, M.Ed., currently works as a Middle School Assistant Principal in the Long Beach Unified School District in Long Beach, CA. Mrs. Moreno received her B.A. in Political Science & Chicana/o Studies from UCLA and M.Ed. from the Harvard Graduate School of Education. She has additionally served as Coordinator for a Title VII program at Lafayette Elementary in Long Beach Unified School District (LBUSD); Coordinator of the LBUSD Migrant Education Program; and as an English Language Learner Curriculum Specialist in the LBUSD Middle School Office. Mrs. Moreno’s expertise are in curriculum design, teacher training and parent engagement in particular as these relate to the academic success of English Language Learners. She is one of the founding parents of the only dual-language immersion program in Anaheim, CA and an active member of its advisory committee.

Jose F. Moreno, Ed.D., is currently an Associate Professor of Latino Education & Policy Studies in the Chicano & Latino Studies Department at California State University, Long Beach. Dr. Moreno received his B.A. in Social Ecology with a dual emphasis in Criminology and Human Behavior from UC Irvine, and his M.Ed. and Ed.D. in Administration, Planning & Social Policy from the Harvard Graduate School of Education. Dr. Moreno has authored numerous articles on the educational value of diversity in schools and universities, educational equity and practice, and pre-college outreach programs. A former Co-Chair of the *Harvard Educational Review* and Editor of *The Elusive Quest for Equality: 150 Years of Chicano/a Education*, a recognized text in the field of educational history and policy, Dr. Moreno has served as a researcher for the Harvard Civil Rights Project and the James Irvine Foundation Campus Diversity Initiative Evaluation Resource Project. Dr. Moreno currently serves as member of the Anaheim City School District Board of Education, an elementary district in Anaheim, CA and is a delegate for Region 15 (Orange County) to the California School Boards Association Statewide Assembly.

Dr. Tu-Uyen Nguyen is an assistant Professor in Asian American Studies at California State University Fullerton. She received her B.S. in Biology and Comparative Literature from UCI, and her Masters and Ph.D. degrees in Public Health (Community Health Sciences) from UCLA. She has co-authored two curricula for k-12 teachers, the *Vietnamese American Experience* and *Journey from the Fall* curriculum. Dr. Nguyen is a board member of the Orange County Asian and Pacific Islander Community Alliance (OCAPICA); Project MotiVATe (a youth mentoring and tutoring program); and the Vietnamese American Arts and Letters Association (VAALA).

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CURRICULUM TEAM BIOS

Dr. KimOanh Nguyen-Lam is the Executive Director of the Strategic Language Initiative CSU Consortium working with faculty and students from multiple language and cultural backgrounds. She is affiliated with the Center for Language Minority Education and Research at California Statute University , Long Beach and has been its Associate Director from 2003-2008. Dr. Nguyen-Lam is a School Board Trustee of Garden Grove Unified in Orange County. Prior to joining the College of Education at CSU Long Beach, Dr. Nguyen-Lam was with the K-12 school system for 14 years, serving as a bilingual classroom teacher, ELD Mentor Teacher, Title VII Project Director, school administrator, Title I District Coordinator, and a ELD Program and Curriculum specialist. Dr. Nguyen-Lam has served on numerous state education panels and committees related to multilingual education, teacher education program evaluation, teacher preparation and certification. She is currently a Board member of NAFEA – the National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans; a co-editor for the Southeast Asian American Education Journal and an appointed member of State Superintendent O’ Connell’s P-16 Education Council.

Cynthia Vasquez Pettit currently serves as an English Learner Curriculum Specialist for the Anaheim Union High School District. She specializes in programs for English learners and has over twenty years of experience teaching and advocating for EL students in elementary, secondary, and adult education. She is also a lead trainer for EL certification and facilitates collaborative workshops for educators. She has a B.S. and BCLAD from California State University San Bernardino and an M.S. in Education from California State University Fullerton.

Adam Wemmer teaches US History, AP Government, and Honors Economics at Pacifica High School in Garden Grove. He was the lead author for “Civil Rights and School Desegregation Mendez v. Westminster An Orange County Perspective” lesson plans and video guide for the Emmy award winning documentary, *Mendez v. Westminster-For All the Children*. In Addition, Mr. Wemmer has developed curriculum for *Humanities out there*, a UCI history project and served as a trainer for the *Vietnamese American Experience Curriculum* developed by the Orange County Asian and Pacific Islander Community Alliance. He also teaches part time in the Single Subject Credential Program at Cal State Long Beach.

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I vividly remember the excitement and joy of beginning a new phase of my life as a young freshman starting college at the University of California, Irvine. It was July 1987 and I began a summer bridge program for first year students who did not score high enough on what was then called the “subject A exam”—a measure of college readiness in English Language Arts. The program, largely made up of Chicano, Latino and African American students, was a six-week residential program focused on improving students’ writing and math skills with additional programming to support our cultural and social transition to University life. Within the first few days, one of the Resident Assistants to the program, a 4th year college student, began to talk about the Chicano Movements and the history of Mexican American people in the United States. She spoke about ethnic identity and the importance of having a strong “Chicano Identity.”

I grew up as an undocumented student and had recently received my permanent residency via the 1986 Immigration Reform & Control Act a.k.a. “amnesty” signed by President Ronald Reagan. In high school, I did not feel connected to the history presented in the textbooks. As it turns out, my incomplete knowledge of U.S. Mexican history shaped my ability (or inability) to understand a more complete history of Mexican Americans in the United States. All I learned up to that point were a few historical dates and events that included the “Spanish – American War” and the “Mexican -American War.” I knew very little as to the context of the war that shifted the U.S. – Mexican border southward, leading to the incorporation of over half of Mexico’s territory. I did not know about the complexities of the Treaty of Guadalupe Hidalgo and the rights established for Mexicans who stayed in now “U.S.” territories. I had not learned that Mexican American Civil Rights are based not only in the frameworks of the United States Constitution but also via International Treaty—the Treaty of Guadalupe of Hidalgo, which in Article 9 proclaimed, “The Mexicans who, in the territories aforesaid ... shall be incorporated into the Union of the United States. and be admitted at the proper time ... to the enjoyment of all the rights of citizens of the United States, according to the principles of the Constitution; and in the mean time, shall be maintained and protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion without; restriction.”

As a Chicano & Latino Studies professor at CSU Long Beach, I have encountered many students of different ethnic backgrounds who lament why they were not taught US history from multiple perspectives. They repeatedly say that their experience of history taught from a narrow lens fostered ignorance and mostly negative assumptions about other ethnicities. More specifically, I have found that many students arrive to our college campuses devoid of historical knowledge about Mexican American history and how contemporary issues such as education, immigration, civil rights, and political participation have been heavily influenced by Mexican Americans. Disturbingly, we know from current educational research that far too many Latino students struggle with matters of identity as the history of Mexican Americans have been marginalized within the K-12 curriculum.

It is within this context that we offer “Mendez v. Westminster –A Civil Rights Curriculum for Primary and Secondary Teachers.” As educators, we often hear from colleagues that they would love to expand their historical lessons but do not have the time to develop a lesson plan and little material is available that is aligned with the state-standards and frameworks. The goal of this curriculum is to provide teachers a rigorous and relevant curriculum that can serve as a bridge for all students to further ignite their academic curiosity and engagement in the classroom. Our team has designed an educational unit that will engage not only students, but their families and communities as well.

Although the focus is on the Mendez case and its ramifications on civil rights history, we felt it necessary to contextualize this significant historical event within the broader framework of Mexican American history. This curriculum offers an opportunity for students to learn that Mexican and Mexican American experiences are part of an inclusive American Experience filled with all the struggles of creating a more perfect union. All students will thus be able to better analyze and understand current debates that are too often polarized and devoid of historical knowledge. We offer this curriculum in the hopes that more students will be exposed to a richer history, which stimulates more complex thinking about nationhood, identity and civil rights, so that they will not fall prey to parochial and polemic contemporary public discourse but rather will have a much deeper understanding of the historical and contemporary processes that have shaped us all.

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“Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.”
 Robert F. Kennedy



The Center for Language Minority Education and Research (CLMER) at CSU Long Beach, engages in a wide range of services, projects and research initiatives to promote equity, excellence and justice in schools and society, with a focus on traditionally underserved and underrepresented children, families and communities. Our logo-the *ollin* -is derived from the Aztec image that represents movement and change. Like the interconnected links on a chain, CLMER’s *ollin* represents a point of synthesis that exists in our work-the connections between research and practice, between schools and communities, between families and classrooms, between the individual and the world. CLMER strives to forge such connections in all our projects and activities.

With that spirit, CLMER is proud to sponsor this curriculum project, which seeks to connect and integrate an important part of U.S. History, the Civil Rights Movement, with local community history and events centered on the Mendez v. Westminster court case. The history of Mexican-Americans in the U.S. intertwined with the Civil Rights movement, and the Mendez v. Westminster case set the precedent for the historic desegregation decision in 1954 through the well-known Brown v. Board of Education. Similarly, the Mexican-American civil rights activists significantly contributed to the advancement of basic rights for minority and underserved populations in this country, from social, political to educational arenas.

I remember a school board meeting in which a group of high school students who recently completed a week-long Latino Leadership Camp came to share their experience. One student’s words captured the group’s sentiment: *“I am glad that I participated but I am also angry that I did not know anything about this part of history until now. Why wasn’t I taught this in school? Why did I not see this in our textbooks.... It felt so good to know that as a people we actively contributed to this country.... it made me feel proud to be who I am and what I can do....”*

The curriculum was made possible because a group of educators and teachers, who are also community members and parents, hope that their children would not have to ask those same questions again. We would like to especially thank **Dr. Jose Moreno** of the Chicano/Latino Studies Department at CSU Long Beach and **Adam Wemmer**, an inspiring history teacher (Garden Grove Unified School District) and teacher educator (CSU Long Beach) – their content expertise and dedication provided the valuable leadership to this project. Together with **Jackie Counts** and **Cynthia Vasquez Pettitt** (Anaheim Union High School District) the team put in hundreds of hours of their own time to complete this standards-based history curricular unit. We would like to also thank **Michael Matsuda** (Anaheim Union High School District /Orange County Asian and Pacific Islander Community Alliance) for taking care of all the project logistics and management issues; **Lorena Moreno** (Long Beach Unified School District) and **Dr. Tu-Uyen Nguyen** (CSU Fullerton/ Orange County Asian and Pacific Islander Community Alliance) for the curriculum development support.

This curriculum unit is a living document. We welcome input, suggestions, comments, and ideas from everyone. Nothing could make these dedicated educators and curriculum developers happier than hearing from teachers and students who use this curriculum to make history a part of their everyday story. Please feel free to reproduce and distribute the curriculum – many lessons could be taught as stand-alone modules. Thank you for making history come alive for our children!

KimOanh Nguyen-Lam, Ph.D.
 Associate Director, Center for Language Minority Education and Research
 College of Education, CSU Long Beach
 Board Trustee, Garden Grove Unified School District
 Council Member, P-16 Education State Superintendent Advisory Council

Mendez v. Westminster A Civil Rights Curriculum

A Review of the Mendez v. Westminster – A Civil Rights Curriculum for Primary and Secondary School Teachers

by Stefan Rosenzweig, Esq. – Scholar in Residence, CSU Long Beach, California Regional Director, Civil Rights Office, U.S. Department of Education (1997-2002)

I got my start in education civil rights work as a legal aid attorney in Oakland representing Chicano students who had boycotted the Oakland schools in the late 60's. The HBO film "Walkout" recommended in the Curriculum discusses similar activities in the Los Angeles area. See also, Lopez, Racism on Trial: The Chicano Fight for Justice (Harvard U. Press 2003). Among the Chicano student demands was a "relevant" curriculum including Latino contributions to American society. Our schools failed to recognize non-Anglo contributions to our Country. For example, Oakland had purchased a few books on Mexican-American history for show, but, rather than making them available in the classrooms or school library they were put in a display case! The Mendez curriculum takes this long sought after information and brings it to our students in a dramatic and very engaging educational fashion.

I particularly liked the use of language from original source documents, court briefs and decisions, treaties, statutes in the Curriculum. Many curricula rely too much on the authors' interpretation of these documents, which may or may not be accurate. Here students can read, and interpret, the documents themselves.

Thought provoking activities and questions line the curriculum's pages. Right at the beginning students are asked "Why are there Mexican Americans in California"? One arriving in California from another Country might wonder why so many of our cities and towns have Spanish names. The history sections "Mexican Americans in California" help answer these questions in a clear and concise fashion. The chart "Key Events in Mexican American California History" provides an interesting short guide. The map charting "Mexican Cession 1948" dramatically illustrates how America "annexed" much of Mexican territory.

The History Section is to be commended for recognizing the important contributions that Mexicans and Mexican Americans have made to our Country. For example, the Curriculum notes that "due to the braceros, America became the most lush agricultural center in the world". Critical questions line this section, for example: "Chicano activists have often said, 'We didn't cross the border, the border crossed us.'. Do you agree...?"

The treatment of the Mendez case is excellent. Following the lead of the extraordinary film "For all the Children" the curriculum stresses the contributions made to this fight by persons from a variety of cultures. African -Americans attempting to desegregate schools assisted the Mendez family in their struggle. The section deftly asks, "In your opinion, can a state segregate a group of people by race and still give 'equal protection'? Why or why not?" Excerpts from cases add depth to the discussion.

Students have an opportunity to read the language in Plessy v. Ferguson the infamous U.S. Supreme Court decision (over ruled by Brown v. Board of Education): "Laws permitting and even requiring [racial segregation] "do not necessarily imply the inferiority of either race". The California Education Code excluded "children of filthy or vicious habits" from school attendance. The School Superintendent felt that Mexican American children had "much lower standards" than their white peers and thus should be segregated. This section ends with a question, "If there is injustice, must it be opposed immediately or can change come gradually." This question is still very relevant today.

The Biographical Briefings in the Chicano Movement Section help to bring the history alive. Few students will know all of these critical actors. All are an important part of American history. I would have included Cruz Reynoso, a California Supreme Court Justice of the 70's, who was previously the Executive Director of California Rural Legal Assistance (CRLA), an organization whose mission is to assist California' farmworkers and the rural poor in achieving due process of law to this distinguished list.

The "Civil Rights Today" Section would benefit with more discussion of Mexican-American migration throughout the United States. The South and Midwest have received many Latino migrants and are now confronted with the same issues that we in the Southwest have long grappled with. Teachers will hopefully take up the call to "look at the intersection of race and class" as the section asks.

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The section entitled “Issue 1: Education” does a good job engaging students in the debate over Affirmative Action. Similar treatment should be given to the debate over bilingual education. Providing comprehensible instruction to English Language Learners is still a long way away. Advocates for Chicano students intervened in several important desegregation cases (Boston, Texas) to assure that language issues were treated by the Courts. *Lau v. Nichols* and its progeny, including a discussion of California Prop 227, would be a welcome addition to the Curriculum. Jim Crawford’s “Bilingual Education: History Politics Theory and Practice” and the Encyclopedia of Bilingual Education (Sage Publications) could be added to the Resource List. Linkages between race and language discrimination could then be explored by students and teachers.

The Immigration Section begins with the following: “Contrary to stereotypes and popular belief, most Latinos are US Citizens.” This is a critical point often missed by commentators on these subjects. Indeed, most ELL students are also citizens.

This curriculum should help tear down some of these “popular beliefs” and assist students to participate in the debate over this important issue.

Stefan Rosenzweig, Esq.

Stefan Rosenzweig is a Scholar in Residence at the Center for Language Minority Education and Research, California State University Long Beach. He is on a detail assignment from the U.S. Department of Education where he served as California’s Regional Director of the Office for Civil Rights from 1997 to 2002. Since his 1968 graduation from U.C. Berkeley School of Law (Boalt Hall) he has specialized in education, civil rights and poverty law. Prior to his work at the Department Stefan served for three years as Executive Director of Public Advocates, a San Francisco based civil rights law firm. At Public Advocates he monitored the *Larry P. v. Riles* court order, prohibiting the utilization of IQ tests in placing African-American students into special education programs and worked on increasing minority group access to the information super highway.

From 1989 to 1994, Stefan spent five years in Florida. There he served as co-counsel in *LULAC v. Florida Board of Education*, which created the state’s first standards for the education of a diverse and growing population of English language learners. He also helped organize a statewide coalition, Florida Multicultural Network for Educational Rights, to work on the entire gamut of education/civil rights concerns including standards based education reform.

For over two decades he practiced in California, including seven years as Director of Litigation for California Rural Legal Assistance and ten years with the Legal Aid Society of Alameda County. He has also worked for two national legal services support centers, The Harvard Center for Law and Education and the National Center for Youth Law. During this time period he concentrated on litigation, legislation and community education in civil rights issues involving the language minority community. He worked on litigation improving the monitoring and complaint handling procedures of the California Department of Education (*Comite v. Honig*) and worked with the Department on decreasing the over-representation of Latino students in dead-end special education programs (*Diana v. State Bd. of Ed.*). Finally, he has represented scores of students and parents before courts, administrative tribunals, and school boards.

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ESSENTIAL QUESTION- *What is your Mendez issue?*

BACKGROUND

In the mid-1940s, a tenant farmer named Gonzalo Mendez moved his family to the predominantly white Westminster district in Orange County and his children were denied admission to the public school on Seventeenth Street. The Mendez family move was prompted by the opportunity to lease a 60-acre farm in Westminster from the Munemitsu, a Japanese American family who had been relocated to a Japanese internment camp during World War II. The income the Mendez family earned from the farm enabled them to hire attorney David Marcus and pursue litigation.

In 1945, the plaintiffs of Mendez, Palomino, Estrada, Guzman and Ramirez filed a class action lawsuit on behalf of 5,000 Mexican American children to integrate the schools in Orange County school districts including Westminster, El Modena, Santa Ana, and Garden Grove.

Mendez vs. Westminster is the Orange County case that made California the first state in the nation to end school segregation – seven years before Brown v. Board of Education. NAACP attorney Thurgood Marshall and then-California Governor Earl Warren played key roles in both cases.

Unlike Plessy v. Ferguson (1896), which focused on racial discrimination and upheld the constitutionality of segregation based on race in public accommodations under the doctrine of “separate but equal,” the plaintiffs in Mendez v. Westminster argued that the students were segregated into separate schools based solely on their national origin.

(See attached Mendez vs. Westminster background essay for more information)

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CALIFORNIA CONTENT STANDARDS

4th History-Social Science Standards

4.1 Students demonstrate understanding of physical/human geographic features that define California.

4.3 Students explain economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

4th ELA Standards with ELD Standards (Grade Span 3-5)

Reading – Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.

Early Advanced- Recognize simple analogies (e.g., “fly like a bird”) and metaphors used in literature and texts in content areas.

Early Advanced- Recognize some common idioms (e.g., “scared silly”) in discussions use of words in context and reading.

Advanced-Use common idioms, some analogies, and some metaphors in discussion and reading.

Reading Comprehension

2.0 Read and understand grade-level-appropriate material. Draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.

Beginning-Orally identify the relationship between simple text read aloud and one’s own experience by using key words and/or phrases.

Early Intermediate- Read and orally identify relationships between written text and one’s own experience by using simple sentences.

Intermediate- Read and use more detailed sentences to describe orally the relationships between text and one’s own experiences.

Early Advanced- Describe relationships between the text and one’s personal experience.

Early Advanced- Use the text (such as the ideas presented, illustrations, titles) to draw conclusions and make inferences.

Advanced- Use the text (such as ideas, illustrations, titles) to draw inferences and conclusions and make generalizations.

Literary Response and Analysis

3.3 Use knowledge of the situation and setting and of a character’s traits and motivations to determine the causes for that character’s actions.

Beginning- Identify orally different characters and settings in simple literary texts by using words or phrases.

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Early Intermediate- Describe orally in simple sentences a character in a literary selection according to his or her actions.

Early Intermediate- Describe orally in simple sentences the setting of a piece of literature.

Intermediate- Describe in sentences the setting and main characters in a literary selection.

Early Advanced- Identify the motives of characters in a work of fiction.

Advanced- Compare and contrast the motives of characters in a work of fiction.

Writing Strategies -- Organization and Focus

- 1.2 Create a multiple paragraph composition that provides an introductory paragraph, establishes and supports a central idea with a topic sentence at or near the beginning of the first paragraph includes supporting paragraphs with simple facts, details, and explanations, concludes with a paragraph that summarizes the points and is indented properly.

Early Intermediate- Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history-social science).

Intermediate- Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).

Early Advanced- Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

Advanced- Write short narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies).

Writing Applications - Genres and Their Characteristics

- 2.2 Write responses to literature:

a. Demonstrate an understanding of the literary work.

b. Support judgments through references to both the text and prior knowledge.

Beginning- During group writing activities, write brief narratives and stories by using a few standard grammatical forms.

Early Intermediate- Follow a model given by the teacher to independently write a short paragraph of at least four sentences.

Intermediate- Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).

Early Advanced- Write multiple-paragraph narrative and expository compositions appropriate for content areas, with consistent use of standard grammatical forms.

Advanced- Write multiple-paragraph narrative and expository compositions by using standard grammatical forms.

Written and Oral English Language Conventions

Sentence Structure:

- 1.1 Use simple and compound sentences in writing and speaking.

- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar:

- 1.3. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

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Punctuation:

- 1.3 Use commas in direct quotations, apostrophes in possessives, contractions, and parentheses.

Capitalization:

- 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.

Spelling:

- 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Beginning- Use capitalization when writing one's own name and at the beginning of sentences.

Beginning- Use a period at the end of a sentence and a question mark at the end of a question.

Early Intermediate- Use capitalization to begin sentences and for proper nouns.

Early Intermediate- Use a period at the end of a sentence and use some commas appropriately.

Intermediate- Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).

Intermediate- Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.

Early Advanced- Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.

Early Advanced- Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

Early Advanced- Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.

Early Advanced- Use standard word order but may have more inconsistent grammatical forms, including inflections.

Advanced- Use complete sentences and correct word order.

Advanced- Use correct parts of speech, including correct subject/verb agreement.

Advanced- Produce writing that demonstrates a command of the conventions of standard English.

Listening and speaking

- 1.1 Ask thoughtful questions and respond to questions with appropriate elaboration.

Beginning- Answer simple questions with one- to two-word responses.

Early Intermediate- Ask and answer questions by using phrases or simple sentences.

Intermediate- Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").

Early Advanced- Ask and answer instructional questions with more extensive supporting elements (e.g., "Which part of the story was the most important?")

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Day 1

Building Historical Background

Before beginning this lesson, students should:

- Understand what a timeline is and how it can be used to develop a greater understanding of change over time.
- Understand something about the values, beliefs, customs, and daily life of the original settlers in Alta California.
- Understand that when the first settlers from New Spain arrived in Southern California, native peoples had been living here for thousands of years.
- Be familiar and have a basic understanding of the Spanish (1769–1821) and Mexican (1821–1848) periods of California history, including these important events:
 - 1769: Portolá Expedition arrives in Alta California, beginning Spanish **settlement** and the establishment of the mission system.
 - 1781: The Pueblo de Los Angeles is **founded**.
 - 1810: Mexico begins war for **independence** from Spain.
 - 1821: Mexico becomes an independent **nation**.
 - 1846: The United States provokes war with Mexico.
 - 1848: The **Treaty** of Guadalupe Hidalgo is **ratified** by Mexico and the United States, with more than a third of Mexico's **territory annexed** by the United States, **ceded** by Mexico.
 - 1849: The first **Constitution** of the State of California is ratified.
 - 1850: California becomes the 31st state, September 9, 1850.

OBJECTIVES

1. Students will review key events of Spanish and Mexican periods in California history.
2. Students will analyze and compare historical and modern maps of the United States.
3. Students will understand essential concepts of the Treaty of Guadalupe Hidalgo and the California Constitution by reading and paraphrasing primary document sources.
4. Students will begin to see how the early development of California has shaped the culture of the state today.

WHAT YOU WILL NEED

1. Background on Spanish and Mexican periods in US/California history. Useful website: www.cr.nps.gov/history/online_books/5views/5views5.htm
2. Maps of the United States:
 - a present day map of the United States
 - map of New Spain (Primary source document) website: <http://content.cdlib.org/ark:/13030/hb467nb68c/?brand=calcultures>
 - US Territorial Map of 1840 website: http://www.smithsonianeducation.org/educators/lesson_plans/borders/map1a.html

3. Tri-Venn Diagram (attached)
4. Timeline Treasure Hunt (attached)
5. Give one, Get One (attached)
6. Excerpts from Treaty of Guadalupe Hildago and California constitution (attached)
Primary source documents full text, summary and images:
The Treaty of Guadalupe Hidalgo
<http://www.ourdocuments.gov/doc.php?flash=true&doc=26>
The Constitution of the State of California
http://www.sos.ca.gov/archives/level3_const1849.html
7. T-graph Paraphrase (attached)
8. Double-entry journal (attached)
9. Chart paper

INSTRUCTION

Assessing and connecting prior knowledge:

Optional: Pre-teach vocabulary to students who are not familiar with key words: **annex, cede, constitution, found, independence, nation, ratify, settlement, territory, treaty**

Activity 1- Compare/Contrast Maps

- On a modern map of the United States, have students locate the political boundaries of the states of the southwest and Mexico.
- Have students identify the present day states of California, New Mexico, Nevada, Texas, Colorado, Arizona, and Utah. Remind them that these states are part of the region we call the American Southwest.
- Display the maps of New Spain and the Map of 1840. Have students analyze and compare these maps to the one they just observed. How are they similar? How are they different?
- Have the students work with a partner (Think-Pair-Share) or in cooperative groups to discuss what they think are the reasons for the differences in the maps. Students record responses on a copy of their own Tri-Venn Diagram.
- Have students share responses and/or call on students to fill in class Venn diagram. Chart any questions they have regarding these differences.

Activity 2- Review important events in California History

- In pairs, students will “search” for the dates of important events in California history using the Treasure Hunt activity. They will use their social studies textbook, internet, or other available resource to find the answers.
- Students record the date and significant facts surrounding the event.
- After students complete (or nearly complete) their searches, have students fill in the dates on the Give One, Get One handout.
- Individually, students will move about the room, verifying each of the answers with one other classmate, sharing a significant fact about the event. The student who “gives” the answer will sign his name in the appropriate box. Each student will “give” an answer and “get” an answer eight times.
- **Alternate or extension activity:** Have students individually create a timeline of these events.

Presenting information:

Los Californios were the descendents of Spanish, Native American, and African peoples who colonized the present-day state California after 1769. Alta California, as it was known then, marked the northern frontier of the Spanish empire in the New World.

The Treaty of Guadalupe Hidalgo guaranteed that the Mexican citizens living in California — now part of the United States — would retain certain rights, including the right to remain on their own land and speak their own language. However, as Anglo-Americans moved into the state, especially during the frenzy of the Gold Rush in the mid-century, los Californios soon found themselves in the minority and marginalized.

(Refer to <http://www.ourdocuments.gov/doc.php?flash=true&doc=26> for full description and images of document).

Activity 3- T-Graph Paraphrase

- Pass out copies of excerpts of the Treaty of Guadalupe Hidalgo. Read aloud a few excerpts and have students mark their text noting what intrigues them or what they may want to know more about.
- Introduce the T-Graph with excerpts from the text of the Treaty of Guadalupe Hidalgo. Have students, in pairs or groups, discuss and write their interpretation of the text. Remind students to leave space for clarification.
- As a whole class, review and provide clarification of the text.

Activity 4- Double Entry Journal

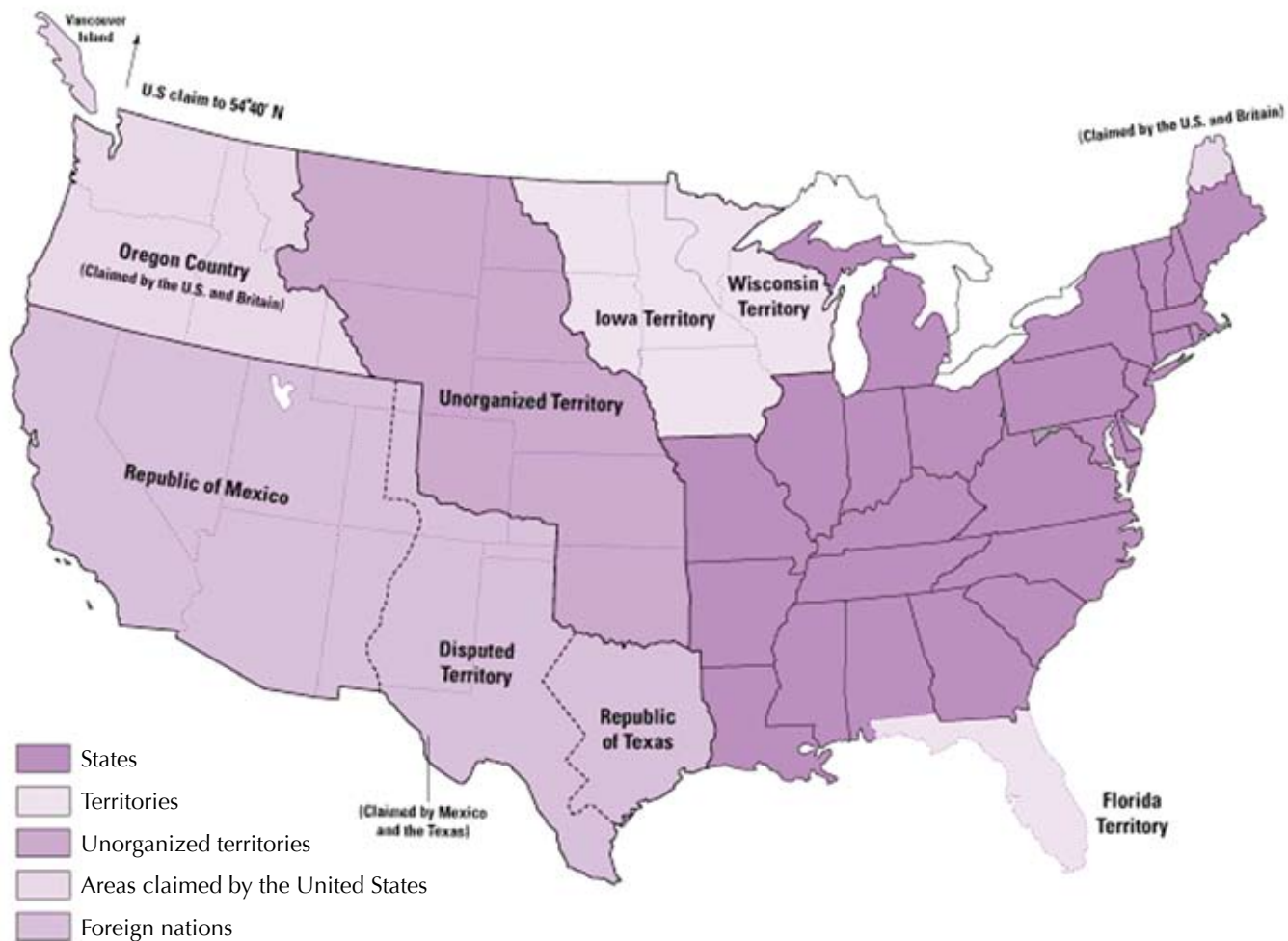
- In a double entry journal, have students choose one of the excerpts discussed from the Treaty of Guadalupe Hidalgo. Make sure students discuss the options that Los Californios, or the new Mexican-Americans, had who chose to remain in the new US territory.
- Students share and discuss journal entries. Chart students' responses as they are shared.

Assessment/Closure:

Activity 5- Group Brainstorm

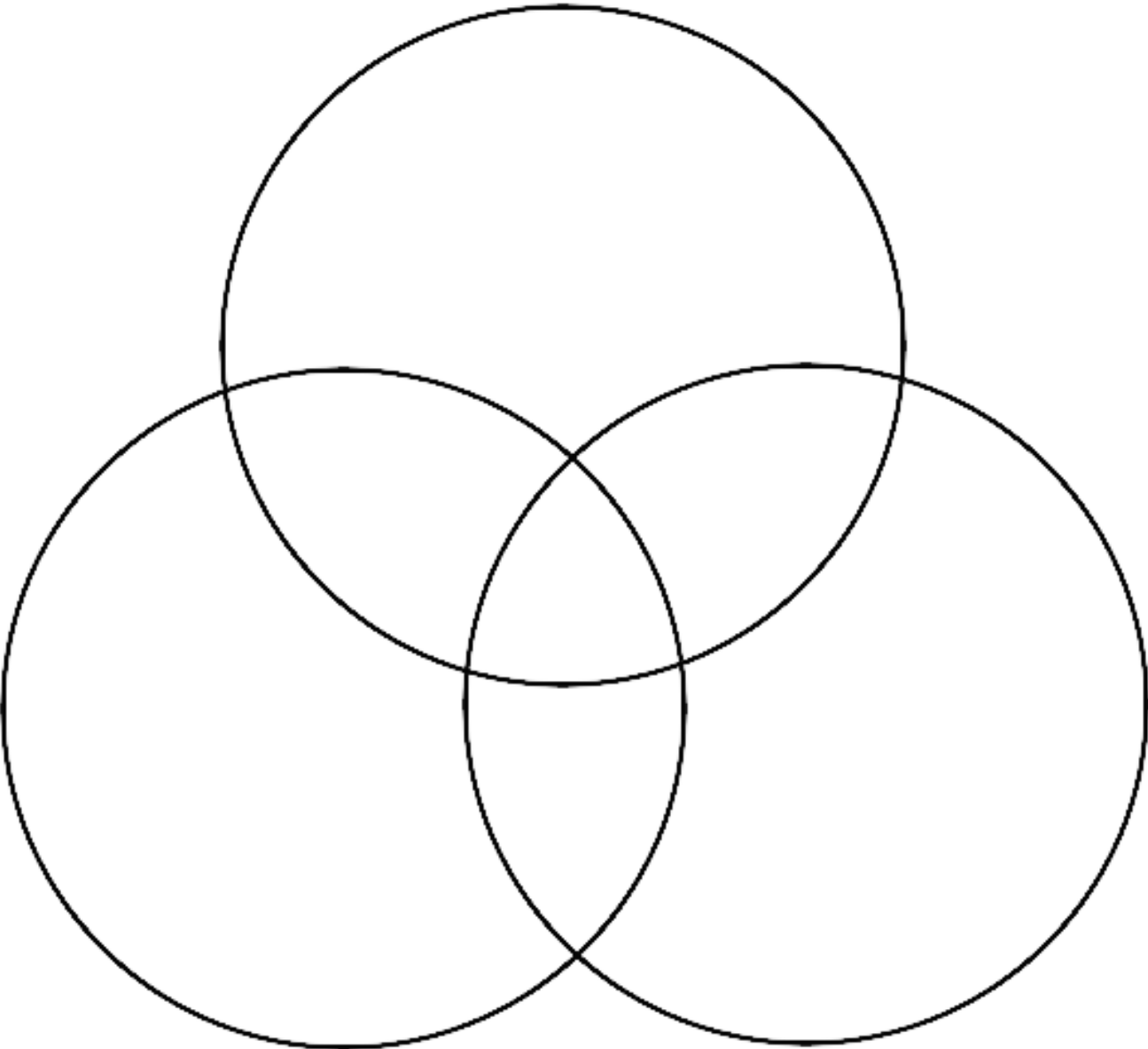
- Remind students that the Treaty of Guadalupe Hidalgo came before the first Constitution of the State of California.
- Put students in groups for a brainstorm activity about the first California state constitution.
- Display and discuss a few of the articles from the first constitution.
- Pass out chart paper and markers to each group. One student should be assigned to be the writer. Students may give answers in bullet point sentences.
- **Question for brainstorm-** What other "rights" or "rules" should the writers of the first California state constitution include in this document? Think about the new Mexican-Americans of this time period and the "rights" you think they should have. Remember what you have learned about the Treaty of Guadalupe Hidalgo.
- Share and discuss answers. Pick one student in each group to post their group's poster so it is visible for the duration of the unit. Students can refer to their ideas as they develop their "Mendez Issue" on Day 3.

The United States in 1840



Tri-Venn Diagram

Title: _____



Timeline Treasure Hunt

Important Event	Year it happened	Interesting Fact
Portolá Expedition arrives in Alta California, beginning Spanish settlement and the establishment of the mission system.		
The Pueblo de Los Angeles is founded .		
Mexico begins war for independence from Spain.		
Mexico becomes an independent nation .		
The United States provokes war with Mexico.		
The Treaty of Guadalupe Hidalgo is ratified by Mexico and the United States, with more than a third of Mexico's territory annexed by the United States, ceded by Mexico.		
The first Constitution of the State of California is ratified.		
California becomes the 31 st state, September 9, ____?		

Give One, Get One

<p>Mexico becomes an independent nation.</p> <p>Year: _____</p> <p>Given by: _____</p>	<p>California becomes the 31st state.</p> <p>Year: _____</p> <p>Given by: _____</p>	<p>Mexico begins war for independence from Spain.</p> <p>Year: _____</p> <p>Given by: _____</p>
<p>The Treaty of Guadalupe Hidalgo is ratified by Mexico and the United States, with more than a third of Mexico's territory annexed by the United States, ceded by Mexico.</p> <p>Year: _____</p> <p>Given by: _____</p>	<p>Important Events in California History through 1850</p>	<p>Portolá Expedition arrives in Alta California, beginning Spanish settlement and the establishment of the mission system.</p> <p>Year: _____</p> <p>Given by: _____</p>
<p>The United States provokes war with Mexico.</p> <p>Year: _____</p> <p>Given by: _____</p>	<p>The first Constitution of the State of California is ratified.</p> <p>Year: _____</p> <p>Given by: _____</p>	<p>The Pueblo de Los Angeles is founded.</p> <p>Year: _____</p> <p>Given by: _____</p>

Excerpts from the Treaty of Guadalupe Hidalgo (1848)

(For full text and photos of original documents go to <http://www.ourdocuments.gov/doc.php?doc=26&page=transcript>)

ARTICLE I – (Declaration of Peace)

There shall be firm and universal peace between the United States of America and the Mexican Republic, and between their respective countries, territories, cities, towns, and people, without exception of places or persons.

ARTICLE V- (Boundaries)

The boundary line established by this article shall be religiously respected by each of the two republics, and no change shall ever be made therein, except by the express and free consent of both nations, lawfully given by the General Government of each, in conformity with its own constitution.

ARTICLE VIII- (Property Rights and Citizenship)

Mexicans now established in territories previously belonging to Mexico, and which remain for the future within the limits of the United States, as defined by the present treaty, shall be free to continue where they now reside, or to remove at any time to the Mexican Republic, retaining the property which they possess in the said territories, or disposing thereof, and removing the proceeds wherever they please, without their being subjected, on this account, to any contribution, tax, or charge whatever.

Those who shall prefer to remain in the said territories may either retain the title and rights of Mexican citizens, or acquire those of citizens of the United States. But they shall be under the obligation to make their election within one year from the date of the exchange of ratifications of this treaty; and those who shall remain in the said territories after the expiration of that year, without having declared their intention to retain the character of Mexicans, shall be considered to have elected to become citizens of the United States.

In the said territories, property of every kind, now belonging to Mexicans not established there, shall be inviolably respected. The present owners, the heirs of these, and all Mexicans who may hereafter acquire said property by contract, shall enjoy with respect to it guarantees equally ample as if the same belonged to citizens of the United States.

ARTICLE IX – (Citizenship and Freedoms)

The Mexicans who, in the territories aforesaid, shall not preserve the character of citizens of the Mexican Republic, conformably with what is stipulated in the preceding article, shall be incorporated into the Union of the United States. and be admitted at the proper time (to be judged of by the Congress of the United States) to the enjoyment of all the rights of citizens of the United States, according to the principles of the Constitution; and in the mean time, shall be maintained and protected in the free enjoyment of their liberty and property, and secured in the free exercise of their religion without restriction.

ARTICLE XII – (Purchase price)

In consideration of the extension acquired by the boundaries of the United States, as defined in the fifth article of the present treaty, the Government of the United States engages to pay to that of the Mexican Republic the sum of fifteen millions of dollars.

T-Graph

Treaty of Guadalupe Hidalgo (1848)

Excerpt from the Text	Your Interpretation
(1) Mexicans now established in territories previously belonging to Mexico,	(1)
(2) shall be free to continue where they now reside,	(2)
(3) or to remove at any time to the Mexican Republic,	(3)
(4) retaining the property which they possess in the said territories,	(4)
(5) and removing the proceeds wherever they please...	(5)
(6) They shall be maintained and protected	(6)
(7) in the free enjoyment of their liberty and property,	(7)
(8) and secured in the free exercise of their religion	(8)
(9) without restriction.	(9)

Excerpts from the Constitution of the State of California. 1849.

(For full text, Spanish translation and photos of original documents go to the California State Archives website at: http://www.sos.ca.gov/archives/level3_const1849.html)

Declaration of Rights:

Article 1 Sec. 1. All men are by nature free and independent, and have certain inalienable rights, among which are those of enjoying and defending life and liberty, acquiring, possessing, and protecting property: and pursuing and obtaining safety and happiness.

Article 1 Sec. 9. Every citizen may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of that right; and no law shall be passed to restrain or abridge the liberty of speech or of the press.

Article 1 Sec. 10. The people shall have the right freely to assemble together, to consult for the common good, to instruct their representatives, and to petition the legislature for redress of grievances.

Education:

Article 9 Sec. 3. The Legislature shall provide for a system of common schools, by which a school be kept up and supported in each district at least three months in every year, and any school neglecting to keep and support such a school, may be deprived of its proportion of the interest of the public fund during such neglect.

Miscellaneous Provisions:

Article 11 Sec. 21. All laws, decrees, regulations, and provisions, which from their nature require publication, shall be published in English and Spanish.

Double-Entry Journal

Mendez v. Westminster A Civil Rights Curriculum

Day 2

Tea Party

OBJECTIVES

1. Students will review content vocabulary.
2. Students will name the main characters in the Mendez vs. Westminster case and their general backgrounds.
3. Students will articulate the historical context and setting of the case.

WHAT YOU WILL NEED

1. Background on Mendez vs. Westminster. (attached) Useful websites.
<http://www.landmarkcases.org/brown/background3.html>
<http://www.idra.org/mendezbrown/resources.html>
2. Tea Party Characters' scripts (attached) Choose 4-5 characters.
3. Tea Party Notes Graphic Organizers (attached)
4. Vocabulary Graphic Organizers (attached)

INSTRUCTION

Assessing and connecting prior knowledge:

- Students complete Vocabulary Graphic Organizer
- K.I.M. -- for vocabulary words and new ideas
- Students write the vocabulary or key term (K) in the left column, the definition or information (I) that goes along with it in the center column, and draw a picture of the idea or memory clue, (M) in the right column.
- The memory clue is a way for students to fully integrate the meaning of the key idea into their memories. By making a simple sketch that explains the key idea, students synthesize and interpret the new information, making it their own. Then, students can reference their drawings to easily remember new key ideas.
- To begin the Tea Party, teacher demonstrates how to "become the character."
- Students must introduce themselves, talk and mingle like at a "tea party".
- The goal is to meet other characters and exchange information about each character without reading each other's cards.

Presenting information:

- The roles are written in the first person from the character's point of view to create intrigue and questions, as well as to familiarize students with the characters.
- Color-code the character role cards for easy identification. Gonzalo is blue, Aunt Sally is yellow, etc., so when students greet each other, they know which characters to approach.

- Before beginning the tea party, students read their cards. On the Tea Party Notes graphic organizer, they write key facts about their character.
- Depending on the skill and age level of the class, teacher group students by character—for example, all of the Gonzalos together—to rehearse their roles before going out to meet other characters.
- Students walk around the room, introducing themselves to other characters. As they meet one another, students list the characters and list what they learned about the characters on the Tea Party Notes graphic organizer.

Assessment/Closure:

- Once students have met the other characters in the book, they return to their seats and debrief on paper. Students will:
 - Review graphic organizers.
 - Write questions about the characters. “What might the person care about?”
 - Make predictions about what might happen.
 - Draw a picture or diagram that demonstrates the relationship between the characters. Use the back of the Tea Party Notes graphic organizer.
- In the whole class debriefing begin by asking,
 - “Who was at the tea party?” This question usually elicits names of characters, so encourage details—relationships, age, and interesting facts.
 - List their questions and predictions on the whiteboard or chart paper, so students can return to the list as the unit progresses. “What does it makes you wonder?”
 - Teacher selects a few students to put their picture or diagram on the board for student presentation. “What is the relationship between the characters?” “Who is the most important character? Why?”

Background Essay: *Mendez v. Westminster*: Desegregating California's Schools

Ever since the Mexican-American War ended in 1848, Mexican Americans who lived in the territory gained by the United States struggled for equality. As early as 1855, laws in California made state funding for education available only to white students. Educational codes specifically denied African American, Asian American, and Native American students the right to equal education. Although these laws didn't address Mexican Americans per se, by custom they were made to attend segregated classes in predominately white schools, or, more commonly, separate schools altogether.

In the early 1900s, California's booming citrus industry attracted many Mexican immigrants. By 1920 the Mexican American population in Southern and Central California had tripled. Communities responded by discriminating against Mexican Americans in employment and in access to educational opportunities. Conditions in Mexican American schools were vastly inferior to those in white schools. For example, Mexican American teachers and principals were uniformly paid less than their white counterparts for doing the same job, less money went toward building Mexican American schools than toward building white schools, and classes in Mexican American schools were overcrowded and the curriculum disproportionately focused on vocational skills.

During World War II, the horrors of discrimination abroad fueled a growing resistance to discrimination and segregation at home, particularly among minorities who contributed to the war effort. For Mexican Americans, the resistance peaked in the mid-1940s, when a tenant farmer named Gonzalo Mendez moved his family to the predominantly white Westminster district in Orange County and his children were denied admission to the public schools there. The Mendezes' move was prompted by the opportunity to lease a 60-acre farm in Westminster from the Munemitsu, a Japanese family who had been "relocated" to a Japanese internment camp during World War II. The income the Mendezes earned from the farm enabled them to hire an attorney and pursue litigation.

In 1945, Mendez and four other parents filed a class action lawsuit on behalf of 5,000 Mexican American families to integrate the schools in four Orange County school districts. (LULAC is a civil rights organization for Mexican Americans similar to the NAACP.) However, unlike *Plessy v. Ferguson* (1896), which focused on racial discrimination, the plaintiffs in *Mendez v. Westminster* argued that the students were segregated into separate schools based solely on their national origin. The defendants argued that the schools were segregated due to the handicap of language barriers and that non-English-speaking pupils should attend separate schools until they had acquired some proficiency in the English language.

In 1946, the judge ruled that the equal protection provision of the Fourteenth Amendment pertained to equal access to education, and that under that provision, segregation based solely on national origin was unconstitutional. California governor Earl Warren lobbied the California state legislature to enact legislation repealing the state's educational codes that allowed for segregation in public schools.

The *Mendez* case represented the first successful challenge to the decades-old "separate but equal" doctrine in public school education and established an important legal precedent. In 1948, a federal court in Texas ruled that segregated schools for Mexican Americans were unconstitutional; in 1950, a federal court in Arizona followed suit. Meanwhile, Governor Warren would go on to become the Chief Justice of the United States Supreme Court and write the opinion in *Brown v. Board of Education*.

Vocabulary Graphic Organizer

K Key Idea	I Information	M Memory Clue
segregation		
social equality		
discrimination		
justice		
integrate		
internment camps		

Tea Party Characters' Scripts

Silvia: My name is Sylvia Mendez. My family lived on a farm in Westminster, California. I remember the first day of school when my Aunt Sally took us to enroll in the school in our neighborhood. I remember the clerk at the desk telling my aunt that my cousins were able to enroll but that my brother and I could not; we had to go to the Mexican school. This school was very rundown; it had no new books or swings, and the education was not the same as the other schools.

Aunt Sally: My name is Sally Vidaurri, the aunt of Silvia and her brother, little Gonzalo. When I tried to enroll my children and nephew and niece into the neighborhood school, I was told that only my children could enroll. My brother's children could not enroll because they were Mexican and had to attend the Mexican school. My children had lighter skin and hair and they had a French last name. I refused to enroll any of the children and left.

Gonzalo: My name is Gonzalo Mendez. I was born in Mexico and grew up in Southern California. When I learned I was not able to enroll my children in the local school, a group of parents and I wrote a letter to the superintendent letting him know that our children, American citizens, were not allowed to attend the same school as the children who were not of Mexican descent. This was discrimination. Because he wouldn't change the rules, we brought a lawsuit against the school district. We wanted justice for all the children.

Mr. Munemitsu: My name is Seima Munemitsu. I was a landowner and farmer in Westminster. During World War II, the US president signed Executive Order 9066 which sent Japanese-American families to internment camps. Since I did not want to lose what I owned, I rented my land to Mr. Mendez so that I could come back to the farm upon my return to California. While my family was away at the internment camp, the Mendez family stayed at the farm and took very good care of it.

Mr. Marcus: My name is David C. Marcus, the lawyer hired by Mr. Mendez. I wanted to help to change the law so Mexican-American children could attend school with the white children. I represented the Mendez and other families whose students attended various Mexican schools in Orange County. They all wanted the schools to be integrated. The lawsuit was called Mendez versus the Westminster School District and represented 5,000 students of Mexican heritage.

Judge McCormick: My name is Judge Paul J. McCormick, the judge who decided the case of Mendez versus the Westminster School District. For two weeks I listened to the testimonies of 25 witnesses brought before the court. In my ruling I said that the American system of public education must support social equality. It must be open to all children by unified school association regardless of lineage. I ruled in favor of the Mendez family.

Chief Justice Earl Warren: My name is Chief Justice Earl Warren. At the time of the Mendez case, I was the governor of California. After the Mendez ruling, I signed a law which made legal segregation in California schools. In 1954, I became the Chief Justice of the United States Supreme Court and wrote the historic Brown versus Board of Education decision which ended legal segregation in all public schools in the United States.

Thurgood Marshall: My name is Thurgood Marshall, and I was the chief counsel for the National Association for the Advancement of Colored People (NAACP) at the time of the Mendez case. I wrote an amicus brief, or "friend of the court" brief in which I stated that educational segregation creates barriers to citizenship and promotes racial strife. This only tends to instill fear and hate among us. In 1954, I was chief counsel for Brown versus Board of Education, which ended legal segregation in public schools across the United States. Later in my career, I was appointed Chief Justice of the US Supreme Court.

Tea Party Notes Graphic Organizer

Student's Name: _____ Date: _____

Directions: Use the Tea Party Notes to organize information about the characters.

CHARACTER	Key Facts	Questions	Predictions

Mendez v. Westminster A Civil Rights Curriculum

Day 3

What is your Mendez Issue?

OBJECTIVES

1. Students will use multiple resources to begin discussion of historical events and to generate questions about the events.
2. Students will demonstrate their knowledge on the subject and how these historical events connect to their lives.
3. Students will write an original piece that responds to the essential question – What is your Mendez Issue?

WHAT YOU WILL NEED

1. *Mendez vs. Westminster: For All the Children, The Story of an American Civil Rights Victory* available at Libreria Martinez 1110 N. Main St., Santa Ana, (714) 973-7900; www.latinobooks.com.)
2. Chart paper for KWL Chart, What is the significance of the Mendez case? Chart, What is your Mendez Issue? Chart
3. Writing Graphic Organizer
 - o <http://www.readwritethink.org/materials/graphicmap/> Interactive online site for student prewriting
 - o <http://www.readwritethink.org/materials/essaymap/> Interactive online site for student writing
4. Writing Rubric
5. Proofreading Checklist

INSTRUCTION

Assessing and connecting prior knowledge:

- o Using the Know-What-Learn (K-W-L) method, begin class with a discussion of what the students already know about the historical background of California and the Mendez case to generate a list on chart paper
- o Ask students what questions they have about the Mendez case? What would they like to learn? List students' ideas and questions in a separate column.
- o Allow students to use notes and graphic organizers from previous lessons

Presenting information:

- o Read aloud *Mendez vs. Westminster: For All the Children, The Story of an American Civil Rights Victory*. Stop along the way to add to third column of KWL chart. Review the second column. Some unanswered questions are likely to still be on the list. Ask students to clarify what is the Mendez issue. What is the significance of the Mendez case? Students Think-Pair-Share.

- Discuss as class and chart significance of Mendez case. List all responses.
- Introduce the essential question: What is your Mendez Issue?
- Students Think-Pair-Share – What injustice do you care about and would like to change? (What is your Mendez issue?)
- Share out and list all responses on chart.
- Explain to students that their task will be to write a piece that answers What is your Mendez Issue?
- Display all the charts – KWL on Mendez case, Significance of Mendez, and What is your Mendez Issue?
- Be prepared to model appropriate steps in the writing process each session. Steps of the writing process include prewriting, writing a rough draft, revising, proofreading, and writing a final draft
- Distribute and review the Writing Graphic Organizer, Writing Rubric, Proofreading Checklist

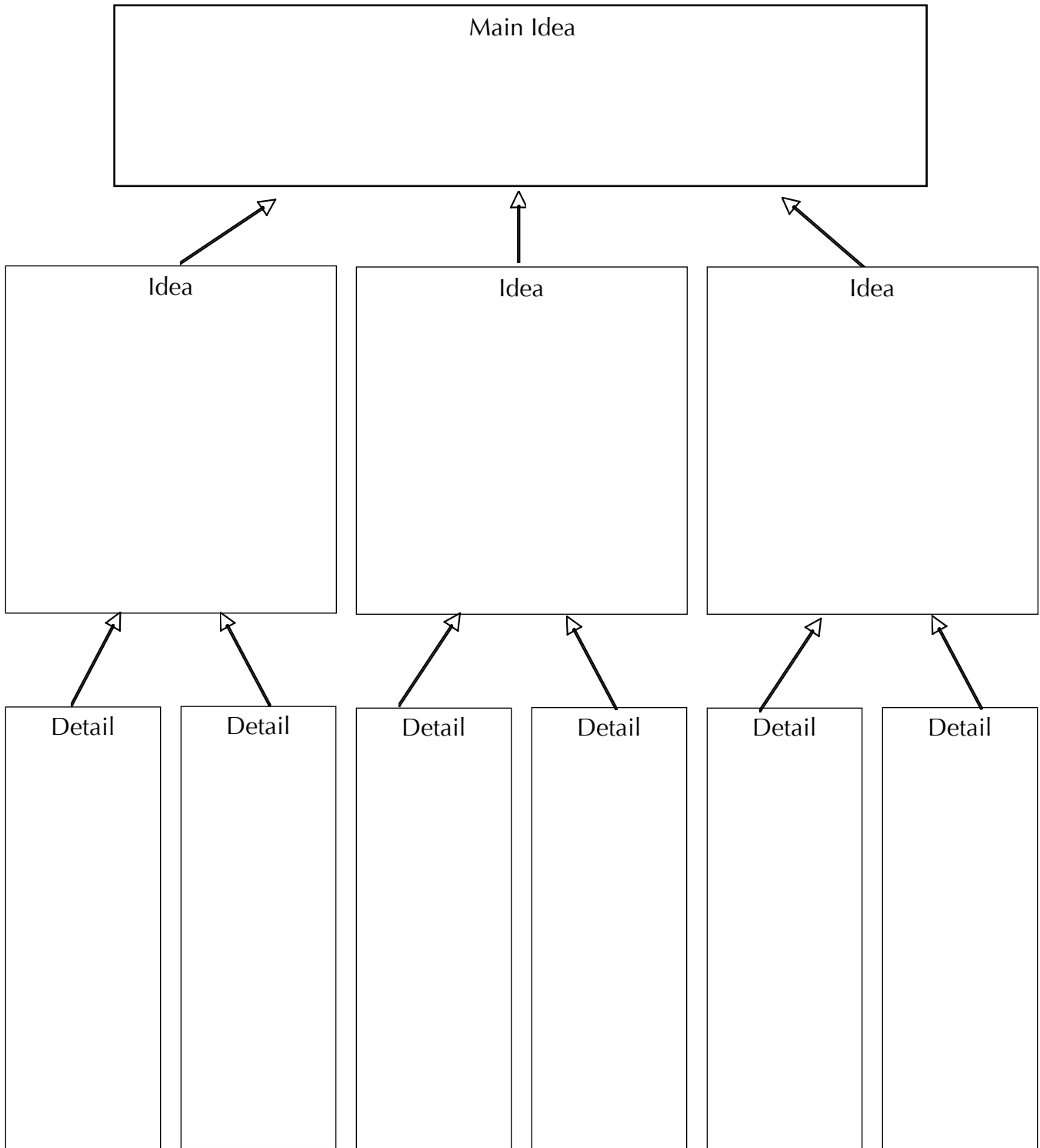
Assessment/Closure:

- Author's Chair – one or two students briefly share writing and the authors answer questions from classmates about the writing
- Students participate in a reflection activity. Ask questions, such as: What did you learn from this writing activity? What did you enjoy most about this assignment? What would you do differently the next time you write an essay?
- Use the Writing Rubric to assess students' writing.

Extension Activities:

1. What did you learn from this lesson about yourself? Our students and their families? Our community?
2. Review the role played by the Japanese American Internment in the Mendez Vs. Westminster case. Read *The Bracelet* by Yoshiko Uchida.
3. View video clip from documentary, *Mendez vs. Westminster: For all the Children/Para Todos los Ninos*. <http://www.teachersdomain.org/resource/osi04.soc.ush.civil.mendez/>
4. Read biographies and do biographical sketches of people who were/are instrumental in advocating for the rights of Mexican-Americans in California.
5. Create a timeline of the major events related to issues of Mexican-American Civil rights in California from 1850 to present.

What is My Mendez Issue?



Writing Rubric

Category	4	3	2	1	Student Score & Rationale	Teacher Score & Rationale
Introduction	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.		
Conclusion	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.		
Focus on Topic	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.		
Support for Topic	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.		
Grammar & Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.		
Capitalization & Punctuation	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.		