

**Book: *The Story of Latino Civil Rights: Fighting for Justice***  
**Chapter One: What Are Civil Rights, Anyway?**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the civil rights abuses suffered by African Americans, Japanese Americans during WWII, and Hispanic Americans.
- 2) Explain what the common element is among the discrimination against these three groups.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that a table is an excellent tool for comparisons.
- 2) Student will fold their paper into three equal sections. One section should be labeled “African Americans,” one “Japanese Americans,” and the third “Hispanic Americans.” Using information found in the text, students should list under each heading the civil rights that have been (and in some cases are still being) violated.

**Assessment:**

- ✓ For African Americans, did the student list basic freedoms such as life and liberty and not even being considered citizens as violations?
- ✓ For Japanese Americans during WWII, did the student list the right to due process, the right to a trial by jury, the right to legal representation, and the freedom from cruel and unusual punishment as violations?
- ✓ For Hispanic Americans, did the student list discrimination as a violation?
- ✓ Did the student identify race as the common element that links these three groups as targets of discrimination?

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**Chapter Two: Fighting for Justice: Hispanic Americans Over the Years**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the factors behind the lack of attention the Hispanic American struggle for civil liberties has received when compared with that of African Americans.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) Using the information from the text, students will write a brief essay explaining the reasons why the Hispanic American civil rights movement has received less attention than the African American civil rights movement. What has been the consequence of this lack of attention?

**Assessment:**

- ✓ Did the student's essay list the following as reasons why the Hispanic civil rights movement has received less attention than the African American civil rights movement?  
Lack of mainstream media attention  
Language barrier  
Lack of charismatic leader(s)
- ✓ Did the student's essay cite lower wages, poor housing, and lesser education for Hispanic Americans as consequences of this lack of attention?

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**Chapter Three: Hispanic Civil Rights at Work**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Define affirmative action and explain how and when it has been successful and why it has failed over the long term.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) Using the information from the text, students will write a brief essay defining affirmative action, explaining how and when it was successful and why it failed in the long term.

**Assessment:**

- ✓ Did the student correctly define affirmative action?
- ✓ Did the student point to the 1960s as an indication of the program's success because minorities were needed to fill jobs once held by many of those fighting in the Vietnam War?
- ✓ Did the student point to the recession of the 1970s as a failure for such programs because recession and unemployment brought discrimination as some white employers hired white workers over minorities, who were viewed as threats?
- ✓ Did the student cite failure to create upper-level opportunities for minorities as a reason that long-term success was not achieved?

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**Chapter Four: Hispanic Civil Rights at Home**

**Subject area(s): Social Studies**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Explain why home ownership is important to the economic well-being of both individuals and the country.
- 2) Explain why Hispanics have significantly lower rates of home ownership.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that student will write an essay explaining the importance of home ownership to the individual, to the community, and to the country as a whole. Using the information from the text, the students will also explain why Hispanics have such low rates of home ownership and what can be done to reverse this trend.

**Assessment:**

- ✓ Did the student explain that home ownership is important to the individual because owning a home gives the individual collateral to secure other types of loans and increases their net financial worth?
- ✓ Did the student explain that home ownership is important to the community because it provides stability, which lowers crime and improves quality of life (i.e., better schools lead to a better educated populous, which leads to greater economic success)?
- ✓ Did the student explain that home ownership is important to the country as a whole because the housing industry is a major part of the economy?
- ✓ Did the student explain that Hispanics face continued discrimination in the housing market when they are not shown houses in predominantly white neighborhoods (where the better schools are) and are not offered the lowest mortgage rates?
- ✓ Did the student explain that the rising cost of housing in many areas, especially California, is leaving many Hispanics out of the housing market because their wages have not kept pace with inflation?

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**Chapter Five: Hispanic Civil Rights and Politics**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Explain the importance of political representation and participation in a democracy.
- 2) Explain why Hispanics are underrepresented.
- 3) Explain what issues unite Hispanic voters

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that, as is stated in the text, equality in a democracy is dependent on political representation and participation.
- 2) Students will imagine that they are working on a voter registration campaign to increase Hispanic voting in their district. Using the information from the text, they will design a brochure specifically targeting Hispanic Americans, which will be handed out door to door, explaining the importance of registering to vote. They will also write a sample script of what campaign workers can say to Hispanic Americans when they are handing out the brochures. What kind of questions might they be asked (address issues of trust and poverty)? How would they respond? What information might the person need in addition to what is in the brochure (explain the issues that unite Hispanic voters regardless of their nationality or political orientation)?

**Assessment:**

- ✓ Did the student design a brochure that explains the importance of voter registration and voting, especially for Hispanic Americans?
- ✓ Did the brochure explain that Hispanic Americans are underrepresented in government and why?
- ✓ Did the sample script address issues of Hispanic Americans' lack of trust in the political system and poverty issues and suggest solutions?
- ✓ Did the sample script outline issues that tend to unite Hispanic American voters regardless of their nationality or political affiliation?

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**Chapter Six: Hispanic Civil Rights and Education**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Explain the value of a good education in a democratic society.
- 2) Explain the factors that prevent Hispanic American children from getting the best education.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will explain that students are to imagine that they represent a group of Hispanic American parents who are concerned about proposed budget cuts for their children's schools.
- 2) Using the information from the text, students will write a speech that they will give to the school board of education at the next public budget hearing. The speech should address the reason the parents are concerned about their children getting the best education possible, some of the obstacles their children face as Hispanic Americans in the educational system, and why increased spending, rather than budget cuts, is necessary.

**Assessment:**

- ✓ Did the student's speech address the importance of a good education in a democratic society, especially for Hispanic Americans?
- ✓ Did the student's speech address the obstacles unique to Hispanic American children?
- ✓ Did the student's speech outline what kind of programs would benefit Hispanic American students and why these programs should be funded rather than cut?

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**Chapter Seven: Looking to the Future**

**Subject area(s): Social Studies, Language Arts**

**Amount of time needed: One 40-minute period**

**Objectives: At the end of this lesson, students will be able to:**

- 1) Identify the two most critical issues facing Hispanic Americans today.
- 2) Identify activities that can be done in their own school to raise awareness of these issues.

**Materials needed:**

- ✓ Writing paper
- ✓ Pen, pencil

**Activities:**

- 1) The teacher will review with the students that Congress has established September 15 through October 15 as Hispanic Heritage month.
- 2) The students will imagine that they are in charge of planning some activities for the next Hispanic Heritage month. Using the information from the text, what two issues are most critical to the success and prosperity of Hispanic Americans?
- 3) The students will design activities to promote awareness in their school of the plight of Hispanic Americans and what they can do to help.

**Assessment:**

- ✓ Did the student correctly identify education and political representation as the two most critical factors in determining the future success of Hispanic Americans?
- ✓ Did the students design activities that will promote awareness in their own school of the struggles faced by Hispanic Americans?
- ✓ Did the students identify anything they could do to help?