

Learning Objectives

For La Marcha de Del Rio, March 30, 1969

A lesson on La Marcha de Del Rio, March 30, 1969 (Palm Sunday) a major protest march in the Texas Chicano movement can encompass a wide range of social studies objectives for a high school class. Students can gain a comprehensive understanding of the historical and social significance of the march within the context of the Texas Chicano movement and the broader civil rights struggle.

Suggested objectives:

Historical Context: Understand the historical and social context of the Texas Chicano movement in the late 1960s, including the Civil Rights Movement and the broader Chicano civil rights struggle.

Social Studies TEKS 6.1A: Analyze why historical events have occurred in specific times and places.

Cause and Effect: Analyze the causes and consequences of the 1969 protest march, considering how it contributed to the Chicano movement's goals and the broader social and political changes.

Social Studies TEKS 8.22A: Evaluate the effectiveness of various methods used by civil rights and other social movements to achieve their goals.

Civil Rights and Social Justice: Explore the concept of civil rights and social justice, including the challenges faced by the Chicano community and their efforts to address them through protests and advocacy.

Social Studies TEKS 8.22A: Evaluate the effectiveness of various methods used by civil rights and other social movements to achieve their goals.

Activism and Grassroots Movements: Examine the role of grassroots activism and social movements in shaping societal change, with a specific focus on the Texas Chicano movement.

Social Studies TEKS 8.21B: Analyze the role of grassroots organizations and movements in the history of the United States.

Social Studies TEKS 8.22B: Analyze the impact of advocacy groups on society.

Leaders and Key Figures: Identify and analyze the key leaders and figures in the Texas Chicano movement, their motivations, and their contributions to the cause.

Social Studies TEKS 6.16A: Identify and explain the significance of key leaders in the development of Texas, including César Chávez or other relevant Chicano leaders.

Social Studies TEKS 8.21A: Identify and analyze the accomplishments of important individuals and groups who have made a difference in the history of the United States.

Primary Source Analysis: Develop skills in analyzing primary sources, such as photographs, speeches, and documents, to gain a deeper understanding of the events and emotions surrounding the protest march.

Social Studies TEKS 6.22A: Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Regional History: Understand the significance of the Texas Chicano movement within the broader Chicano civil rights movement, considering the unique regional aspects and issues faced by Chicanos in Texas.

Social Studies TEKS 6.4A: Describe the human and physical characteristics of the same region at different periods of time to evaluate relationships between past events and current events.

Government and Politics: Explore the role of government and politics in responding to the Chicano movement's demands and protests, including the role of local, state, and federal authorities.

Social Studies TEKS 8.17A: Identify and analyze methods of expanding the right to participate in the democratic process, including registering to vote.

Identity and Culture: Investigate the ways in which the Chicano movement sought to promote and celebrate Chicano identity and culture as an integral part of the larger struggle for civil rights.

Social Studies TEKS 6.3B: Identify and describe the contributions of various racial, ethnic, and religious groups to the culture of Texas.

Social Studies TEKS 6.3C: Explain how American values and principles are reflected in various genres of music, art, and literature.

Comparative Analysis: Compare the Texas Chicano movement to other civil rights movements, such as the African American Civil Rights Movement, to draw parallels and differences in their strategies and achievements.

Social Studies TEKS 8.5A: Compare the similarities and differences within and among various world regions.

Social Studies TEKS 8.22C: Compare the impact of advocacy, past and present, to promote the civil rights of various groups.

Critical Thinking and Evaluation: Encourage critical thinking by asking students to evaluate the effectiveness of the protest march and the Chicano movement's strategies in achieving their goals.

Social Studies TEKS 8.21C: Evaluate the effectiveness of the Bill of Rights in protecting individual rights.

Media and Communication: Explore how the media and communication played a role in shaping public opinion and awareness of the Chicano movement, including the use of newspapers, television, and other forms of media.

Social Studies TEKS 8.22D: Analyze the significance and effects of various forms of media used to advocate and support civil rights and social justice.

English Language Arts TEKS 8.14A: Analyze the effects of sound and visual techniques (e.g., special effects, camera angles, music) in media messages.

Contemporary Relevance: Discuss the contemporary relevance of the Chicano movement and its impact on the ongoing struggles for civil rights and social justice.

Social Studies TEKS 8.17B: Analyze efforts by global organizations to undermine U.S. sovereignty and evaluate the impact of historical and contemporary efforts on national identity and culture.

Social Studies TEKS 8.22E: Explain the role of the United States in the world since the 20th century.

Empathy and Perspective-Taking: Foster empathy by encouraging students to consider the perspectives of those involved in the Chicano movement, including the challenges they faced and the importance of their cause.

Social Studies TEKS 8.11B: Explain how different historical interpretations are created.

Social Studies TEKS 8.12C: Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.