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ABSTRACT

The teacher resource guide for grades K through 12 was developed by a multi ethnic committee of educators to comply with the California Education code. "Instruction in the social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, social and cultural development of California and the United States". The main concept for each unit is identified at the top of each page and further developed in a content column. In addition, the learning activities are identified along with suggested resources. Extensive bibliographies include such things as: books, audiovisual materials, journal articles, pamphlets, picture books, other resource guides, curriculum bulletins, unpublished manuscripts, reports, and human resources. However, those who wish to use this guide should select, expand, or enrich the material to meet the unique local needs of teachers and students. (SBE)

SP 000 520

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CONTRIBUTIONS OF BLACK AMERICANS,
INDIAN AMERICANS, MEXICAN AMERICANS AND
ASIAN AMERICANS
TO AMERICAN HISTORY



Teacher's
Resource Guide
Grades K - 12

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TO AMERICAN HISTORY

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Santa Clara County Office of Education
45 Santa Teresa Street
San Jose, California 95110

July 2, 1970



The following is an excerpt from the California Education Code:

Grades 1-6

8553. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

Grades 7-12

8576. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

FOREWORD

This guide is a cooperative project representing the combined contributions of local school districts and the Santa Clara County Office of Education. The committee is composed of elementary, junior high, and high school teachers and administrators who were recommended by their district superintendents. Members of the committee include educators of multi-ethnic backgrounds.

The main concept is identified at the top of each page. This concept is developed in the content column. The learning experiences are suggested. Those who use the resource guide will wish to select, expand, or enrich the material to meet the unique needs of teachers and students in individual school districts. As in the use of all instructional materials in any district, the appropriateness for the student and the learning situation must be determined and approved by those in whom this responsibility is vested at the local level.

The guide was offered for pilot study throughout the county during 1969-70. The committee compiled the evaluations and revised the guide accordingly. Teachers and administrators were enthusiastic and provided many ideas and suggestions for improvement of the guide.

Appreciation is due to district administrators and boards of education for providing released time for committee participants. Special appreciation is extended to those who acted as consultants: Miss Thomasyne Lightfoote Wilson and Mrs. Shizue Yoshina. It is our hope that all school personnel will commit themselves to frequent evaluation and improvement of the program.

ACKNOWLEDGMENTS

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INSERVICE EDUCATION

SUBCOMMITTEE ON IN-SERVICE EDUCATION FOR
IMPLEMENTATION OF SB-572

STATEMENT OF NEED:

In order to implement S.B. 572 adequately, teachers and other education personnel need to be aware of the background of minority cultures, of the contributions they have made to our country's history and customs, and of how these and other social factors relate to their role and status in today's society. In-service training is one means of assuring that all education personnel have an opportunity to acquire both the knowledge and the behavior to implement S.B. 572 successfully.

GOALS:

Among the goals appropriate for such in-service programs are:

- 1) To increase the knowledge and understanding of education personnel of the backgrounds, roles and contributions of minority cultures to American society;
- 2) To modify the behavior of education personnel in such ways as to make them more effective in teaching all students -- particularly those with dissimilar backgrounds of experience, values and attitudes.

SOME SUGGESTIONS FOR IN-SERVICE PROGRAMS:

- 1) Allow adequate time for planning. A good in-service program, that is, one that meets your stated goals and objectives, may require more time to plan than to execute.
- 2) Involve in planning representatives of all those likely to be affected by the in-service program (for example, administrators, teachers, paraprofessionals, certificated staff, students, parents, etc.).
- 3) Take the time to put your overall goals and objectives (preferably in behavioral terms) in writing.
- 4) Share the goals and objectives for the overall program as well as individual sessions with all participants, including consultants or resource people.
- 5) Compensate personnel for non-contractual time, that is, for required or "expected" in-service participation on his own time. This may be handled by arranging for units of college credit

to be given for in-service programs or by giving "credit" on the district's salary schedule. By putting the in-service program into the regular school day, the problem is avoided.

6) Avoid "one-shot" programs. The single all-district meeting with a featured speaker is not likely to be effective. If it is the "kick-off" for an in-service program of no fewer than 6-8 single school meetings, it can serve to indicate to all school personnel that the district is serious enough about the program to spend staff time and dollars.

7) Avoid major lapses of time between in-service sessions. An in-service program which schedules meetings once a week for six weeks is more likely to result in increased knowledge/behavior change than a program which schedules meetings once a month for six months. Personnel need time to try out new learnings, but they also need the feedback and reinforcement which is possible when the sessions are not too far apart.

8) Provide alternatives. Neither all schools nor all personnel in a district are alike. Individual schools should have the opportunity to tailor some, if not all, in-service sessions to their own perceived needs. Too, the same program for all personnel may not be appropriate. Try to provide options for personnel, even within a single school.

9) Employ knowledge about learning theory in development of in-service programs. We may know that the lecture method is not a very effective teaching technique, and yet employ it in our in-service programs. If we expect to change behavior, we must involve participants through questioning, small group (15 maximum) discussion, role-playing, opportunities for try-out of new behaviors, etc.

10) Evaluate. If goals and objectives have been clearly stated, the evaluation task becomes easier. An effective measure of an in-service program may not be how participants "feel" about the session the next day. Needless to say, how the program is to be evaluated should be part of the initial planning. If we are interested in changed behavior of participants and the in-service has been successful, we need to evaluate not just at the conclusion of a single session or even at the conclusion of the program, but over the entire school year.

GRADES

KINDERGARTEN THROUGH SIX

CONCEPT: Race refers to a method of classifying the family of man based upon observed, physical differences in skin color, hair, shape of eyes, nose and lips.

1. Racial differences as we know them are biologically unimportant in today's world.
2. Racial differences were developed in prehistoric times due to evolutionary and environmental conditions.

CONTENT

LEARNING ACTIVITIES

RESOURCES

I. Race	Define "race".	Film: <u>What Color Are You</u> 7404 (Grades 4-6)
A. A race is made up of persons who have a fairly definite combination of distinguishing physical traits which are handed down from parents to children.	Use pictures depicting the three chief racial groups. Have children observe physical differences and similarities. From this data have class give definition of race.	Evans, Eva K. <u>All About Us</u> Brandwein, Paul <u>Concepts in Science</u> (Grade 5) Byrd, Oliver E., M.D., et al. <u>Health</u> (Grade 4) Clarke, Robin <u>Diversity of Man</u>
B. There is no single trait which marks one race or racial stock from another.	Have students bring their baby pictures, pictures of babies from magazines, pictures of baby animals. Use the bulletin board for "Beautiful Babies".	Ames, Gerald and Rose W. <u>Wyley First People in the World</u> Garn, S.M. <u>Human Races</u>
II. "Pure" Races	Do research: Non-white people make up what part of the earth's population?	Coon, Carleton S. <u>The Origin of Races</u>
A. There are no "pure" races today.		3M: <u>The Races of Man</u>
B. Mankind for generations has been crossing and recrossing as far as races are concerned.	Cut pictures from magazines to illustrate various racial groups. Children in sixth grade can use <u>Learning About Latin America and Life in Latin America to define mestizo, mulatto, zambo, after they observe social mixtures from their pictures.</u>	Film: <u>Color of Man</u> 930 Dare, Beatrice F. <u>Your Heredity and Environment</u> , Accent Education Series Showers, Paul <u>Your Skin and Mind</u>
III. Human Races	Discuss number of human races. Use film, transparencies and books to verify three main racial groups in terms of: hair, head, skin, nose, eyes, etc.	Film: <u>People Are Different and Alike</u> 4109 (Grades K-3) Film: <u>My Mother is the Most Beautiful Woman in the World</u> 4128



CONCEPT: Race refers to a method of classifying the family of man based upon observed, physical differences in skin color, hair, shape of eyes, nose and lips.

1. Racial differences as we know them are biologically unimportant in today's world.
2. Racial differences were developed in prehistoric times due to evolutionary and environmental conditions.

CONTENT

A. With more than three billion people in the world, it is difficult to group people into three basic stocks because many races are descended from two or three stocks.

1. Mongoloid - 34%
2. Caucasoid - 56%
3. Negroid - 10%

B. Distribution of basic stock

IV. Race Superiority

A. No scientific fact supports statement that one race is biologically superior or inferior to other races.

B. Level of civilization may provide greater or smaller opportunity for contact and personal development.

LEARNING ACTIVITIES

Make a mural depicting racial differences and similarities.

Discuss:

To which racial group do most Europeans belong?
How does race differ from nationality?
What are the principal physical characteristics of race?

Can a biologist distinguish the cells of a German from a Chinese?
What are the myths about races?

What is the difference between race and ethnic group?

What is prejudice?
How do people become prejudiced?
Is the world getting more or less prejudiced?

Discuss what "Viva La Raza!" means.
"Long Live the (Mexican) Race!"
Discuss different meanings of "race".
(Anthropological definition as opposed to its use in reference to an ethnic group.)

RESOURCES

Goldin, Augustus R. Straight Hair, Curly Hair

Lerner, Marguerite R., Red Man, White Man, African Chief

Showers, Paul Look at Your Eyes

Montagu, Ashley Man's Most Dangerous Myth: The Iliacy of Race

Filmstrip: Exploding the Myths of Prejudice

Orsborn, Peggy 1-Act play, Meeting (add songs, etc. to make it less dry)

Film: Skipper Learns a Lesson 772 (Grades K-3)

CONCEPT: Race refers to a method of classifying the family of man based upon observed, physical differences in skin color, hair, shape of eyes, nose and lips.

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CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>V. Race and Nationality</p> <p>A. These terms are often confused.</p> <p>B. People often speak of "English race", "German race" or "Jewish race". These groups may share a language, culture, traditions, religion, political ideas, but this does not make them races.</p>	<p>Discuss: "What is a Chicano?"</p> <p>Use models of human organs (eye, ear, brain, heart) to illustrate that skin color has no bearing on their functioning.</p> <p>Map activities: Locate origins of man.</p> <p>Study "stereotypes" of race.</p> <p>Discuss "Myth vs. Fact".</p> <p>Role playing related to how myths about race cause prejudice.</p> <p>Study laws regarding race and color.</p>	<p>Grevious, Sandra C. <u>Teaching Children and Adults to Understand Human & Race Relations</u></p> <p>Peck, Ira <u>The Life and Words of Martin Luther King, Jr.</u></p>

CONCEPT: People of all races have the same human needs.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Basic Human Needs		
A. Physiological		
1. Food	Use the bulletin board: Theme "Beautiful Babies". Have each student bring their baby pictures, pictures of babies from magazines, pictures of baby animals. Display pictures of people of different races and ethnic groups experiencing same kinds of things. List similarities. Tell open-ended stories.	Films: <u>Island of the Blue Dolphins</u> 7405 (Grades 4-6) <u>Japanese Boy - Story of Taro</u> 3547 <u>Apache Indians</u> 694 <u>Mexican Boy - Story of Pablo</u> 3375 <u>Boy of the Navajos</u> 2131 <u>People are Different and Alike</u> 4409 (Grades K-5)
2. Shelter	Set up a bulletin board to show different types of homes. Build African, Indian shelters, etc.	Evans, Eva K. <u>People Are Important</u>
3. Clothing	Study fashions and clothing from many countries and racial groups. Invite representatives from stores to bring in fashions representing different cultures.	Graham, Lorenz <u>Southtown</u> Picture sets: <u>The Unity & Diversity of Man</u> (Grades K-6)
B. Psychological		
1. Love from the family	Survey school playground for needed improvements in terms of safety, cleanliness and orderliness to develop <u>pride in school</u> and <u>self</u> .	Uchida, Yoshiko <u>The Promised Year</u>
2. Success in daily experiences	Invite both minority and majority parents to accompany classes on study trips.	Cavanna, Betty <u>Jenny Kimura</u> (Grades 4-6) Everhart, Mary Frances <u>Voices of Man, As I Grew Older</u>

CONCEPT: People of all races have the same human needs (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 3. Being worthwhile and accepted 4. Recreation 5. Freedom from oppression 6. Identity 	<p>Learn folk songs and dances from various cultures.</p> <p>Choose a "Child of the Week". Pictures and stories about him and his family are displayed on a bulletin board. Include good class work. Highlight the contributions this child makes to the family and the school.</p>	<p>Toor, Frances <u>A Treasury of American Folkways</u></p>

CONCEPT: The way we live is a result of the influence of many customs and cultures.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Facets of Culture	Visit examples of different architecture in Santa Clara County.	Films: Boy of the Navajos 2131 Hopi Indians 434 Navajo Canyon Country 936 Meet the Sioux Indians 820 Apache Indians 694 Peaceful Ones 1507 Indians of the Plains 2381 Villages in the Sky 3170
A. Architecture	Make Indian model village - Pueblo, stucco, plus other kinds of homes, not just Indian. List, with students, on the chalkboard, other cultural environmental influences apparent in student's own home: food they eat, architecture of home, furniture, etc. Could also be done on charts.	Yashima, Taro <u>Crow Boy</u> Kroeber, Theodora <u>Ishi, Last of His Tribe</u>
B. Language	Construct models of famous buildings in our country that represent architecture from many cultures, or look at slides and photographs and discuss characteristics of architecture from a certain culture. Construct models of birchplaces of famous people from all walks of life. Investigate "racially loaded" words or terms in use in the English language. Visit Palo Alto Junior Museum where there is an exhibit on Ishi, and/or New Almaden Museum, other missions around Bay Area, and San Juan Bautista.	Film: <u>Ishi in Two Worlds</u> 7402 Film: <u>Spanish Influence in U.S.</u> 460 Rambo, Ralph "Lo, the Poor Indian of Santa Clara County" (pamphlet) Films: <u>Indians of California</u> (Parts 1 and 2) 1414, 1415 <u>Villages in the Sky</u> (Hopi) 3170
	Study Indian symbols. Practice communicating with them.	Lewis, Richard <u>A Moment of Wonder</u>

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
	<p>Learn daily greetings in different languages.</p> <p>Try Japanese language in Haiku.</p>	<p>Issa <u>A Few Flies and I</u></p> <p>Cassedy, Sylvia and Kunihiro <u>Suetake Birds, Frogs and Moonlight</u></p> <p>Lewis Richard <u>In a Spring Garden</u></p>
<p>C. Food</p>	<p>Explode culturally-oriented slang expressions and what they mean within their culture.</p> <p>Make classroom cookbook of favorite food from other lands.</p> <p>Make lists of Spanish (or other) influence in this area -- such as names of cities, foods we eat, structure of buildings, etc. This could be done by individuals as part of a contest.</p>	<p>Harper, Robert, Raymond Crist and Clarence Sorensen <u>Learning About Latin America (Grade 5)</u></p> <p>Films:</p> <p>Buckeyes 3431 (Grades 4-6)</p> <p><u>Pine Nuts</u> 3591 (Grades 4-6)</p>
<p>D. Clothing</p>	<p>Have a student-prepared luncheon or snack with foods of the culture being studied. Invite parents to participate.</p> <p>Pinpoint on a large world map countries from which each student is descended. Discuss the clothing relative to the culture.</p> <p>Have parents, interested citizens or store-keepers bring in clothing of different cultures. Check local shops such as Afro shops, Mexican, Polynesian, etc.</p>	<p>Film:</p> <p><u>Villages in the Sky</u> 3170</p>

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT

LEARNING ACTIVITIES

RESOURCES

E. Art

Make a Japanese Hapi coat.

Make:

Indian place mats and baskets
 Indian bowls with clay
 Clay beads
 Papier maché Indian and African masks
 Totem poles out of ice cream containers
 Japanese flower arrangements
 Indian mosaics, using colored beads, magazines, seeds, cereal.
 Mexican tiles
 Diorama of African animals
 Hanging scroll
 Wood carvings
 Kites

Do:

Japanese brush painting
 Sand painting
 Block printing
 Origami

F. Music -- Dances & Games

Plan a school-wide festival that would illustrate songs and dances from other ethnic groups.
 Contact music departments in local colleges for resource in music from other ethnic groups.

Film:

Weavers of the West 954

Films:

Loon's Necklace 563
Arts & Crafts of Mexico
(Pottery & Weaving) 7346
Arts & Crafts of Mexico
(Basketry, Wood, Stone, Metals) 7347
Hopi Arts & Crafts 432
Painting with Sand 788
Creating for Many Cultures
K-8 Santa Clara County
Teacher's Resource Guide

Issa A Few Flies and I

Harbin, Elvin O. Games of Many Nations

Film:

Folk Dances of Japan
From Consulate General of Japan (deals with Japan, but the Japanese-Americans do the dances from the many

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT

LEARNING ACTIVITIES

RESOURCES

Seek out minorities for school-wide activities.

Learn songs of other countries in other languages.

Learn American folk dances of certain regions and dances from other lands.

Make Indian, Oriental, or African drums out of coffee cans and inner tubes, rattles made from papier maché.

Bring favorite records from home. Discuss composers, country of origin.

Bring in instruments such as drums, banjos, marimbas, wood blocks. Discuss their origin.

Create songs and dances featuring the instruments representing various cultures.

Collect pictures that illustrate the family of man photographically.

Select a book for daily story time that develops pride in culture and customs.

Encourage librarian to order books to help build understanding and appreciation of ethnic groups.

Hold international bazaar. (Students make and sell artifacts of countries of the world.)

parts of Japan. Can teach history of the dance and how to do them and how Japanese-Americans keep some cultures of Japan.)

Record:

Coal Miner's Song (Japan)

Films:

Discovering the Music of

Africa 7359 (Grades 4-6)

Discovering the Music of

Japan 7360 (Grades 4-6)

Indian Dances 761

Films:

Stone Cutter 4131

Missions of the Southwest 7263

Keating, Charlotte Building Bridges of Understanding

Cavanna, Betty Jenny Kimura (Grades 4-6)

Films:

Japanese Mountain Family 7199

Hopi Indians 434

Kitano, Harry H. L. Japanese Americans

G. Family of Man

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>H. History</p> <p>1. The Cowboy Tradition of the U.S. is actually an extension of the Vaquero Traditions.</p> <p>a. Advent of domesticated animals to the Southwest and California</p> <p>b. The skill of the Vaquero</p> <p>1) His equipment</p> <p>2) His qualities</p> <p>c. The Rodeo & Fiesta</p> <p>1) Competition & Games</p>	<p>Do murals with labels to show names of objects in Spanish and English.</p> <p>Show class pictures of the terrain of the Southwest depicting desert, barren nature of the land.</p> <p>Discuss types of domesticated animals that could be raised, and problems.</p> <p>Decide where this land probably is (Texas, New Mexico, Arizona, or northern plateau of Mexico). Ascertain who would be travelling through on a horse (cowboy).</p> <p>Read text, <u>The Story of Mexican Americans</u>, to find out who first brought domesticated animals to what is now the U.S., and what they were.</p> <p>Cut out pictures from magazines of cowboys and display. Discuss the cowboy's job, his dress, and the tools that he uses. List them.</p> <p>Discuss: Who were the first cowboys in the U.S.? Refer to <u>The Story of the Mexican Americans</u> as a follow-up.</p> <p>Study words such as corral, chaps, sombrero, rodeo, etc. with their Spanish derivations.</p> <p>Play some of the games played at Spanish and Mexican fiestas.</p> <p>Take a study trip to a rodeo.</p>	<p>Film: <u>American Cowboy</u> 6110</p> <p>Filmstrip: <u>Folk Songs and Cowboys</u></p> <p>Williams, Carey <u>North from Mexico</u></p> <p>Galarza, Ernesto <u>Mexican-Americans in the Southwest</u></p> <p>Acuna, Rudolph <u>The Story of the Mexican Americans</u></p> <p>Nava, Julian <u>Mexican-Americans Past, Present and Future</u></p> <p>Film: <u>Meet the Sioux Indians</u> 820</p>

CONCEPT: The war we live is a result of the influence of many customs and cultures. (continued)

K-6

ER

CONTENT	LEARNING ACTIVITIES	RESOURCES
2) Barbacoas or barbecues 3) Dancing	Have a barbecue. Do some Spanish and Mexican dances.	Toor, Frances A Treasury of Mexican Folkways Films: <u>Missions of the Southwest 7263</u> <u>Father of the Southwest 3172</u> <u>California Dawn: Missions, Ranchos and Americans 3729</u>
2. The Guadalupe-Hidalgo Treaty	Learn how much land was surrendered to the U.S. (525,000 square miles in return for 15 million dollars). Reflect why this treaty is so controversial.	Film: <u>Chinatown, U.S.A.</u>
3. Development of Chinatown	Study San Francisco, "My Chinatown".	Martin, Patricia <u>Indians: The First Americans</u>
4. Indian Reservations	Compare life on a Navajo Reservation with life in a small community today.	Film: <u>Indians of California (Parts I & 2) 1414 & 1415</u>
5. Contributions of Spanish and Mexicans to the development of California	Study California mission life. Study the government of early California as established by the Spaniards and, later, the Mexicans. Find out what influences still exist in our government today. Study rancho life in the early days of California.	Film: <u>California's Dawn: Spanish Explorers 3729</u> Haan, Audrey and James Jones <u>California's Own History (Grade 4)</u> Williams, Mabel Young <u>California: A History (Grade 4)</u> Wright, Kathleen <u>The Other Americans</u>

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT

LEARNING ACTIVITIES

RESOURCES

6. Contributions of Asian Americans

Do research on Cinco de Mayo.

Toor, Frances A Treasury of Mexican Folkways

Assign the students special reports covering contributions of Asian Americans.

Sussman, Murray American Biographies

Kitano, Harry H. L. Japanese Americans

7. Fiestas and holidays are important in the life of all people

Do research plus related activities regarding holidays around the world.

Film:
Home Around the World 4023

See calendar, Anti-Defamation League, Appendix

Hold community or school program to commemorate Cinco de Mayo, May 5; Boys' Day, May 5; Doll Festival, March 5; Black History Week, February 8-14, Brotherhood Week, February 27-March 1.

Make carp kites for Boys' Day, May 5.

Minnugh, Lena Stuart and Nancy Keochakian Cory Japan Teacher's Guide for various art

Have classes learn about one of main Japanese-American festivals, such as O Bon: Coal miners' dance, food tasting, clothing, music.

Film:
Folk Dances of Japan
Showers, Paul Indian Festivals

CONCEPT: All people have the same basic rights and responsibilities.

CONTENT

LEARNING ACTIVITIES

RESOURCES

I. Freedom to Express Themselves

Discuss and role play situations concerning the settling of playground quarrels.

Provide opportunities for frequent change in leadership and groupings.

Discuss the Four Freedoms: fear, want, worship and expression. Make posters illustrating these.

Celebrate Brotherhood Week.

Discuss U.N. and its significance.

Make a bulletin board display of prominent leaders of all races past and present in the struggle for civil rights.

Find out which buildings in the community are used by all peoples.

Discuss current race struggle developments.

List areas in which the Negro and Mexican feel they do not get equality of treatment today. This can be done by scanning daily newspapers for ideas.

Talk about contributions of people who have talents similar to ours. Discuss how these affect us.

Films:

Guidance: What's Right

4126 (Grades K-3)

What Will Pete Do? 4125

(Grades 4-6)

Kindness to Others 2355

Ways to Settle Disputes

2274

What Does Our Flag Mean?

4034

Film:

A Mask For You and a Mask

For Me 4109 (Grades K-3)

Carlson, Natalie The Empty Schoolhouse

Beim, Jerrold Smallest Boy in the Class

Film:

How Friends Are Made 4123

(Grades K-3)

Film:

Rock in the Road 4106

II. Sharing, Taking Turns, and Being a Good Sport Are Important to Everyone

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	<p>Discuss: Should we give special help to handicapped people, or is this giving unequal treatment? Should we give special education to children in ghettos? Is there any difference between handicapped children and ghetto children?</p> <p>Through the use of sharing period, demonstrate the right of the individual to express himself.</p>	

Concept: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against.

CONTENT

LEARNING ACTIVITIES

RESOURCES

I. The Study of Prejudice

A. Stereotypes

Ask students to relate or list prejudices or false impressions which they have had in the past about anything and which later they found to be wrong.

Ask students to respond to the questions:

- ..What would I like to know about the other races?
- ..Do nationality jokes cause prejudices? Why?
- ..What other people that you know about besides black Americans were enslaved?

B. Achievements

Make a bulletin board display, "Americans All". Use a pictorial bulletin display of contemporary minority group achievers in the fields of government, education, sports, entertainment. Let students add to display.

Use minority group speakers.

Share magazine and newspaper articles emphasizing positive accomplishments of minorities.

Films:

- Mask For You and A Mask For Me 7403 (Grades K-3)
- Skipper Learns A Lesson 772 (Grades K-3)
- How Friends Are Made 4123 (Grades K-3)
- Bibby, Cyril Race Prejudice, Education
- Barruch, Dorothy W. Glass House of Prejudice
- Doss, Helen G. Family Nobody Wanted

Social Education:

- Misaszek, Lorraine "The Cultural Dilemma of American Indians"
- Banks, James A. "Relevant Social Studies"
- Dumont, Robert V., Jr. "Cherokee Children and the Teacher"
- Joyce, William W. "Minority Groups in American Society"
- Inn, Agnes M.S. "The Orientals"
- Valdes, Daniel T. "The U.S. Hispano"
- Vogel, Virgil J. "The Indian in American History"

CONCEPT: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against. (continued)

CONTENT

LEARNING ACTIVITIES

RESOURCES

C. Ostracism

Discuss or write about - "How would you feel if":
..no one wanted to play with you?
..someone called you a name?
..someone made unkind remarks about a member of your family?

Grambs, Jean Dresden
Intergroup Education
Open-ended stories:
"Eny-Neeney-Mo"
"Seed of Distrust"
"But Names Will Never Hurt Me"

Use these topics as story starters

"How I felt when":
I felt left out when...
Others like (dislike) me because...
Things I don't like about people are...
I'd like to wave because...

Film:
Island of the Blue Dolphins
7405 (Grades 4-6)

Keats, J. Snowy Day

Krumgold, Joseph And Now Miguel

Burden, Shirley I Wonder Why

Anglund, J.W. What Color Is Love?

Shotwell, Louisa Roosevelt Grady

Daniels, Roger The Politics of Prejudice

Hosokawa, Bill Nisei, The Quiet American, The Story of People

Leather, Noel In-America Series

D. History of Minorities

The Japanese as an example of the extent to which prejudices can breed extreme hatred

- 1. Japanese immigration to U.S.
- 2. The Internment years and their effects

Independent activity could be set up for familiarization with names and events in history of minorities. One set of 3x5 cards, print dates, important events, and other clues. On another set of cards, names only. Correctly matched cards have corresponding numbers on the back. Dramatize an event from the history of a minority; e.g., a slave sale, the internment of Nisei, the coming of the Padres and the resulting



CONCEPT: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against. (continued)

CONTENT

LEARNING ACTIVITIES

RESOURCES

3. Readjustment after World War II

changes among California Indians.

Read Citizen 13660. Share pictures of one person's views of life in a relocation camp.

Learn the accomplishments of minorities at every level of our government.

Investigate businesses in the area that are owned by members of minority groups. Use this information in any discussion of community, county, etc.

Teach popular and folk songs from records.

Use "Up With People" as a bulletin board title.

Have students use old magazines to cut colored pictures of all people. Paste or glue to 12x18 construction paper in pop poster fashion.

Invite members of minority groups as speakers.

Okubo, Miné Citizen 13660

The pictures found in Look, Life, Ebony, or Photographic Annual are often closely related to the many ideas and themes teachers will want to discuss with students.

Records:

- "Freedom Isn't Free"
- "Up With People"
- "What Color is God's Skin"
- "Which Way America"
- "The Family Nobody Wanted"
- "Mary Jane"
- "Brady"
- "Runaway Slave"
- "Roosevelt Grady"

Scholastic Book Unit on "Prejudice"

CONCEPT: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against. (continued)

CONTENT

LEARNING ACTIVITIES

RESOURCES

F. Imaginary differences in people

Create ways to demonstrate prejudice to students who have never felt it, such as -- Give special privileges for only one day to all blue-eyed students, such as first out to recess; first to choose activities, etc. At the end of the day discuss how this made the other students feel.

Film: What Will Pete Do? 4125 (Grades 4-6)

Tell the students that something bad has happened and you do not know who is responsible. Have everyone write their name on a piece of paper and put the names in a box. Draw out two names and tell these two students that they are the ones to be punished. Discuss how this made everyone feel before telling the students why you were doing this.

Role play.

Swift, Hildegard, H. North Star Shining

G. Other criteria for prejudice: clothing, age, general appearance, family background, residence, material wealth, athletic prowess, mannerisms.

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- Cavanna, Betty. Jenny Kimura. Grades 4-6. San Diego: William Morrow & Co., 1964.
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Audio Visual Materials

Available through Santa Clara County Educational Media Center:

- | | | | |
|------|--|------|--|
| 6110 | American Cowboy (20) | 2729 | California Dawn: Missions, Ranchos, and Americans (13) |
| 694 | Apache Indians (11) | 3728 | California Dawn: Spanish Explorers (13) |
| 7346 | Arts and Crafts of Mexico (Pottery & Weaving) (14) | 930 | Color of Man |
| 7347 | Arts and Crafts of Mexico (Basketry, Stone, Wood) (11) | 7359 | Discovering the Music of Africa (22) |
| 3431 | Buckeyes (13) | 7360 | Discovering the Music of Japan (22) |
| 2131 | Boy of the Navajos | 3173 | Father of the Southwest (13) |
| | | 4126 | Guidance: What's Right (10) |

GRADES K-6

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Audic Visual Materials (continued)

432	Hopi Arts and Crafts (10)	4128	My Mother is the Most Beautiful Woman in the World (10)
434	Hopi Indians (10)	936	Navajo Canyon Country (13)
4023	Homes Around the World (11)	788	Painting with Sand (11)
4123	How Friends are Made (10)	1507	Peaceful Ones (Hopi) (13)
761	Indian Dances (10)	4109	People are Different and Alike (11)
1414	Indians of California (Part I)	3591	Pine Nuts (13)
1415	Indians of California (Part II)	3729	Ranchos and Americans
2381	Indians of the Plains (11)	4106	Rock in the Road (6)
7402	Ishi: Between Two Worlds (19)	772	Skipper learns a lesson (10)
7405	Island of the Blue Dolphins (20)	460	Spanish Influence in U.S. (10)
3547	Japanese Boy, Story of Taro (22)	4131	Stone Cutter (Japanese Fable) (6)
7199	Japanese Mountain Family (18)	3170	Villages in the Sky (12)
2355	Kindness to Others (11)	2274	Ways to Settle Disputes (11)
563	Loon's Necklace (10)	954	Weavers of the West (13)
7403	Mask for You and a Mask for Me (20)	7404	What Color are You (14)
820	Meet the Sioux Indians (11)	4034	What Does Our Flag Mean? (11)
3375	Mexican Boy, Story of Pablo (22)	4125	What Will Pete Do? (6)
7263	Missions of the Southwest (15)		

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 Mexican-Americans

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Youngest One by Taro Yashima. New York: Viking Press, 1962.
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 Series II The World Around Me
 Series III I Talk, I Think, I Reason
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Vogel, Virgil J. "The Indian in American History." Vol. 33, No. 4 (April, 1969), p. 200.

CALENDAR OF EVENTS

January

January 1 (1735-1818)	Paul Revere
January 1 (1752-1836)	Betsy Ross
January 6	Four Freedoms Day
January 15 (1929-1968)	Martin Luther King, Jr.
January 17 (1706-1790)	Benjamin Franklin
January 20	Inauguration Day (every four years)
Second week of January	Bill of Rights Week (including Human Rights)

February

(Usually in early February)	Chinese New Year
February 11 (1847-1931)	Thomas A. Edison
February 12 (1809-1865)	Abraham Lincoln
(Week of Lincoln's Birthday)	Negro History Week
February 14 (1817-1895)	Frederick Douglass
February 22 (1732-1799)	George Washington
(Week of Washington's Birthday)	Brotherhood Week

March

March 3	Japan Peach Festival - (Girls Day)
March 7	Conservation, Bird, and Arbor Day
March 7 (1849-1926)	Luther Burbank
March 15 (1767-1845)	Andrew Jackson
March 17	St. Patrick's Day
March 23 (1775)	Patrick Henry's Speech "Give Me Liberty or Give Me Death"

April

April 4 (1818)	Adoption of Flag (Thirteen Stripes and Stars)
April 13 (1743-1826)	Thomas Jefferson
April 14	Pan-American Day
April 19 (1775)	Patriots Day (Lexington and Concord)

CALENDAR OF EVENTS

May

May 5	(1862)	Japan - (Boys Day)
May 5	(1862)	Mexico - Cinco de Mayo Day
May 14	(1607)	Founding of Jamestown Settlement
May 29	(1736-1799)	Patrick Henry
May 30		Memorial Day
May 30	(1848)	The Treaty of Guadalupe-Hidalgo
Third Saturday		Armed Forces Day

June

June 6	(1755-1776)	Nathan Hale
June 14	(1777)	Flag Day

July

July 4	(1776)	Independence Day
--------	--------	------------------

September

First Monday		Labor Day
September 9		Admission Day
September 14	(1779-1843)	Francis Scott Key
September 16	(1810)	Mexican Independence Day
September 17	(1787)	Citizenship Day (formerly Constitution Day)
Fourth Friday		American Indian Day
September 25		Vasco Balboa (1475-1517) - discovered Pacific Ocean
(varies each year - late September or October)		Rosh Hashanah - Jewish New Year

October

October 12		Columbus Day
October 24		United Nations Day
October 30	(1735-1826)	John Adams
October 31		Halloween

CALENDAR OF EVENTS

November

November 1
First Tuesday after first Monday
November 5
November 11
November 19 (1863)
Third Thursday

All Saints or All Hallows Day
Election Day
Guy Fawkes Day - England
Veterans Day
Lincoln's Gettysburg Address
Thanksgiving Day

December

December 10
December 15
December 16
December 25
(varies each year based on
Jewish calendar of the
25th of Kislev)

Human Rights Day
Bill of Rights Day
The Posada (nine days)
Christmas Day
Hanukkah

GRADES

SEVEN THROUGH TWELVE

Mexican - American Studies

CONCEPT: There is a fundamental relationship between the development of one's attitudes and one's culture.

CONTENT

LEARNING ACTIVITIES

RESOURCES

I. The Concept of Culture

A. Definition of cultural groups

- Identify at least four myths commonly held about the Mexican.
- Are these names representative of attitudes?
 - ..an American of Mexican descent
 - ..Mexican-American
 - ..Mexican
 - ..Chicano
 - ..Spanish

Unconscious Cultural Clashes
Santa Clara County

Santa Barbara Schools,
History of the Mexican-
American: A Curriculum
Guide for Teachers

B. Definition of ethnic groups

Try to pick up clues to attitudes by the label.

List five characteristic differences between Mexican-American culture and Anglo-American culture.

C. Definition of acculturate

List contributions of Americans who are bicultural, bilingual people, compared with those completely assimilated.



CONCEPT: The Mexican Indian has an advanced civilization.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>I. Pre-Columbian Indian Civilizations</p> <p>A. Maya</p> <ol style="list-style-type: none"> 1. Old Empire 2. New Empire 3. Accomplishments <p>B. Toltecs</p> <ol style="list-style-type: none"> 1. Imperialists 2. Accomplishments <p>C. Aztecs</p> <ol style="list-style-type: none"> 1. Rise to power 2. Under Montezuma 3. Accomplishments 	<p>Discuss theories of origin of Americans. Search for evidence that leads to Asian origin theory.</p> <p>Encourage oral reports on any one of the major Indian tribes.</p> <p>Make a timeline showing what else was going on in the world at this time.</p> <p>Compare Mayan civilization and cultural achievements with other ancient civilizations:</p> <ol style="list-style-type: none"> a) Architecture (civic center, acropolis, pyramidal temples, faced concrete, facade decoration). b) Art (sculptured lintels, mural paintings, figures of men and serpents, vases and engraved pots). c) Calendar and astronomy. <p>Assign reports listing the contributions made by the Indians to Mexican society.</p> <p>Compare Indian cultural levels in science and art with the best of European and Asiatic cultural achievement.</p> <p>Show slides, National University of Mexico, Justo Sierra 16, Mexico D.F.</p> <p>List contributions of the ancient Indian civilizations.</p>	<p>Spinden, Herbert <u>Ancient Civilizations of Mexico and Central America</u></p> <p>Bannon, John <u>History of the Americas</u>, pp. 18-38</p> <p>Film: <u>Mayas</u> 4080</p> <p>Film: <u>Early American Civilization (Maya, Aztec, Inca)</u> 1688</p> <p>Forbes, Jack <u>Mexican Americans</u></p> <p>Film: <u>Incas</u> 4079</p> <p>Bancroft, H.E. <u>The story of Mexico</u></p> <p>Film: <u>Aztecs</u> 2123</p> <p>Nava, Julian <u>Mexican Americans, Past, Present and Future (Student use)</u></p>

CONCEPT: The Spaniards exported their heritage to the New World.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>II. Spanish tradition and attitudes exported to the New World</p> <p>A. Political tradition</p> <p>B. Economic tradition</p> <p>C. Religious tradition</p> <p>D. Social tradition</p> <p>E. Multi-ethnic background of the Spaniard.</p>	<p>Brainstorm the effect these traditions had on American colonies.</p> <p>Assign a report on the Conquistador.</p> <p>Compare and contrast Anglo-Saxon (English) traditions to the Spanish. Emphasize in order to develop the concept of cultural clashes that were to develop after Anglo influence was established in the Southwest.</p> <p>Define Spanish political tradition (highly personalized and uncompromising - <u>Patria Chica</u>).</p> <p>Study relationship of geography of Mexico and economic development.</p> <p>Discuss economic, religious, and social traditions of Spain.</p> <p>Do research on the missionary orders.</p> <p>Study the Spanish social organization (patriarchal, double standard of morality, prime family unit, extended family hands).</p> <p>Explode the myth of "pure blood".</p> <p>Assign an oral report on the colonization of the New World by Spain.</p>	<p>Bannon, John <u>History of the Americas</u></p> <p>Brandenburg, Frank <u>The Making of Modern Mexico</u></p> <p>fs: <u>Minorities Have Made America Great, Part 2</u></p> <p>fs: <u>La Raza, A History of Mexican American in the United States</u></p> <p>McWilliams, Carey <u>North From Mexico</u></p> <p>Gibson, Charles <u>Spain In America</u></p> <p>Nava, Julian <u>Mexican-Americans, Past, Present and Future</u></p> <p>fs: <u>Spain Establishes a Great Empire</u></p>

CONCEPT: The Mexican had a role in the discovery, conquest and exploration of the New World.

CONTENT

LEARNING ACTIVITIES

RESOURCES

III. Discovery, Conquest and Exploration

A. Discovery by Columbus

Explore the role of the Mexican American in exploration. Emphasize the success of these early explorations depended on the Mexican.

B. Conquest by Cortes

Learn why Spain did not colonize north of Mexico in the 16th century.

C. Explorations

1. Pafiilo de Nauaez

Encourage oral reports on any explorers. What type of person explored the New World? What institutions did he bring with him?

2. Cabeza de Vaca and Estevan

3. Fray Marcos and Estevan

4. Francisco Coronado

Discuss the results of Coronado's expedition.

5. Juan Cabrillo

Report on the Manila Galleon and its role in California History.

6. Juan Oñate

List contributions of the explorers:

7. Fr. Eusebio Francisco Kino

- ..Language
- ..Land systems
- ..Animals
- ..Tools
- ..Food
- ..Types of Work

8. Fray Junipero Serra

9. Juan Bautista de Anza

10. Alejandro Malaspina

McWilliams, Carey North

From Mexico

Landes, Ruth Latin Americans of the Southwest, pp. 1-40

Bannon, John History of the Americas, pp. 1-100

Leon-Portilla, Miguel The Broken Spears: The Aztec Account of the Conquest of Mexico

Prescott, William History of the Conquest of Mexico

Film:

Early American Civilization 1688

Forbes, Jack Mexican Americans

McWilliams, Carey Mexicans in America

Nava, Julian Mexican American Past, Present and Future

Film:

Mexico's History 7517

CONCEPT: The Mexican had a role in the discovery, conquest and exploration of the New World (continued).

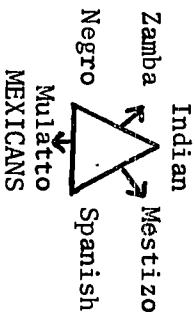
CONTENT	LEARNING ACTIVITIES	RESOURCES
11. Estabanico	Study the environment of the borderlands, the Indian populations and their effect on settlement and development.	

CONCEPT: The Mexican American has an identity.

CONTENT

IV. Spanish and Indian societies combine

A. Racial mixtures:



B. A new Mexican society

1. Spaniards
2. Mexicans born Spaniards
3. Mestizos
4. Indians

C. Mexican music

D. Religious ceremonies

E. Art

F. Architecture

LEARNING ACTIVITIES

Learn when slavery was abolished in Mexico.

Investigate differences.

Explore racism in Mexico.

Research Indian revolt against Spanish rule.

Research role of the church.

Study how both Spanish and Indian traditions contributed to the Mexican.

Examine in detail the four classes in class system.

Play records which show influence of Spanish music (guitar) and Indian music (drum and gourd) on modern Mexican music.

Identify both Spanish and Indian contributions.

Encourage reports which show how both Indian and Spanish traditions contributed to the Mexican.

RESOURCES

Film (in Spanish):
Mexico's Heritage 3833

Burma, John Spanish-Speaking Groups in the United States

Nava, Julian Mexican Americans Past, Present and Future

McWilliams, Carey North From Mexico

Film: Mexican Boy 3375

Pitt, Leonard The Decline of the Californios

Record: Lopez, Latin American Album

Film: Neighbors 2477

Film: Boundary Lines 712

Santa Clara County, Teachers Resource Guide, Creating for Many Cultures

Simpson, Lesley Byrd Many Mexicos

fs: La Raza

CONCEPT: Mexico develops nationalism.

CONTENT

LEARNING ACTIVITIES

RESOURCES

V. Nationalism

A. Settlement of Alta California

1. Missions
2. Ranchos
3. Haciendas

How did the Spanish transfer their class system to the missions? How did this affect Mexicans?

Encourage oral reports on life in California, 1769-1820.

Place the missions on a map of California.

Discuss the purpose of the missions.

B. Mexico gains independence from Spain

1. Failure of Father Hidalgo and Father Morelos to achieve a social revolution

Publish a newspaper which discusses the Mexican Independence and their heroes.

2. Impact of "El Grito de Dolores" on the national conscience

3. Success of Iturbide

C. Americans migrate into Mexican territories

1. California
2. New Mexico

Trace on a map the routes of early California explorers.

Report on important skills: mining, ranching, arid farming, sheep raising.

Turner, Frederick The Dynamics of Mexican Nationalism

Sunset: Missions

Landes, Ruth Latin Americans of the Southwest, pp. 1-46

Bannon, John History of the Americas, pp. 445-579

Field trips:

Santa Clara Mission
Mission Dolores
San Juan Bautista
New Almaden Museum

CONCEPT: Mexico develops nationalism (continued).

CONTENT

3. Texas
- D. Problems between Mexico and the United States
 1. Cultural conflicts between American settlers and the Mexican government
 2. Mexican-Texas War
 3. Manifest Destiny and the problems between Mexico and the United States
 4. Annexation of Texas
 5. Mexican-American War

LEARNING ACTIVITIES

- Learn importance of mining in development of California.
- Debate the pros and cons of Manifest Destiny as applied to Texas and California.
- Dispute: Were the Americans justified in acquiring areas they believed were not being utilized to their maximum potential?
- Have students report on the origins and significance of Cinco de Mayo, Dieciseis (16th) de Septiembre.
- Argue: Can we condemn past actions using today's value systems?
- Research slavery issue.
- Learn how the Mexican attitude toward land ownership differs from that of the Americans.
- Assign students to delve into the writings of such men as Houston, Austin, Polk, Lincoln, and Thoreau which deal with the Mexican acquisitions. Encourage students to become proficient enough concerning the viewpoints of these men that those viewpoints could be defended in roleplaying situations.
- Have students view the Mexican-American War as a culmination of three decades of cultural conflict.

RESOURCES

- Fitt, Leonard Decline of the Californios
- Landes, Ruth Latin Americans of the Southwest, pp. 47-52
- Toor, Frances A Treasury of Mexican Folkways
- Guest speaker:
 Invite a person from the Mexican Consul or other interested group to elaborate upon the Mexican viewpoint concerning the loss to Mexico of the Southwest.
- Forbes, Jack Mexican-Americans
- fs: California, Texas and the Mexican War
- fs: Mexican Cession and the Gadsen Purchase
- fs: La Raza

CONCEPT: The violations of the Treaty of Guadalupe-Hidalgo set the tone for relations between Mexican-Americans and Anglo-Americans.

CONTENT

LEARNING ACTIVITIES

RESOURCES

VI. Guadalupe-Hidalgo Treaty

A. Provisions

1. Spanish-speaking retain property rights
2. Spanish-speaking keep right to use Spanish language
3. Spanish-speaking right to adhere to own customs and traditions
4. Spanish-speaking retain their Catholic faith

Study the Treaty of Guadalupe-Hidalgo. Evaluate the stipulations.

Have students list promises.

Brainstorm the ill effects of the Treaty on the peoples of the Southwest.

Investigate American attitudes toward Mexicans at this time.

Pinpoint the fact that this is only minority (outside of Indians) who were annexed by Congress, and only minority whose rights were specifically safeguarded by Treaty provisions.

Locate pictures of border towns.

Learn the role of the Mexican in sheep raising, cattle raising, cowboy culture, irrigation and land systems, mining, railroads, cotton and produce farming.

List such results of Mexican war as mutual hostility, etc.

- B. Bitterness between Mexico and the United States
- C. Unfair land grab

Assign students the task of tackling some of the problems involved in settling the Spanish and the Mexican land grant claims.

Treaty of Guadalupe-Hidalgo

McWilliams, Carey The Mexicans in America

McWilliams, Carey North From Mexico

Film:

California Becomes a State 3736

Nava, Julian Mexican-Americans, Past, Present and Future

Ferguson, Harvey Rio Grande

Morin, Raul Among the Valiant

CONCEPT: The violations of the Treaty of Guadalupe-Hidalgo set the tone for relations between Mexican-Americans and Anglo-Americans (continued).

CONTENT

LEARNING ACTIVITIES

RESOURCES

D. Foreign miners' tax law of 1850

Write a story depicting how Spanish-speaking people were driven from the gold fields.

James, Daniel Mexico and the Americans

E. Socio-economic status of Mexican-Americans

Research and discuss plight of such men as John Sutter.

Explore the problems of solving land claims in Santa Clara County area.

Visit Santa Clara County archives for actual cases.

F. Mexican-American ties and sympathies with Mexico

Investigate origin and development of Mexican-American as second class citizen. Remember, Mexico is the only country the United States has conquered. Mexican-Americans are the only minority brought into the United States as the conquered.

Pitt, Leonard The Decline of the Californios
fs: La Raza

Study the map and events in Mexico's history to help explain Mexican and American relations.

CONCEPT: Improvement in relations between Mexico and the United States.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>VII. Mexican-United States Relations 1870 - Present</p> <p>A. American economic imperialism in exchange for industrialization of Mexico</p> <p>B. Mexican revolutions after 1910</p> <p>1. Large scale immigration to the United States</p> <p>2. President Wilson's efforts to protect United States' interests</p> <p>C. Expropriation of the United States' railroad, land and oil interests by Mexico led to bitterness in the United States</p>	<p>Research those facets of economic imperialism which apply to Mexico during the last part of the 19th century. How does imperialism of United States during this period compare with imperialism of other industrial nations?</p> <p>Have panel discuss: Should Americans be blamed for going into Mexico? Should Diaz be blamed for letting Americans in?</p> <p>Discuss the bitterness between the United States and Mexico that resulted from the confusion of the Mexican revolution, from Pancho Villa's raid, and from Pershing's expedition.</p> <p>Research American losses in agricultural land, in oil lands, in railroad lands, and in mining claims.</p> <p>Study Diego Rivera's paintings which indicate "Yankee go home" attitude.</p> <p>Research the causes and effects of the Revolution of 1910 and the Revolution's influence on the Southwest.</p>	<p>Rubel, Arthur <u>Across the Tracks, Mexican-American in a Texas City</u></p> <p>Griffith, Beatrice <u>American Me</u></p> <p>Paz, Octavio <u>Labyrinth of Solitude: Life and Thought of Mexico</u></p> <p>Community library</p> <p>Original research: Encourage research using the facilities of local libraries, the archives of local newspapers.</p> <p>Community library</p> <p>Turner, Frederick <u>The Dynamics of the Mexican Revolution</u></p>

CONCEPT: Improvement in relations between Mexico and the United States.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>D. Good Neighbor Policy</p> <p>E. Fair Employment Practices Commission</p> <p>F. More stable Mexican government</p> <p>G. Chamizal Settlement</p>	<p>Question: Did President Roosevelt foster better relations between the United States and Mexico?</p> <p>Outline events which caused the more stable Mexican government.</p> <p>Study the Chamizal question: how was the problem solved? What did the settlement mean to relations between Mexico and the United States?</p>	<p>Bannon, John <u>History of the Americas</u></p> <p>Taylor, Paul <u>An American-Mexican Frontier: Neuces County, Texas</u></p> <p>Rubel, Arthur <u>Across the Tracks, Mexican-American in a Texas City</u></p> <p>Films: <u>Mexico</u> 7090 <u>Mexico</u> 7481</p>

CONCEPT: Mexican migration has contributed significantly to the development of the Southwest.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>VIII. Mexican Migration</p> <p>A. Mexico</p> <ol style="list-style-type: none"> 1. population expanding 2. scarcity of jobs 3. 1880-1910 railroad construction <p>B. United States</p> <ol style="list-style-type: none"> 1. cheap Mexican labor to build railroad 2. housing available <p>C. Differences from other groups</p> <ol style="list-style-type: none"> 1. geographically familiar 2. culturally familiar 3. historically familiar <p>D. Mining</p> <ol style="list-style-type: none"> 1. patio process 	<p>Investigate Mexican frustration with land redistribution.</p> <p>Learn how it's possible to travel by coach to American side. Review implications.</p> <p>Depict Mexicans working in this hot, rugged terrain of the Southwest.</p> <p>Display pictures of these "boxcar" villages.</p> <p>Study nebulous border.</p> <p>Trace immigration patterns from Mexico to United States from 1910 to present.</p> <p>Note temporary migration (go and come).</p> <p>Research Spain's ancient mining tradition.</p>	<p>Galarza, Ernesto <u>Mexican-Americans in the Southwest</u></p> <p>Galarza, Ernesto <u>Merchants of Labor</u></p> <p>Film: <u>Harvest of Shame</u> 7206</p> <p>Film: <u>Roots of Happiness</u> 1768 McWilliams, Carey <u>North From Mexico</u></p>

CONCEPT: Mexican migration has contributed significantly to the development of the Southwest (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
2. New Almaden quicksilver mine 3. Santa Rita silver and copper mine, New Mexico	Assign reports on Mexicans' contributions to mining.	Field trip: New Almaden Museum Films: Mexico 7090 <u>Mexico</u> 7481
E. Sheep husbandry F. Cattle industry	Have a special report: Sheep husbandry in United States owes more to Spain than to any other nation.	Galarza, Ernesto <u>Mexican-Americans in the Southwest of Labor</u>
G. Cotton farms in Texas and Arizona H. Irrigation unlocked resources of Southwest	Assign a group of students to research and show the importance of the Bracero program in meeting United States farm labor needs. Have the students show what the economic loss to the United States would have been had it not been for the Braceros.	Dvorin, Eugene <u>California Politics and Policies</u>
I. Produce farming in the "winter gardens" of the Southwest	Research the impact of Mexican immigration upon the Santa Clara County area. Debate: Should there be restrictions upon immigration from Mexico to the United States?	Romano, Octavio "The Anthropology and Sociology of the Mexican-American," <u>El Grillo</u>
J. Shifting pattern from rural setting to urban	Research the percentage of Mexican-Americans in rural and urban occupations.	Sanchez, George <u>Forgotten People: A Study of New Mexicans</u>

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people.

CONTENT

LEARNING ACTIVITIES

RESOURCES

IX. Mexican-Americans

- A. Largest ethnic minority in California
- B. Least "Americanized"
- C. Not homogeneous with identical values, customs and aspirations
- D. The Mexican-American family structure

Conduct research as to where Mexican-Americans reside in United States.

Compare Mexican-American to European immigrants in terms of "acculturation" and "assimilation".

Discuss implications of European immigrants being cut off from their roots so must assimilate, whereas Mexican can commute across border to work, etc.

Divide Mexican-American community along class (economic) lines: affluent rancher, businessman, public official, migrant farm worker, self-sufficient farmer.

Divide Mexican-American community on the basis of degree to which the individual has become Anglicized and integrated into larger society.

Divide Mexican-Americans according to degree of Caucasian ancestry (Mexican vs. Spanish-American, etc.).

Invite a Mexican-American married couple to class to explain the Mexican-American view of the family. Invite people who could illustrate the differences between the Anglo and the Mexican-American family, particularly the roles of the father, the mother, and the children.

Forbes, Jack Mexican-Americans

Banfield, Edward
Big City Politics

Nava, Julian Mexican-Americans, Past, Present and Future

Galarzo, Ernesto Mexican-Americans in the Southwest

Nava, Julian Sociology, Background and Mood of Mexican-American

Galarza, Ernesto Special Problems of Mexican-American

Madsen, William Mexican-Americans of South Texas

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT

LEARNING ACTIVITIES

RESOURCES

1. Extended family

Study rancharo or ranch family in California and village family concept in New Mexico.

Sanchez, George Forgotten People: A Study of New Mexicans

Visit a Mexican-American neighborhood. If possible, get selected students invited to stay for dinner in typical Mexican-American homes. If possible, spend the evenings discussing areas of common concern. This could be particularly meaningful if held in a migrant labor camp.

Saunders, Lyle Cultural Difference and Medical Care, the Case of the Spanish-Speaking People of the Southwest

2. Confused family role in a changing society

Debate: patriarchal family vs. democratic family.

- E. Language
1. Spanish preferred
 - a. rural areas of southwest
 - b. Mexican urban areas

Argue: If Mexican-American has pride in his heritage, Spanish is used in the home; he lives in a Spanish-speaking community, attends Spanish language movies, reads Spanish newspapers, and hears Mass conducted in Spanish in church; is it a language problem or an educational problem?

NEA Report: "The Invisible Minority"

Note: NEA recommendations which suggest the nature of the problem: bilingual instruction in preschool programs and early grades, teaching of English as a second language, emphasis on reading, writing and speaking of good Spanish.

Burma, John Spanish-Speaking Groups in the United States

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT

LEARNING ACTIVITIES

RESOURCES

2. Bi-lingual

- a. urban area
- b. suburban areas
- c. fringes of Mexican neighborhoods in rural areas

Ask students to research the problems of segregation as applied to the Mexican-American in the Santa Clara area. Problem: Are the large concentrations of Mexican-Americans in certain areas of the country by choice?

Ask students if there are advantages to being bi-lingual.

3. Dialect of Spanish heavily modified by English words and new expressions

Interview a cross-section of the Mexican-Americans in the Santa Clara area to ascertain their views as to Mexico being their Mother Country, their attitudes toward leaving Mexico, etc.

Attempt to ascertain if the Mexican-Americans in the Santa Clara area want integration, assimilation, or would be happier with a kind of self-imposed segregation.

4. English

Compare first California Constitution which stipulated the state would be bilingual with the school system where only English is allowed to be spoken in the classroom and on the playground.

Illustrate the many handicaps to one who cannot keep up in school because of language problems by asking a Spanish teacher to come to class and teach the class some aspect of Mexican history in Spanish for one period. Test the students in Spanish over the material presented by the teacher. Discuss the results.

Gibson, Charles Spain in America

Forbes, Jack Mexican-Americans

Dvorin, Eugene California Politics and Policies

Film:
Harvest of Shame 7206

Film:
Desk for Billie 1452

Film:
I Am Joaquin 7520

Santa Clara County,
Unconscious Cultural Clashes

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
F. Education		
1. Culture of poverty	<p>Discuss: Are grades affected when there are few cultural advantages in the home, such as books, paintings, recordings, etc? Make suggestions.</p>	<p>Pitt, Leonard <u>Decline of the Californios</u></p>
2. Social problems	<p>Check your community for de facto segregation in schools based on residential segregation.</p> <p>Research and discuss the local school desegregation efforts. Should the students in such situations remain at the segregated school or should the students be bussed to other schools? Invite authoritative speakers to discuss both sides of the issue.</p>	<p>Film: <u>Not a Place But an Attitude</u></p> <p>Films: <u>Migrant Education Story</u> <u>The Many Schools of José Samora, Julian La Raza: Forgotten Americans</u></p>
3. Educational discrimination	<p>Are tests given in English?</p> <p>Obtain statistics as to number of Mexican-American students in retarded classes.</p> <p>Study the drop-out patterns of Mexican-American youth in the Santa Clara area. Interview drop-outs to ascertain their reasons for leaving school. Ascertain what the schools and the community could be doing to help keep some of these students in school.</p>	<p>Film: <u>Decision (Drop-Outs)</u></p> <p>Dvorin, Eugene <u>California Politics and Policies</u></p> <p>Steiner, Stan <u>La Raza: The Mexican-American</u></p> <p>Heller, Celia <u>Mexican-American Youth: Forgotten Youth at the Crossroads</u></p>
<p>Bring a person trained in testing to a class to talk about the significance of language and cultural fluency upon I.Q. tests.</p>		

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT

4. Economic
5. Mexican-American assets
 - a. Knowledge of more than one language
 - b. Bi-cultural
 1. folk arts
 2. literature
 3. dances
 4. music

LEARNING ACTIVITIES

- Analyze problems of migrants in education.
- Research the drop-out rate of Mexican-American students in Santa Clara County, kindergarten through college. Attempt to find reasons.
- Pinpoint on a map of Northern California the many rivers, mountains, roads, towns, monuments, etc. which bear Spanish names.
- Bring to class examples of literature, art, and music enjoyed by Mexican-Americans.
- Prepare a mural depicting aspects of Mexican-American heritage.
- Display Hispano-Mexican architecture, statues of outstanding Mexican-American leaders on bulletin board.
- Display Mexican arts and crafts.
- Give attention to all classes of Mexican music, including folk-Indian, Hispano-Mexican, and neo-classical forms. Include mariachi music, Aztec music and dance, or Mexican brass band.
- Invite a Mexican-American musician, artist, craftsman, attorney or doctor to the class.
- Ask students to research the contributions of the Mexican-Americans to the culture of the Santa Clara region in such areas as foods, architec-

RESOURCES

Mexican-American Community Services Agency; 1668 East Santa Clara Street, San Jose, California

Film:

I Am Joaquin 7520

Toor, Frances A Treasury of Mexican Folkways

Film:

Arts and Crafts of Mexico, Parts I and II 7346, 7347

Santa Clara County, Creating for Many Cultures

Romano, Octavio The Mirror

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT

5. cooking
6. Employment
 - a. Isolated areas
 - b. Mobility (migrant work)
 - c. Unskilled
 - d. Trades

LEARNING ACTIVITIES

tural styles, Spanish names of places, community leadership, part played in work force, etc.

Exchange favorite recipes from different ethnic backgrounds.

Research where Mexican immigrants are employed. (Desert cement plants, mines, railroad construction in desolate Southwest.)

Study effects of mobility on acculturation.

Report on conditions in barrios and farm labor camps.

Contact the welfare department to ascertain from a Mexican-American case worker the nature of the Mexican employment picture as applicable to Santa Clara County.

Encourage some students to visit a farm labor camp and spend time in the fields with the workers. Perhaps some students could catch a farm labor bus and share the working conditions of these people for one day.

Tune in to a Spanish language radio program (or tape such a program) which advertises for Mexican-American men, women and children to come to work in the fields.

RESOURCES

Nava, Julian Mexican-Americans, Past, Present and Future

Galarza, Ernesto Merchants of Labor: The Mexican Bracero

Films:

Job Interviews: Three

Young Men 7399

Job Interviews: Three

Young Women 7400

Pitt, Leonard The Decline of the Californios: A Social History of the Spanish-Speaking Californians

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT

e. Professions

Write to or interview employers who do not employ Mexican-Americans. Example: Ask the television industry why few Mexican-Americans are seen in commercials, etc.

g. Strikes

Assign reports on:
1883 cowboy strike in the Panhandle called by Juan Gomez.

1903 over 1,000 Mexican and Japanese sugar beet workers struck in California.
Mexican railway workers strike in Los Angeles.
1922 Mexican field workers in Fresno attempted to organize.

1927 organization of La Confederacion de Uniones Obreras.

1928 strike in Imperial Valley.

1930 strike in Imperial Valley.

1933 strike in Los Angeles of onion, celery and berry field workers.

1933 strike in San Joaquin Valley.

1933 strike in Imperial Valley.

1936 strike in Los Angeles of celery workers.

1936 strike in Orange County of citrus crop workers.

Research other strikes of Mexican-Americans in Arizona, New Mexico, Texas, Idaho, Colorado, Washington and Michigan, including 1934 sheep-herder strike, coal miners, etc.

Study current labor movements, such as Chavez. (Grapes.)

LEARNING ACTIVITIES

RESOURCES

Film:
Decision at Delano

McWilliams, Carey 111 Fares
the Land: Migrants,
Migratory Labor in the
United States

McWilliams, Carey Factories
in the Field

Galaza, Ernesto Merchants
of Labor: the Mexican
Bracero Story

Aunne, John Gregory Delano:
The Story of the California
Grape Strike

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>H. "Los Pachucos"</p> <p>I. The Chicano</p> <p>1. The Chicano movement</p> <p>2. La Raza</p>	<p>Discuss the pattern of conflict - 1942.</p> <p>Define "Chicano".</p> <p>Study the heritage of conflict and myths which have developed and still persist.</p> <p>Research the values and goals of this movement.</p> <p>Have a panel discuss how far the dominant culture should go to meet the needs of its minority people and how far the minorities should go toward becoming assimilated into the dominant culture.</p> <p>Brainstorm the metamorphosis of the Mexican-American.</p>	<p>McWilliams, Carey <u>North From Mexico</u></p> <p>Paz, Octavio, <u>The Labyrinth of Solitude</u></p> <p>Samora, Julian <u>La Raza: Forgotten Americans</u></p> <p>Rendon, Armando <u>"La Raza - Today Not Mañana"</u></p> <p>Dvorin, Eugene <u>California Politics and Policies</u></p> <p>Bustamante, Charles <u>The Mexican-American and the United States</u></p>
<p>J. "Zoot-Suit Race Riots" 1943</p> <p>K Mexican-American Political organizations</p>	<p>Assign reports on local political organizations (usually of a protest nature), American G. I. Forum, Mexican Liberal Party (MLP), League of United Latin-American Citizens (LULAC), Mexican-American Political Association (MAPA), Political Association of Spanish-Speaking Organizations (PASSO), American Coordinating Council of Political Education (ACCPE), etc.</p>	

GRADES 7-12 (MEXICAN-AMERICAN)

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Audio-Visual Materials

Unconscious Cultural Clashes. Contact KTEH, 45 Santa Teresa Street, San Jose, California.

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7347	Arts & Crafts of Mexico (Basketry, Stone, Wood) (13)	7399	Job Interviews: Three Young Men (16)
2123	Aztecs (11)	7400	Job Interviews: Three Young Women (17)
712	Boundary Lines (10)	4080	Mayas (11)
3736	California Becomes a State (12-1/2)	3375	Mexican Boy: Story of Pablo (22)
1452	A Desk For Billie (57)	7090	Mexico: Central & Gulf Coast Regions (18)
1688	Early American Civilization (14)	7481	Mexico: Northern & Southern Regions (17)
7206	Harvest of Shams (54)	7517	Mexico's History (14)
7520	I Am Joaquin (20)	3833	Mexico's Heritage (Spanish) (17)
		2477	Neighbors (9)
		1768	Roots of Happiness (25)

Films not available through County Educational Media Center:

Decision at Delano - La Causa	La Causa
Decision (Drop Outs) - Biden Co.	1560 - 34th Avenue
Migrant Education Story - Available through Inter-County Loan from S.C. Co. A/V Services	Oakland, California 94601
The Many Schools of José- Available through Inter-County Loan from S.C. Co. A/V Services	Biden Co.
Not a Place But an Attitude - Available through Inter-County Loan from S.C. Co. A/V Services	6311 Yucca Street
	Hollywood, California 90028

Film Distributors

La Causa
1560 - 34th Avenue
Oakland, California 94601

Biden Co.
6311 Yucca Street
Hollywood, California 90028

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 La Raza - A History of Mexican-Americans in the U.S. -
 Multi-Media Productions
 Mexican Cession and the Gadsen Purchase - Curriculum
 Filmstrips
 Minorities Have Made America Great - (Mexican-Americans)
 Schloat Productions
 Spain Establishes a Great Empire - Yale Univ. Press

Film Distributors:

Yale University Press
 92a Yale Station
 New Haven, Connecticut 06520
 Multi-Media Productions
 580 College Avenue
 Palo Alto, California
 Curriculum Filmstrips
 Caswell Elkins Company
 Box 329
 St. Helena, California 94574
 Warren Schloat Productions
 Pleasantville, New York 10570

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El Grito, P. O. Box 9275, Berkeley 94719
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 40 First Street, San Francisco, California 94105
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 "The Invisible Minority," Report of the NEA, Tucson Survey, on the Teaching of Spanish to the Spanish-
 Speaking, published by Dept. of Rural Education, NEA, Washington, D. C., 1966.
 Mexican-American Center on East Santa Clara Street, San Jose, California.

Indian Studies

AMERICAN INDIAN

CONCEPT: The North American Indian had a cultural heritage of his own.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>I. Indian life prior to contact with Europeans</p> <p>A. Pre-Columbian origin of the tribes</p> <ol style="list-style-type: none"> 1. Lithic or Folsom culture 2. Archaic Cohise culture 3. Formative stage of development <ol style="list-style-type: none"> a. Adena peoples b. Hopewellians c. Aqua-Piano group d. Woodland-Pueblo stage <p>B. Commonalities (Indianism)</p> <ol style="list-style-type: none"> 1. Philosophy 2. Religion 3. Art 	<p>Locate Indian tribes prior to arrival of Europeans.</p> <p>Locate Indian reservations today. Question the reasons for the locations of the Indian reservations.</p> <p>Encourage oral reports on archaeological discoveries in the United States. Compare the standard of civilization with rest of the world.</p> <p>Learn the estimated Indian population before the arrival of Europeans. Compare with the estimated Indian population today.</p> <p>Do research to find what has been happening to the Indian land. Why must the Indians keep their land?</p>	<p>Hagen, William T. <u>American Indians.</u></p> <p>Marriott, Alice, and Carol Rachlin <u>American Epic</u></p> <p>U.S. Statistical abstract</p> <p>Film: <u>Ishi in Two Worlds</u> 7402</p> <p>Forbes, A. Jack <u>Native Americans of California and Nevada</u></p> <p>Forbes, A. Jack <u>The Indian in America's Past</u></p> <p>American Heritage <u>Book of Indians</u></p> <p>Jones, Louis Thomas <u>Indian Cultures of the Southwest</u></p> <p>Mardock, George P. <u>Our Primitive Contemporaries</u></p>

CONCEPT: In the clash of cultures, the Europeans dominated.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>II. Contributions of the American Indians</p>	<p>Discuss: Which way did the American Indian live? What was important to them?</p>	<p>Baden-Powell, B. H. <u>Indian Village Community</u></p>
<p>A. The Iroquois Confederacy founded long before Columbus</p>	<p>Report on contributions of Indians. Each Indian tribe achieved in one or more areas of endeavor, so this activity can encompass many days of study, reporting and evaluating</p>	<p>Hagan, William T. <u>American Indians</u></p>
<p>B. The Iroquois "extended family" as a prime unit and an excellent example of democracy</p>	<p>Investigate the ways the Indians conserved land.</p>	<p><u>American Heritage Book of Indians</u></p>
<p>1. restraint</p> <p>2. responsibility</p>	<p>Reports: Food: i.e., squash, watermelon, peanuts, potatoes, tomatoes, etc.</p>	<p>Jones, Louis Thomas <u>Indian Cultures of the Southwest</u></p>
<p>C. Indian heritage and conservation of the land, a prime "white man's" concern today</p>	<p>Agriculture: irrigation, planting techniques, cultivation, and storage of food.</p>	<p>Films: <u>Obsidian Point Making</u> <u>Sinew-Backed Bow and Its Arrows</u> <u>Basketry of the Pomo</u></p>
<p>D. Indian crops: 4/7 of our farm products</p>	<p>Study the Indian contributions in art and literature.</p>	<p>57</p>
<p>E. Agriculture copied by Europeans coming to America</p>		
<p>F. The Thanksgiving tradition</p>		
<p>G. Cultural heritage</p>		

CONCEPT: In the clash of cultures, the Europeans dominated (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>G. Horsemanship</p>	<p>Investigate the Indians' know-how: domesticated animals, horsemanship, etc.</p>	<p>Rourke, Constance <u>Roots of American Culture</u></p>
<p>III. Culture Clash: The coming of the white man</p>	<p>List threats to the Indian way of life.</p>	<p><u>Smoke Signals</u>, a publication of Indian Arts and Crafts Board</p> <p>Hagen, William T. <u>American Indians</u></p>
<p>A. Spanish in Southwest</p> <p>B. French in St. Lawrence River area</p> <p>C. English along Atlantic Coast</p>	<p>Compare the Spanish, French and English policies of developing the new continent.</p> <p>Debate whether the Indian way of life is better than our own. List the pros and cons of the Indian and American ways of life.</p>	<p>Film: <u>American Indians before European Settlement</u> 2433</p>
<p>IV. Historical development of the clash</p> <p>A. The English Colonial period</p>	<p>Research textbooks, fiction, television, movies, and list the examples of bias.</p>	<p>Marriott, Alice and Carol <u>Rachlin American Epic</u></p>
<p>1. Jamestown and Powhatan</p> <p>2. Wars of Tidewater Indians</p> <p>3. New England area tribes</p>	<p>Investigate how the United States as a nation has dealt with the Indian in describing the past.</p> <p>Publish a newspaper written by American Indians giving current events of the English Colonial period.</p>	<p>Jackson, Helen Hunt <u>A Century of Dishonor</u></p> <p>Washburn, Wilcomb E. <u>The Indian and the White Man</u></p> <p>Cummins, D. Duane <u>The American Frontier</u></p>

CONCEPT: In the clash of cultures, the Europeans dominated (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
4. Middle Colony tribes		
5. Southern Indians		
6. Pontiac's conspiracy and rebellion		
B. Indians and the Revolutionary War		

CONCEPT: In the cultural clash a system developed -- war, treaty, removal.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>V. United States-Indian affairs after 1783</p>		
<p>A. The System</p>		
<p>1. Indian wars</p>	<p>Participate in role-playing where Indian children attend a school run by the Federal Government depicting white man's interpretation of U. S. history.</p>	<p>Deloria, Vine Jr. <u>Custer Died for Your Sins</u></p>
<p>a. Wayne and Falling Timber</p>	<p>Devise a form of true Indian education where provision is made for Indian involvement, Indian control, local school representation, etc.</p>	<p>Film: <u>What About Prejudice</u> 2382</p>
<p>b. Tecumseh and Harrison</p>		<p>Spicer, Edward <u>Cycles of Conquest</u></p>
<p>2. Treaty period</p>		
<p>3. Removal</p>		
<p>a. Southern tribes</p>	<p>Study in depth the way of life of a single Indian tribe.</p>	<p>Joseph, Alvin M., Jr. <u>The American Heritage of America</u></p>
<p>Cherokee 1817-39</p>	<p>Have a panel react to "The Shadows of the Past".</p>	<p>Jackson Helen Hunt <u>A Century of Dishonor</u></p>
<p>Greek 1825-34</p>	<p>Find examples of mistreatment of the Indian in American history textbooks.</p>	<p>Cummins, D. Duane and William G. White <u>The American Frontier</u></p>
<p>Choctaw 1820-30</p>		
<p>Chickasaw 1832-37</p>		
<p>Seminoles 1832-46</p>		
<p>b. Sauk and Fox</p>		
<p>1831-32</p>		
<p>B. The System on the westward frontier - the Great Plains</p>		

CONCEPT: In the cultural clash a system developed -- war, treaty, removal (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
1. Comanche, Kiowa, and Kiowa-Apache of the Southern Plains 2. Cheyenne and Arapaho of the Middle Plains 3. Sioux of the Northern Plains	Ascertain whether the clash in the west was between the materialistic aspect of immigrants and the non-materialistic aspect of the Indians. Research present TV and movies as to stereotypes of Indians.	Marriott, Alice <u>Kiowa Years</u>
C. The System in the Far West 1. Nez Perce 2. California Indians	Trace the treaty game (treaty followed treaty) and the involved minut of diplomacy. Have a report on the breeding of horses. Note the similarities between native populations in the United States and those which overwhelmed them.	Billington, Ray A. <u>Far Western Frontier</u> Forbes, A. Jack <u>Native Americans of California and Nevada</u> Kroeber, Theodora Ishi, <u>Last of His Tribe</u> Pamphlet: <u>Indians of California</u>
D. The development of stereotypes 1. The Indian 2. The U. S. Cavalryman 3. The cowboy	Investigate the basis for the stereotype - "The treacherous savage", "The drunken Indian".	Steiner, Stan <u>The New Indians</u>

CONCEPT: The Whites took it upon themselves to "care for" the Indians.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>VI. The Paternalistic Father complex</p> <p>A. After removal the Allotment Acts (1887)</p> <ol style="list-style-type: none"> 1. Economic and spiritual base 2. Frauds 3. Design to destroy tribal unity and Indian identity 4. Effect of allotment (3/4 of land base lost) 5. Missionizing of Indians - effect on Indian <p>VII. Indian Reorganization Act</p> <p>A. Abrogation of unratified treaties</p> <p>B. Imposition of Governmentally-sponsored councils</p>	<p>Brainstorm the effects of these traditions on the Indian, i.e. the handicap of dignity, Indian culture shuns confrontation, the avoidance of meeting of the eyes, and the firm handshake.</p> <p>List some of the myths we have about Indians.</p> <p>Contact Indians living in or near your community. Invite them to visit your class as resource persons.</p> <p>Evaluate the real effect the Allotment Acts had on the landless Indians in relieving their problems.</p> <p>Do research on unratified treaties. Check the meeting in 1968 when 300 Indians from all parts of the U.S. convened in Henryetta, Oklahoma, to try to recapture "treaty rights" that were abrogated and abolished by Act of 1871.</p> <p>Discuss interpretations of "as long as the grass shall grow and the rivers shall run" for Indian treaties.</p>	<p>Cahn, Edgar S. <u>Our Brother's Keeper: The Indian in White America</u></p> <p>Film: <u>Forgotten Americans</u></p> <p>Kappeler, Charles <u>Indian Affairs: Laws and Treaties</u></p> <p>La Farge, Oliver <u>As Long as the Grass Shall Grow</u></p>

CONCEPT: The Whites took it upon themselves to "care for" the Indians (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
C. Limited self government		
D. In general, stopped allotment process (added to Indian land base)	Assign a report on Bureau of Indian Affairs. What is it? What is it doing for the American Indian? Explain the relationship of the BIA to the Indians and the reasons the Indians are critical of the BIA.	
E. Revolving Loan Fund 1. Tribes and individuals 2. Good repayment		
F. Intended theory of IRA (Constitutionality of IRA)	Study the Indian Reorganization Act of 1934.	Marriott, Alice and Carol Rachlin American Epic: <u>The Story of the American Indian</u>
G. Effect on tribes 1. Descriptive effect of foreign system of government 2. Tribal government vs. traditional councils 3. Legitimization of BIA control	Correspond with Indian students living on reservations. Brainstorm why the Indians were forced to remain a "silent minority".	Filmstrip: <u>The American Indian</u> <u>A Dispossessed People</u>

CONCEPT: Withdrawal of Federal services and protection has created serious problems for today's Indians.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>VIII. Assimilation</p> <p>A. Withdrawal of Federal Services and Protection</p> <p>B. From a White viewpoint</p> <p>C. From Indian viewpoint (Genocide)</p> <p>D. Effects of present day policies</p> <p>1. Economic</p> <p>2. Psychological</p>	<p>Debate: Should the American Indian be allowed to live in his own way apart from the rest of society, or should he be encouraged to assimilate into the dominant society?</p> <p>Have students read different books about the Indian, i.e., Ramona by Helen Hunt Jackson and When the Legends Die by Hal Borland. Students report on the books read and the significance of their reading.</p> <p>Discuss contemporary problems of present day Indians.</p>	<p>Stiner, Stan <u>The New Indians</u></p> <p>Brophy, William A., and Sophie D. Aberle <u>The Indian: America's Unfinished Business</u></p>

CONCEPT: The new Indian has a place in our pluralistic society.

CONTENT

LEARNING ACTIVITIES

RESOURCES

IX. Who is an Indian?

- Do research for
 - ..a civil definition
 - ..a legal definition
 - ..a political definition
 - ..a tribal definition

X. The Indian's World Today

A. The Indian is deprived:

only his heritage is left

Discuss:

- Why do Indian children drop out of school before finishing high school?
- What can students do to improve image of the Indians?

Friends, Society of:

Indians of California, Past and Present

Films:

Boundary Lines
What About Prejudice?
Pride and Shame

1. Continual land erosion by the progressive white man

2. The Indian is ill-trained to compete in a white man's society

a. lack of education

b. language barriers

c. desire, or lack of, for self-preservation

XI. The Native Awakening

A. The struggle for equality

Have a panel discuss the difficulty of Indian of Indian leadership on a national level.

Time, February 9, 1970



CONCEPT: The Indian has a place in our pluralistic society (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>1. National Indian political unity</p> <p>a. Grassroots involvement</p> <p>b. Indian-drafted comprehensive legislation</p> <p>B. The struggle for citizenship</p> <p>1. Indian-controlled affairs and institutions</p> <p>2. Ombuds man</p> <p>C. The struggle for land and compensation</p> <p>1. Recognition of tribes and groups</p> <p>2. Enforcement of treaties and aboriginal rights</p> <p>3. Boundary management</p> <p>D. The struggle against discrimination and poverty</p>	<p>Brainstorm what needs to be done, i.e.:</p> <ul style="list-style-type: none"> ..Indian task forces ..Reverse relocation ..Indian laws ..Indian control over BIA <p>Have Indians explain why they prefer to maintain many of their Indian ways and why they feel them superior to the white man's way.</p> <p>Have students bring in newspaper clippings regarding current activities of Indians, i.e. occupying Alcatraz.</p> <p>List ways of revising stereotyped images in textbooks and audio-visual aids, mass media, curriculum, advertising.</p>	<p>Stiner, Stan <u>The New Indians</u></p> <p>Current publications</p>

CONCEPT: The Indian has a place in our pluralistic society (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>E. The struggle for a better education</p> <ol style="list-style-type: none"> 1. Educational programs 2. Educators 	<p>Debate who should speak for the Indian. Why?</p> <p>Indicate the need for Indian involvement in educational programs, politization, increased awareness, and educational programming for youth and adults.</p> <p>Emphasize the need for careful selection of teachers, development of Indian teachers, teacher aides, and innovative inservice training.</p>	<p>Filmstrip: The American Indian: A Dispossessed People</p> <p>Film: <u>Forgotten Americans</u></p> <p><u>Look</u>, June 2, 1970</p>

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Books

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- Billington, Ray A. Far Western Frontier. New York: Harper & Row, 1956.
- Brophy, William and Aberle, Sophie. The Indian: America's Unfinished Business. Report of the Commission on the Rights, Liberties and Responsibilities of the American Indian. Norman: University of Oklahoma Press, 1966.
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- Kroeber, Theodora. Ishi, last of His Tribe Sacramento: California State Series, 1967.
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- Nardock, George P. Our Primitive Contemporaries. New York: The Macmillan Co., 1934.
- Mariott, Alice. Kiowa Years. New York: The Macmillan Company, 1967.
- Mariott, Alice and Carol Rachlin. American Epic. New York: G. P. Putnam's Sons, 1969.
- Rourke, Constance. Roots of American Culture. New York: Harcourt, Brace, 1942.

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- Smoke Signals. Washington, D.C.: Indian Arts & Crafts Board of U.S. Department of Interior.
- Spicer, Edward H. Cycles of Conquest: The Impact of Spain, Mexico, and the United States on Indians of the Southwest, 1533-1960. Tucson: University of Arizona, 1962.
- Spicer, Edward H. Perspectives in American Indian Culture Change. Tucson: University of Arizona, 1961.
- Stiner, Stan. The New Indians. New York: Harper & Row, 1968.
- Washburn, Wilcomb E. The Indian and the White Man. Garden City: Anchor Books, 1964.

Audio Visual Materials

Films available through Santa Clara County Educational Media Center:

- 2433 American Indians Before European Settlement (11)
 712 Boundary Lines (10)
 7402 Ishi in Two Worlds (19)
 2382 What About Prejudice? (12)

Film Distributors

University of California
 Ext. Media Center
 Film Distribution
 2223 Fulton Street
 Berkeley, California 94720

Peter M. Robeck & Co.
 230 Park Avenue
 New York, New York 10023

Warren Schloot Productions
 Pleasantville, New York 10570

Guidance Associates
 Pleasantville, New York 10570

- Acorns (California Indians) - U.C.
 Basketry of the Pomo, Forms & Ornamentation - U.C.
 Basketry of the Pomo, Introduction - U.C.
 Basketry of the Pomo, Techniques - U.C.
 Obsidian Point Making (California Indians) - U.C.
 Pride and Shame - Robeck
 Sinew-Backed Bow and Its Arrows - U.C.

Forgotten Americans - Carousel

Carousel Films, Inc.
 1501 Broadway, New York, New York 10036

7-12

GRADES 7-12 (INDIANS)

Bibliography

Audio Visual Materials (Continued)

Filmstrips

Minorities Have Made America Great
(American Indians, Parts I & II) - Schloat

American Indian: Dispossessed People -
Guidance Associates

Black Studies

CONCEPT: Race refers to a method of classifying man.



CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>I. The Concept of Race</p> <p>A. Definition of race</p> <p>B. Myth vs. Fact</p> <p>Blood Shape of head</p> <p>Pigment Facial features</p> <p>Language Physical stature</p> <p>Geography Religion</p> <p>Religion Culture</p> <p>Culture Innate Intelligence</p> <p>Innate Intelligence Hair follicles</p> <p>C. Definition of Afro-American, Black, and Negro</p>	<p>Discuss (open-ended): What is race?</p> <p>Research state laws on race and color definition.</p> <p>Read "What is a Negro?" Ask class to determine what a Negro is today.</p> <p>Read and discuss "We are all Africans?"</p> <p>Make a bulletin board display of a racial tree showing how all races can have each of the mythical characteristics discussed. Show how each can overlap.</p> <p>Discuss the phrase "All men are created equal." Does it mean</p> <ul style="list-style-type: none"> ..are born with the same intelligence? ..have the same potential physical capabilities? ..should have the same opportunity to advance? ..have equal treatment by the laws? <p>Is special help to handicapped people giving unequal treatment?</p> <p>Survey: What do you want to be called?</p>	<p>Bennett, Lerone, Jr. <u>Before the Mayflower</u></p> <p>Film: <u>Color of Man</u> 930</p> <p>Franklin, John Hope <u>The Negro in the Twentieth Century</u>, pp. 5-8</p> <p>Film: <u>Boundary Lines</u> 712</p> <p>Franklin, John Hope <u>The Negro in the Twentieth Century</u></p> <p>Sindler, Allan <u>Change in the Contemporary South</u> Chapter 3</p> <p>fs: <u>Exploding the Myths of Prejudice</u></p> <p>Film: <u>Picture in Your Mind</u> 3186</p> <p><u>Ebony</u></p>

CONCEPT: Race refers to a method of classifying man (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>D D. Races of man</p> <ol style="list-style-type: none"> 1. Mongoloid 2. Negroid 3. Caucasian 	<p>Map activities on the origins of man.</p> <p>Discuss culturally biased tests of intelligence.</p> <p>Make a bulletin board display of a racial tree showing how all races can have each of the mythical characteristics discussed. Note how each can overlap.</p>	<p>fs: <u>Exploding the Myths of Prejudice</u></p>



CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland.

CONTENT

LEARNING ACTIVITIES

RESOURCES

II. Black Africa - Myth and Reality

A. The primitive myth.

What is meant by primitive?

At what point in World history were Africans able to farm, mine metals and smelt the ore, and make tools?

Discuss early African art. Show film on African mask.

Look at rainfall and land form map of Africa. Point out where and what percentage of Africa is jungle.

Discuss the position of Africa in relationship to other Continents of the World during any century B.C., i.e., 5th Century B.C., 2nd Century A.D.

Discuss Egypt and its location. Most people never think of Egypt as being a part of Africa.

Show locations of tribes in Africa. Put on an overlay showing political divisions. Discuss relationship.

Define tribe.
Define extended family.

Choose one tribe to study in depth, i.e., Ibos of Nigeria.

Logan, Rayford and Irving
Cohen The American Negro:
Old World Background and
New World Experience

Santa Clara County
Creating for Many Cultures

Modern Atlas

Davidson, Basil A Guide
to African History

Film:
Black History, Lost,
Strayed or Stolen 7390

Dobler, Lavinia Great
Rulers of the African Past

Gatti, Attilio and Ellen
The New Africa

C. The tribal myth



CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland (continued).

CONTENT

LEARNING ACTIVITIES

RESOURCES

III. The Negro in West African Civilization

A. Geography

1. Climate
2. Vegetation

B. Cradle of civilization

1. Ghana (Kumbi, Walata)
2. Mali (Mellestine, Mandingoland)
3. Songhay

How does tribal loyalty help or hinder nationalism?

How does this compare to progress or lack of it in other underdeveloped areas of the world?

Investigate the diet of Africans. How many Africans live by hunting? In what part of Africa are most animals found?

Locate ancient civilization sites on maps of Africa.

Research affluence of the three great cultures.

Obtain African speaker from Speaker's Bureau at Stanford and other colleges.

Investigate systems of justice.

Relate natural place in history during Middle Ages. Note its influence on other civilizations during this time. As with other civilizations, discuss reason for African empire decline.

Civil War in Nigeria, using periodicals

Davidson, Basil History of Africa

Meier, August, and Elliott Rudwick From Plantation to Ghetto, Chapter I

Franklin, John Hope From Slavery to Freedom, Chapter 2

Davidson, Basil The African Past and The Lost Cities of Africa

Films:

Our Immigrant Heritage 7256
Black & White in South Africa 3303

CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland (continued).

CONTENT

C. Cultural heritage

1. Political
 - a. forms of government
 - b. forms of power
2. Economic
 - a. agricultural people
 - b. tradesmen and goods
3. Religions
 - a. Gods and spirits
 - b. animism
4. Art
5. Music
6. Literature, folktales

LEARNING ACTIVITIES

African tribes are not indigenously backward.

Investigate family structure, clan, customs, power. What is extended family?

Examine land held individually and collectively.

Investigate the philosophy of Africans regarding land ownership. How does this compare to the American Indian philosophy?

Note similarities and differences.

Do map study.

Have students make masks using paper sculpture.

Listen to and compare modern American music with African music.

Oral tradition. Why did Africans find it difficult to develop written languages?

RESOURCES

Dobler, Lavinia Great
Rulers of the African
Past

DuBois, W.E.B. Black Folks
Then and Now

Field trip to stores with
African artifacts

fs: African Art and Culture

Film:

Body and Soul, Part II 7393

Richardson, Willis Plays and Pageants from the Life of the Negro

CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>D. Colonialism</p> <ol style="list-style-type: none"> 1. Countries involved 2. Preparation for freedom <p>E. Africa today</p> <ol style="list-style-type: none"> 1. legacy of colonialism 2. Price of nationalism 3. Pan-Africanism 	<p>Watch the TV program "Tarzan". Write a short essay on whether or not it gives an accurate picture of African society. Discuss the racism in this program: Tarzan (white man) solves all problems while the natives often stand around and gape. Africans are depicted as <u>only primitive and backward.</u></p> <p>Use map to show which European countries colonized which African countries.</p>	<p>Courlander, Harold <u>Olode the Hunter and Other Tales</u></p> <p>fs: <u>Black History</u></p> <p>Davidson, Basil <u>A Guide to African History</u></p> <p>Ward, Baldwin <u>Pictorial History of the Black American</u></p>

CONCEPT: African-American and Anglo-American history began at the same time: black men played an important role in exploration.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>IV. Spanish Expeditions Included the Greatest Number of African Participants</p> <p>A. Pedro Alonso Nino</p> <p>B. Nuflo de Olana</p> <p>C. Juan Carrido</p> <p>D. Estevanico</p> <p>V. French Explorers</p> <p>A. Jean Baptiste Pointe de Sable</p> <p>B. d'Ayllon (colony of San Miguel on the same site as Jamestown, 83 years earlier)</p>	<p>Research the early period of exploration.</p> <p>Discuss why African and American history cannot be separated.</p> <p>Dramatize the story of Estevanico (Little Steven).</p> <p>Draw maps charting the routes of the explorers you discuss.</p> <p>Research the period of westward expansion: how many black trappers, pioneers, frontiersmen and guides were there?</p>	<p>Hughes, Langston <u>Famous American Negroes</u></p> <p>Forbes, Jack <u>The Afro-American in the Far West</u></p>

CONCEPT: Slavery was germane to many cultures.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>VI. The Negro in America as Slave</p> <p>A. Historical background</p> <ol style="list-style-type: none"> 1. Europe and Asia 2. New World 3. Southern colonies 4. Declaration of Independence "We hold these truths ... pursuit of happiness." 5. Contributions of blacks during historical period <p>B. Africa during the slave trade</p> <ol style="list-style-type: none"> 1. Middle Passage 2. Results of slave trade <p>C. Justification for slavery</p>	<p>Report on: Origin of slavery What was slavery Slave trade Describe being a slave</p> <p>Brainstorm: Why was Africa chosen for slaves rather than some other country? Why were not the Indians enslaved like the Negroes?</p> <p>Compare slavery in ancient times with more recent forms of slavery.</p> <p>Ascertain what effect the slave trade had on Africa.</p> <p>Evaluate: Equality of opportunity (limitations: discriminative, financial, physical, educational).</p>	<p>Katz, William <u>Eyewitness: The Negro in American History</u>, pp. 13, 15, 32</p> <p>Davidson, Basil <u>Black Mother and Guide to African History</u></p> <p>Fishel, Leslie <u>The Negro American</u>, pp. 29-37</p> <p>Goldston, Robert <u>The Negro Revolution</u></p> <p>Films: Heritage of Slavery 7396 <u>History of the American Negro</u>, Part I 3928</p> <p>Fishel, Leslie <u>The Negro American</u>, pp. 91-93.</p>

CONCEPT: Slavery was germane to many cultures (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>1. Natural outgrowth of society</p> <p>2. Sanctioned by God</p> <p>3. Naturally inferior Negro</p> <p>4. Economic institution</p> <p>5. Legal institution</p> <p>D. Problem of Slavery</p> <p>1. Physical aspects of work and resulting problems</p> <p>2. Denial of rights (personal) to slave</p> <p>a. right to marry in some cases</p> <p>b. removal of children from parents</p>	<p>Role play being a slave.</p> <p>Debate: Planters vs. members of the Abolition Movement.</p> <p>Find evidence of racism in documents and text-books.</p> <p>List problems of house slave vs. field slave.</p> <p>List duties of house slave, driver, task system, gang system.</p> <p>a) free Negro vs. slave</p> <p>b) plantation slave vs. city slave</p> <p>Study the case of Frederick Douglass.</p> <p>Discuss sharecropping system.</p> <p>Compare life of a slave in the 1800's and life of a Negro today in the ghetto.</p>	<p>Franklin, John Hope <u>From Slavery to Freedom</u>, Chapter 10</p> <p>Dumond, Dwight Lowell <u>Antislavery</u></p> <p>McKittrick, Eric <u>Slavery Defended</u></p> <p>Aptheker, Herbert <u>American Negro Slave Revolts</u></p> <p>Stowe, Harriet Beecher <u>Uncle Tom's Cabin</u></p> <p>Logan, Rayford <u>The American Negro</u></p> <p>Oliver, Donald <u>Negro Views of America</u></p> <p>Patrick, John J. <u>The Progress of the Afro-American</u></p>

CONCEPT: Slavery was germane to many cultures (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>3. Educational rights curbed</p> <p>a. slave often prohibited from reading</p> <p>b. lack of or poor schooling</p> <p>c. slave trained to believe he was inferior to masters</p> <p>4. Psychological results of slavery</p> <p>a. Negro feels inferior</p> <p>b. revolts</p> <p>c. frustration</p>	<p>Play simulation game: Sunshine.</p> <p>Investigate reasons for current unrest of Black Americans. Check newspapers.</p> <p>Look at family - compare roles of members of the family.</p>	<p>Fishel, Leslie <u>The Negro American</u>, pp. 113-116</p> <p>Film: <u>Frederick Douglass</u> 7395</p> <p>Kerner, Otto <u>U.S. Riot Commission Report</u></p> <p>Grier, William <u>Black Rage</u></p>

CONCEPT: All people have the same basic rights and responsibilities.

CONTENT

LEARNING ACTIVITIES

RESOURCES

VII. The Civil War

A. Emancipation

B. Participation in the war

C. Reactions

Delineate the challenges:

1. Negro part of white man's war?
2. Negro enlist or be drafted?
3. Negro in integrated units or in separate units?
4. Equal pay and equal opportunity to become Negro officers?
5. Should Negro fight bravely?

VIII. The Negro in America from Reconstruction to 1920

A. Historical background

1. Jim Crow laws

2. Black codes

3. Black voters and disenfranchisement

4. Separate but equal

5. Lynchings

6. Migration of Negroes

Review 13th, 14th, and 15th Amendments to the United States Constitution. Note difference between enactment and enforcement of a law.

Discuss unions and racism.

Research discrimination by government agencies.

Study Plessy v. Ferguson, U.S. Supreme Court decision.

Has a law ever been passed against lynching? Why? or why not?

Review 1915-1919 when two million Negroes moved North to war industries.

Franklin, John Hope From Slavery to Freedom

Fishel, Leslie The Negro American

Katz, William Eyewitness: The Negro in American History, p. 281

Stampp, Kenneth Era of Reconstruction

Films:

History of the American Negro, Parts 2 and 3
3929 and 3930
Black History, Lost, Strayed or Stolen, 7390

Stampp, Kenneth The Peculiar Institution: Slavery in the Ante-Bellum South

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>B. Contributions of Negroes</p> <p>C. Employment and the Black</p>	<p>Assign student reports on Negro leaders, past and present. Include outstanding Black Americans in medicine, political science, literature, war heroes, explorers.</p>	<p>Hughes, Langston <u>Famous Negro Heroes of America</u></p>
<p>1. Unemployment and underemployment</p> <p>2. Low skills in an industrial society</p> <p>3. Displacement due to mechanization of agriculture</p> <p>4. Effect of automation in industry</p> <p>5. Youth</p> <p>D. Justice and the Black</p> <p>E. Education and the Black</p>	<p>Use job statistics showing what the average Negro makes as a baker, butcher, etc., and what the average white person makes on these same jobs.</p> <p>Discuss the amount of money people will earn in their lifetimes. Compare the amount earned in the lifetime of an average Black and an average White.</p> <p>Review treatment of the Black in recent confrontations with police.</p> <p>Review court cases.</p> <p>List arguments of Little Rock school crisis (pro and con).</p>	<p>Kerner, Otto <u>U.S. Riot Commission Report</u></p> <p>Glazer, Nathan <u>Beyond the Melting Pot</u></p> <p>Films: <u>Walk in My Shoes</u> 7023 <u>Felicia</u> 7394 <u>Losing Just the Same</u> 7398</p> <p>Local newspapers as resource</p> <p>Fishel, Leslie <u>The Negro American</u></p>
<p>1. Separate and unequal</p>		

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>2. Bussing</p>	<p>Simulate school board meeting. Item on agenda, bussing.</p>	<p>Films: <u>Challenge</u> (Civil Rights) 1581 <u>I Have a Dream</u> 7397 <u>Broken Mask</u> 1731</p>
<p>3. Tracking</p> <p>4. Testing</p>	<p>Brainstorm causes of high drop-out rates, poor motivation, low education levels of Black.</p> <p>Discuss causes of riots, reasons for unrest.</p>	<p>Time, April 6, 1970.</p>
<p>F. Health and Welfare</p> <p>1. High infant mortality rates</p> <p>2. Shorter life expectancy than whites</p> <p>3. Inadequate recreation facilities</p>	<p>Look at changing roles of the family. Who is "bread-winner"? Why?</p> <p>Debate the topic: Racially Rationed Health.</p>	<p>Grier, William <u>Black Rage</u></p>
<p>G. From one bad situation to another</p> <p>1. From slavery to segregation</p> <p>2. From plantation to ghetto</p> <p>3. From cotton patch to rat-infested slum</p>	<p>Discuss: tokenism</p> <p>gradualism</p> <p>persistent racialism of man on street</p>	<p>Conot, Robert <u>Rivers of Blood, Years of Darkness</u></p> <p>Meier, August and Elliott <u>M. Rudwick From Plantation to Ghetto</u></p> <p>Chalmers, David <u>Hooded Americanism</u></p>

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>H. Psychological results</p> <ol style="list-style-type: none"> 1. Feelings of inferiority 2. Confrontations 3. The "New Mood" 4. New heroes 	<p>List imitations of white: hair straighteners, etc.</p> <p>Discuss slogan, "Black is Beautiful" and why it developed.</p>	<p>Logan, Rayford <u>The American Negro</u></p> <p>Adams, Russell <u>Great Negroes</u></p>
<p>IX. Quest for Full Citizenship by Black Americans</p> <ol style="list-style-type: none"> A. Negroes in World War I B. Red Summer (25 riots in 1919) C. Garney Movement 	<p>Research charges of institutional racism over the past 50 years. Check the policies of the following agencies in regard to race:</p> <ol style="list-style-type: none"> 1) Government (federal, state, local) 2) Educational institutions 3) Labor unions 4) Financial institutions (public and private, local banks, FHA) 5) Social organizations 	<p>Kerner, Otto <u>U.S. Riot Commission Report</u></p> <p><u>Time</u>, April 6, 1970</p> <p><u>The Negro in American History</u> <u>City of New York</u></p> <p>fs: <u>Minorities Have Made America Great</u> <u>(Negroes, I and II)</u></p>

CONCEPT: Black Americans are affected by national economic growth and depression.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>X. Negro Intellectuals Spark a Cultural Ferment</p> <p>A. Harlem Renaissance</p> <ol style="list-style-type: none"> 1. Poetry 2. Music 3. Other contributions <p>B. The Great Depression brings new wave of misery</p> <ol style="list-style-type: none"> 1. The Depression increases poverty among Negroes 2. Rural Blacks are especially hard hit <p>C. The New Deal (some gains)</p> <ol style="list-style-type: none"> 1. political 2. economic 3. labor legislation 	<p>Assign student reports on Black leaders.</p> <p>Discuss the organization of the sleeping car porters.</p> <p>Discuss: "Black Cabinet" appointments to government posts; Federal projects - WPA, CCC, etc.</p>	<p>Adams, Russell L. <u>Great Negroes, Past and Present</u></p> <p>Films:</p> <p><u>Trumpet For a Combo</u> 4173</p> <p><u>Body and Soul</u>, Pt. 1 7392 Pt. 2 7393</p> <p><u>My Childhood: James Baldwin</u> 7538</p> <p>Franklin, John Hope <u>From Slavery to Freedom</u></p>

CONCEPT: Ghettos exist in all societies.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>XI. The Ghetto</p> <p>A. Background - study of ancient Egypt, the city, the ghetto</p> <ol style="list-style-type: none"> 1. Built in a stern geometric manner 2. Possessed great deal of noise, smell 3. Living area <ol style="list-style-type: none"> a. some, who were more wealthy, lived out in spacious suburbs b. common humanity lived in every available nook and cranny (slums) c. improvements in these areas were only temporary 4. Palace and temple became hub of the city 	<p>Compare ancient ghetto with ghetto of today. List similarities.</p> <p>Define ghetto and determine its relativity to urban crisis.</p> <p>List possible causes for violence.</p> <p>Find pictures, or draw pictures of ghetto from descriptions.</p> <p>Research how ghettos grow.</p> <p>Simulate a ghetto (move the whole class into one corner of the room).</p>	<p>Dohrs, Fred E. and L. M. Sommers <u>Cultural Geography</u></p> <p>Morrill "The Negro Ghetto: Problems and Alternatives" <u>Cultural Geography</u></p> <p>Meier, August and Elliot M. Rudwick <u>From Plantation to Ghetto</u></p> <p>Film: <u>Hugh Wall 1802</u></p> <p>Brown, Claude <u>Man Child in the Promised Land</u></p> <p>Film: <u>My Childhood: James Baldwin 7538</u></p>

CONCEPT: Ghettos exist in all societies (continued).

CONTENT

B. The ghetto in modern society

1. Definition

a. A term used to identify the segregated areas occupied by Negroes and other minority groups

b. A common feature of American urban life

c. Inferiority in almost every conceivable material respect is the mark of the ghetto

2. Aspects of the ghetto

a. Minority groups, both ethnic and racial, have a major component in shaping the spatial character of cities in U.S. and rest of world

LEARNING ACTIVITIES

Make a distinction between a ghetto and a slum.

Compare Harlem to Watts and the physical characteristics of each.

Go through magazines and pick out pictures of the ghetto

Do some research on governmental rat control.

Close the physical area of the classroom and have students exist and work in a smaller area to point out spatial problems of the ghetto.

Study family structure.

RESOURCES

Patrick, John The Progress of the Afro-American

Joseph, Stephen The Me Nobody Knows

Film:
Willie Catches On 3613

Silberman, Charles Crisis in Black and White, pp. 31-37

Film:
Walk in My Shoes 7023

CONCEPT: Ghettos exist in all societies (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>b. The distinctive cultural backgrounds of these people have endured</p> <p>c. Negroes live in rural areas of South and are concentrated in the poorest sections of the city</p> <p>3. Nature of ghetto</p> <p>a. Ghetto system is dual</p> <p>1. Negroes excluded from white areas</p> <p>2. White largely absent from Black areas</p> <p>b. Inferior</p> <p>1. less home ownership</p> <p>2. older homes</p> <p>3. substandard living conditions</p>	<p>Research: U.S. median family income for Negroes in urban areas as compared to white. Also in rural areas.</p> <p>Have students figure out a family budget on Negro income.</p> <p>Take field trip to ghetto.</p>	<p>Katz, William <u>Eyewitness: The Negro in American History</u></p> <p>Films: <u>High Wall</u> 1802 <u>Everybody's Prejudiced</u> 3443 <u>Meier, August From Plantation to Ghetto</u></p>

CONCEPT: Ghettos exist in all societies (continued).

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CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>4. Fundamental differences in Black from other minority groups</p>	<p>Survey housing to determine problems.</p>	<p><u>Negro History Bulletin</u></p>
<p>a. lighter-skinned members may escape when economic or educational improvements permit</p>	<p>Dramatize a Black family entering your white suburb and face representatives of White Neighborhood Association.</p>	<p>Patrick, John J. <u>The Progress of the Afro-Americans</u></p>
<p>b. black skin constitutes a qualitative difference in the minds of whites</p>	<p>Simulate a ghetto.</p>	<p>Kerner, Otto <u>U.S. Riot Commission Report</u></p>
<p>c. wealthy Blacks find it difficult to leave the ghetto</p>	<p>Discuss how you overcome these handicaps.</p>	<p>Films: <u>Job Interviews: Three Young Men</u> 7399</p>
<p>d. color takes precedence over normal determinants of associations</p>	<p>Discuss: Why has Black been unable to escape poverty and the ghetto like European immigrants? (Possibilities:</p>	<p><u>Job Interviews: Three Young Women</u> 7400</p>
<p>5. Impact of ghetto</p> <p>a. poverty--substandard housing</p> <p>b. public services often neglected</p>	<p>1. Negro offered little by maturing economy compared with demand for such labor as brought by European immigrant.</p> <p>2. Racial discrimination kept Negro from high-reward and high status occupations.</p>	

CONCEPT: Ghettos exist in all societies (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<ol style="list-style-type: none"> 1. street repair 2. garbage collection 3. parks and playgrounds 4. police c. Negroes are poorer d. high unemployment (double white average) e. de facto school segregation f. high delinquency and crime rate g. feelings of inferiority and hopelessness 6. Chances of mobility 	<ol style="list-style-type: none"> 3. Political opportunities open to European immigrants. 4. Cultural factors - strong patriarchal families of immigrants, small businessmen had a ready market in ethnic culture of immigrants, with their language barrier, ethnic foods, etc., also, slavery had prevented development of a small-business tradition among Negroes. 5. Time factor - Negroes have been concentrated in the cities for only two generations. 6. European immigrant possessed "the American dream" - the promise that society offered with hard work and perseverance material well-being and status.) <p>Play simulation game: Sunshine.</p> <p>Discuss what must be done to eliminate ghettos.</p>	<p><u>Social Education</u></p> <p>Films:</p> <p><u>Black Soldier</u> 7391</p> <p><u>Body & Soul, The Body</u> 7392</p> <p><u>Body & Soul, The Soul</u> 7393</p> <p>Grier, William H. <u>Black Rage</u></p>



CONCEPT: Movement for complete equality of the Black gains momentum.

CONTENT	LEARNING ACTIVITIES	RESOURCES
XII. Black Response	<p>Discuss four main forms of Black response:</p> <ol style="list-style-type: none"> 1. Strengthen black institutions within a segregated society. 2. Militant protest with goal of integration and full participation. 3. Emigrationism and black nationalism. 4. Militant protest with goal of resegregation. <p>Categorize Black responses in above categories.</p> <p>Give reports on civil rights organizations and their leaders. Project possible future of Black in America.</p>	<p>Malcolm X <u>The Autobiography of Malcolm X</u></p> <p>King, Martin Luther <u>Why We Can't Wait</u></p> <p>Lincoln, C. Eric <u>The Black Muslims in America</u></p>
A. Civil Rights Movement		
B. National Association for Advancement of Colored People		
C. National Urban League		
D. Niagara Movement		
E. Congress of Racial Equality		
F. Southern Christian Leadership Conference		
G. Student Non-Violent Coordinating Committee		
H. Black Muslims		
I. Black Panthers		
XIII. Civil Rights Revolution		
A. Supreme Court	<p>U.S. Supreme Court decision 1954 <u>Brown vs. Board of Education.</u></p>	
1. Open occupancy laws		

Films:
Felicia 7394
I Have a Dream 7397

Film:
Uptight, Black and White

CONCEPT: Movement for complete equality of the Black gains momentum. (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> 2. Legal rights B. Fair employment practices laws C. Civil Rights Act 1964 D. Voting Rights Act 1965 	<p>Debate boycott, sit-in, freedom ride as practices to end segregation.</p> <p>Using current material, discuss the position of the Black American today. Are his gains real or imagined?</p>	<p><u>Time</u> April 6, 1970</p>

CONCEPT: Equal rights struggle meets new challenges.

CONTENT

LEARNING ACTIVITIES

RESOURCES

XIV. New expressions of frustration and discontent.

A. Literary expression

B. Political

1. Black Power movement

2. Separatist groups

Have students read several Black authors and categorize the literature as militant or moderate.

Find examples in current publications of new trends in the equal rights struggle.

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GRADES 7-12 (BLACK)

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Audio Visual MaterialsFilms Available through Santa Clara County
Educational Media Center:

- | | | | |
|------|--|------|--|
| 3303 | Black & White in South Africa (27) | 3928 | History of the American Negro, 1619-1860: |
| 7390 | Black History, Lost, Strayed,
Stolen - 2 parts (54) | 3929 | Out of Slavery (20) |
| 7391 | Black Soldier (25) | | History of the American Negro, 1861-1877; |
| 7392 | Body & Soul - Part 1 (25) | | Civil War and Reconstruction (20) |
| 7393 | Body & Soul - Part 2 (25) | 3930 | History of the American Negro, 1877-Today; |
| 712 | Boundary Lines (10) | | Freedom Movement (20) |
| 1731 | Broken Mask (28-1/2) | 7397 | I Have a Dream (35) |
| 1581 | Challenge (30) | 7398 | Losing Just the Same - 2 parts (60) |
| 930 | Color of Man (10) | 7538 | My Childhood: James Baldwin (25) |
| 7359 | Discovering the Music of Africa | 7256 | Our Immigrant Heritage (32) |
| 3443 | Everybody's Prejudiced (21) | 3186 | Picture in Your Mind (16) |
| 7394 | Felicia (13) | 4173 | Trumpet for a Combo (8) |
| 7395 | Frederick Douglass - 2 parts (54) | 7023 | Walk in My Shoes - 2 parts (54) |
| 7396 | Heritage of Slavery - 2 parts (53) | 3613 | Willie Catches On (24) |
| 1802 | High Wall (32) | | |

Films Not Available through County
Educational Media Center:

Black Artists - Afrographics
P. O. Box 8361
Los Angeles, Calif.

Upright: Black & White - Bailey Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

GRADES 7-12 (BLACK)

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Audio Visual Materials (Continued)

Filmstrips

African Art and Culture - Schloat
 Exploding the Myths of Prejudice - Schloat
 Minorities Have Made America Great
 (Negroes I and II) - Schloat
 Black History (15 strips with records) -
 Multi--Media

Film Distributor

Warren Schloat Productions
 Pleasantville, New York 10570
 Multi-Media Productions
 580 College Avenue
 Palo Alto, California

Other Materials

Ebony, 1820 S. Michigan Avenue, Chicago, Illinois 94710
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Negro History Bulletin, 1538 Ninth Street, N.W., Washington, D.C. 20001.
Curriculum Bulletin, No. 4 - 1964-65 Series.

Asian-American Studies

CONCEPT: Immigrants came to the United States for a variety of reasons.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>I. Pre-Columbian Contacts</p> <p>A. Hui-shen</p> <p>B. Japanese and Chinese junks</p> <p>II. Modern Era Immigrants</p> <p>A. Seamen, fishermen, traders</p> <p>B. Wars and evil times</p> <p>C. Political unrest</p> <p>D. Employment (a new start)</p> <p>1. Merchants</p> <p>2. Laborers</p> <p>3. Farmers</p> <p>E. Students, tourists, officials</p>	<p>Do research on the theory of trans-oceanic contacts between the Orient and America</p> <p>Learn from what Asian countries the immigrants came. Investigate the reasons for emigration. Make a chart graphically presenting the above data.</p> <p>Locate on a map where the immigrants settled in the United States.</p> <p>Remember there were no Japanese emigrants 1638-1854. Why?</p> <p>Define: Issei, Nisei, Sansei, coolie, etc.</p> <p>Investigate the student immigrants. Some Japanese youth emigrated to avoid military conscription.</p>	<p>Watson, Douglas S. "Did the Chinese Discover America?" California Historical Society Quarterly</p> <p>Chinn, Thomas A History of the Chinese in California</p> <p>Ichihashi, Yamato Japanese in the United States</p> <p>MacNair, Harley F. Chinese Abroad</p>

CONCEPT: Asian immigrants were searching for economic and social improvement (the same goals shared by the European immigrant).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>III. Problems of Immigrants</p> <p>A. Strange language and customs</p> <p>B. Racial prejudice</p> <p>C. Farming</p> <ol style="list-style-type: none"> 1. Similar and dissimilar land forms 2. Similar and dissimilar crops 3. Similar and dissimilar climate <p>D. Religions</p>	<p>Study the case of the Wakamatsu Tea and Silk Farm Colony.</p> <p>Research treatment of the Chinese in the mining regions.</p> <p>Utilize case studies in American history which illustrate death caused by extreme racial discrimination.</p> <p>Brainstorm: Why does exposure to different physical and racial types cause fear in people?</p> <p>Learn what jobs were open to Orientals.</p> <p>Study pattern of settlement (coastal and mountain lands that others shunned).</p> <p>Consider development of submarginal land due to farming skills unknown to Americans (i.e., rocky hillsides, sandy wastelands, swamps).</p> <p>Have students research concepts of dating birth from conception and other concepts of worship.</p>	<p>Wakamatsu Colony Centennial booklet 1869-1969</p> <p>Chiu, Ping <u>Chinese Labor in California</u></p> <p>Kitano, Harry H.L. <u>Japanese-Americans: The Evolution of a Subculture</u></p> <p>Local residents as speakers</p> <p><u>Ichinashi, Yamato Japanese? in the United States</u></p>

CONCEPT: Economic success created a series of anti-Oriental practices on the part of the Caucasian majority.

CONTENT

LEARNING ACTIVITIES

RESOURCES

IV. Economic success of the Asiatics

A. Agriculture

1. reclamation

2. truck gardens

3. vineyards

4. fruit orchards

5. canneries

6. flowers

B. Fishing industry

C. Railroads

D. Other successes

1. cigar industry

2. textiles

3. footwear

4. restaurants

5. laundries

E. Immigration restrictions

1. contract-labor system

2. 1854-1872 prohibition

3. Burlingame Treaty of 1868

Have students report on the Oriental contributions to American history and economy.

Include oyster growing, abalone, etc.

Brainstorm: Why do people resent the same values in others that they boast of?

Investigate California legislation relative to the gold mines and foreigners.

Brainstorm implications of not legally being able to testify for or against a white person.

Kitano, Harry H.L. Japanese Americans: The Evolution of a Subculture

Chiu, Ping Chinese Labor in California

Hosakawa, Bill Nisei, Quiet Americans

Chin, Thomas A History of the Chinese in California

Sung, Betty Lee Mountain of Gold: The Story of the Chinese in America

Daniels, Roger The Politics of Prejudice

CONCEPT : Economic success created a series of anti-Oriental practices on the part of the Caucasian majority (continued).

CONTENT

LEARNING ACTIVITIES

RESOURCES

4. Chinese Exclusion Acts of 1882-1904

Investigate the restrictive educational practices in California.

5. Gentlemen's Agreement between U.S. and Japan of 1907-08

Do role-playing.

Ichihasha, Yamato Japanese in the United States
Bailey, Thomas A. Theodore Roosevelt and the Japanese American Crisis

6. Alien Land Laws 1913

List pro's and con's of the Alien Land Laws.

7. Exclusion Act of 1924

Have a panel react to the Exclusion Act. Highlight the legal, social, and economic restrictions.

CONCEPT: The Asiatics have contributed to the development and advancement of the United States.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>V. Community Solidarity</p> <p>A. Family structure</p> <ol style="list-style-type: none"> 1. Strong parental control 2. Extended family 3. Behavior <ol style="list-style-type: none"> a. national pride b. high regard for social position c. strong sense of duty and obligation <p>B. Evolution of the family</p> <p>C. Problem solving</p> <ol style="list-style-type: none"> 1. Family association - municipal court 2. District association - state supreme court 3. Chinese Six companies - federal supreme court 	<p>Check statistics on Asiatic-American rate of crime, juvenile delinquency, dependence on public assistance.</p> <p>Have a student report on the traditional family life (women ranked below men, family included several generations, respect and honor family ancestors.</p> <p>Role play an Asiatic-American family - traditional vs. modern.</p> <p>Contrast the attitudes and psychology of three generations.</p> <p>Investigate Japanese word "<u>giri</u>" (moral obligation toward others).</p> <p>Investigate family and district associations of Asiatics in your community.</p> <p>Do research on the Chinese Six Companies, also the Chinese American Citizens Alliance and the Japanese Association (an Issei organization), as well as the Japanese-American Citizens' League (a Nisei-Sansei group).</p>	<p>Beach, Walter G. <u>Oriental Crime in California</u></p> <p>Kitano, Harry H.L. <u>Japanese Americans: The Evolution of a Subculture</u></p> <p>Sung, Betty Lee <u>Mountain of Gold: The Story of Chinese in America</u></p>

CONCEPT: The Asiatics have contributed to the development and advancement of the United States (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>D. Values</p> <ol style="list-style-type: none"> 1. Collective rather than an individual orientation 2. Conformism, regard for conventional behavior, obedience of rules and regulations <p>VI. Culture</p> <ol style="list-style-type: none"> A. Architecture B. Language C. Food D. Clothing 	<p>Compare values of hard work, achievement, self-control, dependability, manners, thrift, diligence with American middle-class values.</p> <p>Pinpoint why the Asiatic-Americans have seldom been on relief.</p> <p>Visit local temples.</p> <p>Investigate "loaded" words: papa-san, Jap, Chink.</p> <p>Study "on"-ascribed obligation; "siri"-contractual obligation; "chu"-loyalty to superior; "ninjo"-humane sensibility; "enryo"-modesty before superior.</p> <p>Make lists of foods we eat that originated in Asia.</p>	<p>Lancaster, Clay <u>The Japanese Influence in America</u></p> <p>Film: <u>Golden Mountain on Mott Street</u></p>

CONCEPT: The Asiatics have contributed to the development and advancement of the United States (continued).

CONTENT

LEARNING ACTIVITIES

RESOURCES

E. Art

Have students report on the contributions of outstanding Americans with Asian ancestry.

F. Music

Study the symbolism and pantomime used in theatres. Observe that in California the Chinese recognized Fu-Cheng--historical play or tragedy; Fai-Wood--comedy; Oi-Yue--platonic love play; Tai-Mong--court play; Hong-Koi--chivalry play; Yuen-Wang--persecution play; Po-Yeng--merit-rewarded play.

Chin, Thomas A History of the Chinese in California



CONCEPT: People react irrationally when confronted with many insecurities; race and prejudice amplify the process.

CONTENT

LEARNING ACTIVITIES

RESOURCES

VII. War Hysteria

A. Evacuation and relocation of West Coast Japanese-Americans during World War II

Debate the constitutionality of the evacuation order.

Review the Supreme Court's decision that military necessity justified the evacuation.

Discuss the action of relocation as the result, natural end, or culmination, of decades of "Yellow Peril" and repression.

Brainstorm the singling out of the West Coast Japanese from those in Hawaii (and from the descendants of Germans and Italians) for suspension of civil rights.

Do research on actions taken:

- ..businesses closed;
- ..farms abandoned;
- ..homes boarded up;
- ..furnishings sold; etc.

Role play human suffering and courage, loyalty and disillusion, family values and cultural tradition as they were expressed in the bleak barrack cities.

Have a panel discuss the task of the men who had to hammer out policy for the War Relocation Authority.

Spicer, Edward H. Impounded People

Ten Broek, Jacobus, Edward N. Barnhart, and Floyd W. Matson Prejudice, War and the Constitution
Japanese-American Evacuation and Resettlement

Okubo, Miné Citizen 13660

Thomas, Dorothy Swaine and Richard S. Nishimoto The Spoilage

B. Life in the Relocation Centers



CONCEPT: People react irrationally when confronted with many insecurities; race and prejudice amplify the process (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>C. Military actions of Nisei's</p> <p>D. Relocation program</p>	<p>Have students make reports on the most decorated combat team (100th Battalion) in the U.S. history, on intelligence work in the Pacific, etc.</p> <p>Evaluate the goals of the relocation program:</p> <ul style="list-style-type: none"> ..get evacuees out of center; ..disperse them; ..integrate them into the communities where they settled. <p>Learn what recourse the Japanese-Americans have to recover assets lost.</p>	<p>Murphy, Thomas D. <u>Ambassadors in Arms</u></p> <p>Japanese American Curriculum Project <u>Japanese Americans: The Untold Story</u> Holt, Rinehart & Winston 1970</p> <p>Korematsu vs. United States #23-11070</p>

CONCEPT: The Asian-American has achieved success after innumerable hardships.

CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>VIII. What Lies Ahead?</p> <p>A. JACL, CACA, and others provide direction</p> <p>B. Asiatics have made American dreams come true for their aging parents</p> <p>C. Secured right: to walk in peace and dignity</p>	<p>Investigate the records of achievement of Asiatics.</p> <p>Do research as to what length of time it took the European-American to become simply American.</p> <p>Do research as to length of time it took the Asian-American to become simply American.</p> <p>Brainstorm the responsibility of each person to make democracy work.</p>	

CONCEPT: The potential inherent in cultural pluralism for retaining some elements of a distinctive way of life and discarding others is one of its most attractive elements.

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CONTENT	LEARNING ACTIVITIES	RESOURCES
<p>IX. Cultural Pluralism</p> <p>A. Misconceptions</p> <p>B. Compatibility of values</p> <p>C. Cultural and structural pluralism</p>	<p>Brainstorm some of the misconceptions and try to trace origins.</p> <p>Discuss effective combination of Asiatic and American values.</p> <p>Brainstorm the personal value system in maintaining a mature and responsible attitude toward self and the world. Nearly all problems encountered in coping with other human beings are the same for everyone. The adjustments differ but the feelings involved in the adjustment process are similar. Observable cultural traits serve as an identity which is essential for all human beings.</p>	<p>Hosokawa, Bill Nisei: <u>Quiet Americans</u></p> <p>Japanese American Citizens League 1634 Post Street San Francisco, California Telephone: 931-6644</p> <p>Chinese American Citizens Alliance 1044 Stockton Street San Francisco, California Telephone: 982-2618</p>

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- Hosokawa, Bill. Nisei: Quiet Americans. New York: William Morrow Co., 1969.
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- Watson, Douglas S. "Did the Chinese Discover America?" California Historical Society Quarterly, XIV, 1935.

Audio Visual Materials

Films Not Available through County Educational Media Center:

Golden Mountain on Mott Street - Carousel Films Inc.
1501 Broadway
New York, N.Y. 10036

Issei, Nisei & Sansei (3 Generations of Japanese-Americans)
28 mm color, 1969 - Alden S. Nye
Box 797
Ojai, California