

Chicano Studies/ Multicultural Studies (Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><u>Week 1 & 2</u></p> <p>A. Analysis of Chicano's Mestizo Heritage</p> <ul style="list-style-type: none"> The Indian The Mexican Azteca 	<p>A. Analysis of Chicano's Mestizo Heritage</p> <p>A1. Identify geographical areas of Mexico</p> <p>A2. Examine the culture of Mexico</p> <p>A3. Analyze the role of Mexico in today's world</p>	<p>A. Analysis of Chicano's Mestizo Heritage</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> Teacher-created tests, quizzes and assessments defining Chicano' Mestizo heritage and analyzing the role of Mexico in today's world Visual Time lines of the development of Chicano's Mestizo in Mexico Class debates about the role of Mexico in the world today Illustrations/Art of Chicano's Mestizo in Mexico Reports/Presentations dealing with leaders in Chicano's Mestizo in Mexico such as Malinal, Moctezuma, Juarez, Zapata Writing assignments <ul style="list-style-type: none"> Short 	<p>A. Analysis of Chicano's Mestizo Heritage</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> Debates on the role of Chicano's Mestizo Heritage in the Southwest Visual Time Lines of Chicano's Mestizos in Mexico and the Southwest Website research www.chicano-art-life.com/movement.htm. www.nps.gov/history/history Guest speakers discussing life as a Chicano at various times in the Southwest Food and Dance Activities 	<p>A. Analysis of Chicano's Mestizo Heritage</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> Applicable Websites such as: <ul style="list-style-type: none"> www.chicano-art-life.com/movement.htm. www.nps.gov/history/history Videos such as: ZOOT SUIT WALK OUT Outside readings such as: <ul style="list-style-type: none"> CHICANO! THE HISTORY OF THE MEXICAN AMERICAN CIVIL RIGHTS MOVEMENT by Francisco Rosales, MEXICAN AMERICAN, AMERICAN MEXICANS FROM CONQUISTADORS TO CHICANOS by Matt Meier and Feliciano Rivera MEXICANO: A

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	<p>B. Indian Mexico</p> <ul style="list-style-type: none"> • Early origins <p>What predictions can be made about human migration patterns?</p>	<p>B. Indian Mexico</p> <p>B1. Describe Mayan Civilization</p> <p>B2. List cultural advances Analyze patterns of distribution and arrangements of settlements.</p>	<p>Constructed Answers on Mestizos in the world or</p> <ul style="list-style-type: none"> ○ Paragraph on the role of the Chicano Mestizo culture or ○ Multi-paragraph essay on the Chicano Mestizo culture in Mexico and the world <p>B. Indian Mexico</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Teacher-created tests, quizzes and assessments that show knowledge of the Mayan Civilization and the advances made by the Mayans • Visual Time Lines depicting the evolution of the Mayan 	<p>B. Indian Mexico</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Class discussions on the influence of the ancient people of Mexico on the Western Hemisphere • Role play/skits on Aztec weddings, farming • Visual Time Lines on the development of the Mayan and Aztec • Website research www.wsu.edu/~dee/civamrca/olmecs.HTM, or 	<p>HISTORY OF MEXICANS IN THE UNITED STATES by Manuel Gonzales</p> <p>B. Indian Mexico</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> • Videos such as: History Channel's THE AZTEC EMPIRE A&E's ANCIENT MYSTERIES: SECRETS OF THE AZTEC PBS's SECRET OF THE DEAD: AZTEC

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			<p>Civilization</p> <ul style="list-style-type: none"> • Class debates about the Mayan Civilization and its influence in the Americas • Illustrations/Art of early Mayan Civilization • Reports/Presentations on the cities of the Mayans and/or the religion of the Mayans • Writing assignments <ul style="list-style-type: none"> ○ Short Constructed Answers on the Mayan Civilization or ○ Paragraph on subjects such as Mayan math, religion or architecture ○ Multi-paragraph essay on Mayan cities, math, religion, evolution 	<p>www.wsu.edu/~dee/civamrca/aztecs.HTM, or www.wsu.edu/~deecivamrca/mayans.H</p> <ul style="list-style-type: none"> • Videos and other multimedia Videos such as: History Channel's THE AZTEC EMPIRE, A&E's ANCIENT MYSTERIES: SECRETS OF THE AZTEC, PBS's SECRET OF THE DEAD: AZTEC MASSACRE, History Channel's MAYANS AND AZTECS--ANCIENT LANDS OF THE AMERICAS • Food and Dance Activities 	<p>MASSACRE History Channel's MAYANS AND AZTECS--ANCIENT LANDS OF THE AMERICAS</p> <ul style="list-style-type: none"> • Outside reading including INCANS, AZTECS, MAYANS by John Holzmann MAYANS AND AZTECS: EXPLORING ANCIENT CIVILIZATION by Mary Tucker TALES OF PLUMMED SERPENT:AZTEC, INCA AND MAYAN MYTHS by Diana Ferguson
September	<p><u>Week 3 & 4</u></p> <p>A. Indian Mexico (Continued)</p>	<p>A. Indian Mexico</p>	<p>A. Indian Mexico</p> <p>Suggested Assessments</p>	<p>A. Indian Mexico</p> <p>Suggested Activities/Technology</p>	<p>A. Indian Mexico</p> <p>Suggested Resources</p>

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	<ul style="list-style-type: none"> Early origins 	<p>A1. Examine Aztec Society</p> <p>A2. List cultural advances</p>	<ul style="list-style-type: none"> Teacher-created tests, quizzes and assessments dealing with the development of the Aztec from their origins to their role as the ruling nation in Mexico Visual Time Lines tracing the development of the Aztec Class debates about Aztec religion and their role as conqueror of Mexico Illustrations/Art from Aztec Mexico Reports/Presentations on Aztec life, religion, warfare, architecture Writing assignments <ul style="list-style-type: none"> Short Constructed Answers on the history of the Aztec or Paragraph on particular leaders of the Aztec such as Moctezuma I or Netzahualcoy 	<ul style="list-style-type: none"> Class discussions on the influence of the ancient people of Mexico on the Western Hemisphere Role play/skits on Aztec weddings, farming Visual Time Lines on the development of the Mayan and Aztec Website research www.wsu.edu/~dee/civamrca/olmecs.HTM, or www.wsu.edu/~dee/civamrca/aztecs.HTM, or www.wsu.edu/~deecivamrca/mayans.H Videos and other multimedia Videos such as History Channel's THE AZTEC EMPIRE A&E's ANCIENT MYSTERIES: SECRETS OF THE AZTEC MASSACRE History Channel's MAYANS AND AZTECS--ANCENT LANDS OF THE AMERICAS Food and Dance Activities 	<ul style="list-style-type: none"> Videos such as: History Channel's THE AZTEC EMPIRE A&E's ANCIENT MYSTERIES: SECRETS OF THE AZTEC MASSACRE History Channel's MAYANS AND AZTECS--ANCENT LANDS OF THE AMERICAS Outside reading including INCAS, AZTECS, MAYANS AND AZTECS: EXPLORING ANCIENT CIVILIZATION by Mary Tucker TALES OF PLUMMED SERPENT:AZTEC, INCA AND MAYAN MYTHS by Diana Ferguson

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	<p>B. Europeans</p> <ul style="list-style-type: none"> Spaniards <p>How do cooperation and conflict influence the division and control of spaces on Earth?</p>	<p>B. Europeans</p> <p>B1. Illustrate the geographical areas of the European world</p> <p>B2. Describe the arrival of Europeans Explain how migration of peoples can enrich cultures but also create tensions.</p>	<p>otl or</p> <ul style="list-style-type: none"> Multi-paragraph essay on the Aztec as architects and engineers <p>B. Europeans</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> Teacher-created tests, quizzes and assessments on the history of Spain including the effect of the Moors and Christian Spain Visual Time Lines illustrating the history of Spain Class debates about the positive and negative effects of the Muslims in Spain Illustrations/Art of Spain Reports/Presentations on leaders of Spain including Isabel and Ferdinand or the battles between the Catholics and Muslim in Spain especially at Granada 	<p>B. Europeans</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> Class discussions and debates on the Moorish control of Spain and its influence on Spain Visual Time Lines of Spanish History from the Moorish conquest to Granada Website research including www.donquijote.org/culture/spain/history www.sispain.org/english/history www.eudocs.libibyn.edu/index.php/History_of_Spain_Primary_Documents 	<p>B. Europeans</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> Website research including www.donquijote.org/culture/spain/history www.sispain.org/english/history www.eudocs.libibyn.edu/index.php/History_of_Spain_Primary_Documents Outside readings such as: SPAIN: A HISTORY by Raymond Carr HISTORY OF SPAIN by Peter Pierson

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	<p>Week 5</p> <p>C. Dia De Los Muertos</p> <ul style="list-style-type: none"> • Day of the Dead 	<p>C. Dia De Los Muertos</p> <p>C1. Analyze the historical significance about the Day of the Dead</p>	<ul style="list-style-type: none"> • Writing assignments <ul style="list-style-type: none"> ○ Short Constructed Answers on the history of Spain or a ○ Paragraph dealing with specific aspects of the history of Spain such as the preservation of knowledge by the Muslims in Spain or ○ Multi-paragraph essay on the battles of the legendary Spanish hero El Cid <p>C. Dia De Los Muertos</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Teacher-created tests, quizzes and assessments on the history of Dia De Los 	<p>C. Dia De Los Muertos</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Role Playing by enacting the celebration 	<p>C. Dia De Los Muertos</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> • Website research on www.azcentral.com/e

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	<p>Week 6</p> <p>D. The Conquest</p>	<p>D. The Conquest</p> <p>D1. Explain the Cortez and Spaniard Infusion.</p> <p>D2. Analyze how the Spaniards were able to dismantling Indigenous Societies and Governments.</p>	<p>Muertos</p> <ul style="list-style-type: none"> • Illustrations/Art of the various views of Dia De Los Muertos • Reports/Presentations on various ceremonies that are part of Dia De Los Muertos • Writing assignments that explain the origin of Dia De Los Muertos and the practice today <p>D. The Conquest</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Teacher-created tests, quizzes and assessments dealing with the history of the Spanish conquest of Mexico • Visual Time Lines of Spanish conquest of Mexico • Class debates about the positive and negative effects of Spanish conquest of 	<ul style="list-style-type: none"> • Website research on www.azcentral.com/ent/dead.com • www.mexonline.com/daydead.htm • www.3.niu.edu/newsplaces/nndia.ktm/ • Videos such as: DAY OF THE DEAD FOOD FOR THE ANCESTORS • Food and Dance Activities <p>Suggested Activities/Technology</p> <p>D. The Conquest</p> <ul style="list-style-type: none"> • Web sites including www.thecaveonline.com/APEH/conquistadorsdbq.html • www.juniorgeneral.org/aztec/aztec.html • Time Lines illustrating the conquest of Mexico and the Southwest 	<ul style="list-style-type: none"> • nt/dead.com • www.mexonline.com/daydead.htm • www.3.niu.edu/newsplaces/nndia.ktm/ • Outside readings such as: DIA DE LOS MUERTOS by Kent A Harrington and James Crumley <p>Suggested Resources</p> <p>D. The Conquest</p> <ul style="list-style-type: none"> • Outside readings such as: IMPERIAL SPAIN 1469-1716 by J.H. Elliott • Web sites including; conquistadorsdbq.html • www.juniorgeneral.org/aztec/aztec.html

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			<p>Mexico</p> <ul style="list-style-type: none"> • Illustrations/Art from the Spanish conquest of Mexico • Reports/Presentations on leaders of the Spanish Conquest period in Mexican history including Malinal, Cortes, Moctezuma II • Writing assignments <ul style="list-style-type: none"> ○ Short Constructed Answers on specifics of Spanish conquest or a ○ Paragraph on an event such as Cortes' arrival at Vera Cruz or a ○ Multi-paragraph essay on a topic such as Cortes' march into Tenochtitlan 	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Illustrations • Class discussions • Debates • Role play/skits • Visual Timel Lines • Writing assignments • Website research • Teacher guided supplemental readings • Videos and other multimedia • Guest speakers • Graphic organizers • Charts • Vocabulary development • Food and Dance Activities • Games 	
October	Week 7 A. The Colonial Era	A. The Colonial Era 1 A. Explain the Cortez and	The Colonial Era Suggested Assessments	The Colonial Era Suggested Activities/Technology	The Colonial Era Suggested Resources

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	<p>How does increasing globalization influence integration of people on Earth?</p> <p>Week 8 B. Religion</p> <p>Week 9 C. Mexican Independence Day</p>	<p>Spaniard Infusion.</p> <p>2 A. Analyze how the Spaniards were able to dismantling Indigenous Societies and Governments. Explain how the uneven distribution of resources can lead to conflict, competition or cooperation among cultural groups.</p> <p>B. Religion of Mexico</p> <p>1 B. Examine the significance of the Virgin of Guadalupe to the Mexican people</p> <p>2 B. Dramatize the purpose of Las Posadas</p> <p>C. Mexican Independence</p> <p>1 C. Summarize events culminating in Mexico's independence from Spanish rule.</p>	<ul style="list-style-type: none"> Teacher-created tests, quizzes and assessments on specifics of the colonial era in Mexico(which included the Southwest portion of the United States), Mexican Independence, and Anglo effect in the Southwest. Visual Time Lines showing the history of Mexico/the Southwest from the conquest of the Aztec to the Mexican War Class debates on the positive and negative effects of the Spanish and Anglo conquest of the Southwest Illustrations/Art of the Spanish colonial period in Mexico and the Southwest Reports/Presentations on colonial life in Mexico for the different classes in Spanish Mexico and Spanish Southwest Writing assignments 	<ul style="list-style-type: none"> Web search including www.thecaveonline.com/APEH/conquistadorsdbq.html, www.juniorgeneral.org/aztec/aztec.html, www.onwar.com/aced/data/mike/mexico1810b.htm, www.historynet.com/mexican-war-of-independence.com, www.nps.gov/archive/fosc/mexican.htm, www.historycentral.com/mexican/indix/htm Time Lines illustrating the conquest of Mexico and the Southwest by the Spanish and Anglos 	<ul style="list-style-type: none"> Web sites including; conquistadorsdbq.html, www.juniorgeneral.org/aztec/aztec.html, www.onwar.com/aced/data/mike/mexico1810b.htm, www.historynet.com/mexican-war-of-independence.com, www.nps.gov/archive/fosc/mexican.htm, www.historycentral.com/mexican/indix/htm Outside readings from: INVADING MEXICO: AMERICA'S CONTINENTAL DREAM AND THE MEXICAN WAR, 1846-1848 by Joseph Wheelan THE TRAINING GROUND: GRANT, LEE, SHERMAN, AND DAVIS IN THE MEXICAN WAR, 1846-1848 by Martin Dugard THE MEXICAN WARS

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	<p>Week 10 D. Mexican War How has culture defined civilization?</p>	<p>D. Mexican War</p> <p>1 D. Appraise how actions by the American government solidified the end of the great Aztlan. Colorado <i>Examine and evaluate issues of unity and diversity.</i></p>	<ul style="list-style-type: none"> ○ Short Constructed Answers on specifics from the Spanish colonial period to the Mexican War or a ○ Paragraph on specific aspects such as Cortes' destruction of Tenochtitlan or a ○ Multi-paragraph essay on the destruction of native civilizations by the Spanish or the Anglos 		<p>FOR INDEPENDENCE by Timothy J. Henderson</p> <p>THE TEXAS WAR OF INDEPENDENCE 1835-1836: FROM OUTBREAK TO THE ALAMO TO SAN JACINTO by Alan Huffines :</p> <p>IMPERIAL SPAIN 1469-1716 by J.H. Elliott</p> <ul style="list-style-type: none"> • Videos such as: History Channel's THE MEXICAN AMERICAN WAR
<p>November</p>	<p>Week 11 A. Life in the Southwest B. Mexican American Folklore</p>	<p>A-B Life and Folklore</p> <p>1 A. Interpret the cultural life in the Southwest before the Treaty of Guadalupe Hidalgo</p> <p>2 B. Survey written examples of Mexican American Folklore</p>	<p>A-B Life and Folklore</p> <p>Suggested Assessments</p> <ol style="list-style-type: none"> 1. Teacher-created tests, quizzes and assessments on the recent history of Mexico 2. Class debates on the changes in culture 	<p>A-B Life and Folklore</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Visual Time Lines of the history of Mexico since 1850 • Website research including: www.questconnect.org/mexico_cc_history.html.com www.mexconnect.com/business/mex2000history.html 	<p>A-B Life and Folklore</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> • Applicable Websites www.questconnect.org/mexico_cc_history.html.com www.mexconnect.com/business/mex2000history.html

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	<p>Week 12--13 C. Americans by Conquest D. Mexico's Internal Turmoil</p> <p>How has culture defined civilization?</p>	<p>C--D. Mexico's Internal Turmoil</p> <p>1 C-D. Weigh the impact of unstable political events in Mexico.</p> <p>2 D. Give examples of Mexico's move toward modernization. <i>Evaluate continuity and change over the course of world history.</i></p>	<p>since the Southwest became part of United States</p> <p>3. Illustrations/Art of the Southwest before the advent of the Anglo</p> <p>4. Reports/Presentations on Mexican American folklore</p> <p>5. Writing assignments</p> <ul style="list-style-type: none"> o Short Constructed Answers on aspects of the Mexican American culture or o Paragraph on one aspect of Mexican history after independence or a o Multi-paragraph essay on several aspects of Mexican American culture or on the turmoil in the political history of Mexico 		<p>history.htm;</p>

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December	<p>Week 14 A. Zoot Suit Years</p> <p>How has culture defined civilization?</p> <p>Week 15--16 B. Civil Rights Movement</p> <p>What ideas have united people over time?</p>	<p>A. Zoot Suit Years</p> <p>1 A. Recognize the impact the Great Depression had upon the Mexican-Americans.</p> <p>2 A. Describe the role Mexican-Americans played in WW II</p> <p>3 A. Identify and analyze how the Pachuco culture was perceived and treated by mainstream America. Examine and evaluate issues of unity and diversity.</p> <p>B. Civil Rights Movement</p> <p>1 B. Identify individual and groups active in the Chicano Civil Rights issues and concerns.</p> <p>2 B. Summarize the successes and failures of each of the movements and the impact made upon Mexican-Americans and America overall. Analyze the complexity of events in U.S. history.</p>	<p>A. Zoot Suit Years</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Teacher-created tests, quizzes and assessments dealing with specifics about the role of Mexican-Americans during the Great Depression, World War II, and post World War II • Class debates on the Chicano Civil Rights movement • Illustrations/Art of the Chicano Civil Rights movement • Reports/Presentations on leaders of the Chicano Civil Rights movement including such people as Caesar Chavez and Delores Huerta • Writing assignments <ul style="list-style-type: none"> ○ Short Constructed Answers on specific events in the Chicano Civil Rights movement or 	<p>A. Zoot Suit Years</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Debates on the role of Chicano's Mestizo Heritage in the Southwest • Visual Time Lines of Chicano's Mestizos in Mexico and the Southwest • Website research www.chicano-art-life.com/movement.htm. • www.nps.gov/history/history • Guest speakers discussing life as a Chicano at various times in the Southwest • Food and Dance Activities 	<p>A. Zoot Suit Years</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> • Applicable Websites such as: <ul style="list-style-type: none"> www.chicano-art-life.com/movement.htm. www.nps.gov/history/history • Videos such as: <ul style="list-style-type: none"> ZOOT SUIT WALK OUT • Outside readings such as: CHICANO! THE HISTORY OF THE MEXICAN AMERICAN CIVIL RIGHTS MOVEMENT by Francisco Rosales MEXICAN AMERICAN, AMERICAN MEXICANS FROM CONQUISTADORS TO CHICANOS by Matt Meier and Feliciano Rivera MEXICANO: A

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			<ul style="list-style-type: none"> a o Paragraph on one of the Zoot Suit riots or a o Multi-paragraph essay on the advances and/or setbacks of the Chicano Civil Rights movement 		<p>HISTORY OF MEXICANS IN THE UNITED STATES by Manuel Gonzales</p>
<p>January</p>	<p>Week 17 & 18 A. The Chicano Movement & Issues</p> <ul style="list-style-type: none"> • Today's World <p>How might historical inquiry be used to make decisions on contemporary issues?</p>	<p>A. The Chicano Movement & Issues</p> <p>1A. Examine the demographics of today's society</p> <p>2 A. Analyze gang issues</p> <p>3 A. Recognize the immigration concerns of today</p> <p>4 A. Interpret the politic problems facing ethnic and cultural issues of people today</p> <p>Differentiate between facts and historical interpretations.</p>	<p>A. The Chicano Movement & Issues</p> <p>Suggested Assessments</p> <ul style="list-style-type: none"> • Teacher-created tests, quizzes and assessments that deal with the role of the Chicano in today's society and projecting the increased role in the future. • Class debates over gang issues, immigration and political problems and powers of the Chicano movement 	<p>A. The Chicano Movement & Issues</p> <p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> • Debates on the role of Chicano's Mestizo Heritage in the Southwest • Visual Time Lines of Chicano's Mestizos in Mexico and the Southwest • Website research www.chicano-art-life.com/movement.htm • www.nps.gov/history/history • Guest speakers discussing life as a Chicano at various times in the Southwest • Food and Dance Activities 	<p>A. The Chicano Movement & Issues</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> • Applicable Websites such as: www.chicano-art-life.com/movement.htm • www.nps.gov/history/history • Videos such as: ZOOT SUIT WALK OUT • Outside readings such as: CHICANO! THE

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			<ul style="list-style-type: none"> • Writing assignments <ul style="list-style-type: none"> ○ Short Constructed Answers on the demographics of today's society or a ○ Paragraph on immigration or a ○ Multi-paragraph essay on the problem of gang for today's Chicano youth 		<p>HISTORY OF THE MEXICAN AMERICAN CIVIL RIGHTS MOVEMENT by Francisco Rosales</p> <p>MEXICAN AMERICAN, AMERICAN MEXICANS FROM CONQUISTADORS TO CHICANOS by Matt Meier and Feliciano Rivera</p> <p>MEXICANO: A HISTORY OF MEXICANS IN THE UNITED STATES by Manuel Gonzales</p>