

Courses & Grade Level Suggestions: African-American Studies, Mexican American Studies, Government, etc... 9th – 12th

Inquiry Design Model (IDM) Blueprint™	
Compelling Question	As our national diversity grows, how have/do we incorporate a greater assortment of voices into our democracy (electorally vs. extra electorally)?
Standards and Practices	<p>TEKS FOR QUESTIONS: <u>African American Studies TEKS</u></p> <p>(10) Government. The student understands the African American pursuit of full citizenship over time. The student is expected to: (A) analyze the relationship between African Americans and other groups in terms of conflict and cooperation in the pursuit of individual freedoms and civil rights; (B) explain how various philosophies and ideologies have played a role in the African American experience for social, political and legal equality, such as the fair housing, equal opportunity, affirmative action, voting rights; and (C) analyze civic participation of African Americans in terms of leadership and strategic planning at various levels</p> <p><u>Mexican American Studies TEKS</u></p> <p>Government. The student understands the significance of political decisions and the struggle for political power among Mexican Americans throughout U.S. history. <u>The student is expected to: (A) describe how Mexican Americans have participated in supporting and changing government in the U.S.;</u> (B) analyze the impact of Delgado v. Bastrop and Hernández v. Texas on Mexican Americans and the end of the bi-racial paradigm; (C) explain the Mexican American struggle for civil rights as manifested in the Chicano movement; (D) explain the struggle to create a farmworkers union and the union’s efforts to fight for better wages; (E) evaluate the successes and failures of the Mexican American civil rights movement and the Farmworkers Movement; (F) analyze the significance of U.S. Supreme Court decisions in Miranda v. Arizona, San Antonio v. Rodríguez, and Plyer v. Doe; and (G) identify various organizations that have participated and continue to participate in the Mexican American struggle for political power, such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American</p>

	Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR)	
Staging the Question	To answer & discuss the compelling questions above begin with the theme – Democracy and Voice – Electoral vs. Extra Electoral – Easier starting question <i>(if you need modifications for ELL and Sped Ed. populations)</i> How important is voting? (in a representative democracy in the 21st century)?	
Supporting Question 1 & 2	Supporting Question 3	Supporting Question 4
What has been the evolution of the franchise/suffrage/voting rights in the U.S. since its inception as a nation? How has the franchise allowed or not allowed for democratic voice?	For those who were/or feel disenfranchised what other avenues does the Constitution provide?	Q3 -What happens when people feel their franchise fails?; Q4 - How does/can social media influence our perceptions about voting and democratic participation?
Formative Performance Task	Formative Performance Task	Formative Performance Task 3 & 4
<u>Task Choice – Select One</u> : Create a meme regarding voting rights over time (Meme Generator - Imgflip); and/or Create an Instagram post regarding voting rights and citizen voice over time	<u>Task Choice – Select One Method</u> : RAPPS to me baby (D. Noyola, 1980) – Create a <i>rap/poem/commercial</i> to discuss other ways to be heard in a Democracy other than voting – Religion, Assembly, Petition, Press, Speech	<u>Chose a Task</u> <u>Task3</u> : Twitter (gaining support for your position in a condensed version); <u>Task4</u> : PSA Creation
Featured Sources	Featured Sources	Featured Sources 3 & 4
<u>Featured Source</u> : (Library of Congress – U.S. Constitution & Amendments); #ConstitutionPBS – Expansion of Voting Rights via Amendment Process; Voting Rights in the United States: Timeline - HISTORY ; Slides to Use & Update as Needed (for any grade level) prior to assigning task: iCivics Voting: Will You Do It? - Google Slides	<u>Featured Source</u> : (Library of Congress - 1 st Amendment/Religion, <i>Assembly, Petition, Press, Speech</i>); R.A.P.P.S. to Me Baby Lesson (D. Noyola, 1980) attached at the end of this file.	<u>Featured Source3</u> : (The Black Church pg. 180-185 – Evaluating Moral Mondays); SNCC - Definition, Civil Rights & Leaders - HISTORY ; NAACP - HISTORY ; American

<p>*Use resources above as needed for grade level and/or reading level of students in your class.</p>		<p>G.I. Forum · South Texas Stories · Bell Library Exhibits (tamucc.edu); History of LULAC Featured Source4: Mi Familia Vota/Voter Registration (Mi Familia Vota – this organization and others like it will provide presentations to your classes. Students may use that information in their PSA Creation: How To Write an Effective Public Service Announcement (PSA) Indeed.com)</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>For each summative assessment students will create a real world assessment in order to build their college/career readiness skills. <u>SQ1Assessment</u>: Rotation reviews with oral presentation rubric (www.rubistar.com);; <u>SQ2Assessment</u>: Tik Tok posting messaging and branding rubric (www.rubistar.com); <u>SQ3Assessment</u>: Student’s vote and defend their vote of the Tweets in gallery walk; <u>SQ4Assessment</u>: Student’s garner voter pledge cards from family and/or friends who have registered and/or are registered and follow-up with call backs if applicable for class time (as some courses are half semester) and/or create Public Service Announcements over selected researched topics</p>
	<p>Extension</p>	<p>The Extension for all of these would be to showcase at a venue for school and/or the general public. At Northside HS, it will be via the SHINE Arts, Sciences & Advocacy Festival at White Oak Music Hall, where we will showcase student work to local area community members and/or other invited schools within HISD and/or outside of HISD</p>

<p>Taking Informed Action (Contact me if you would like ideas on how to implement these types of activities on your campus: Sonia.noyola@houstonisd.org)</p>	<p><u>Past & future potential tie-ins for college and career readiness:</u></p> <ul style="list-style-type: none"> • Big Cypress Nature Preserve (Florida) <ul style="list-style-type: none"> ○ Spring 2022 - Graphic Design work posted on site's social media (Facebook) to celebrate Women's History Month • SHINE Arts & Sciences Festival via White Oak Music Hall website & in-person @Marshall MS STEAM LAB (Texas) <ul style="list-style-type: none"> ○ Spring 2022 - Students display work to community (virtually & in-person) ○ Spring 2023 - Students display work to community (virtually & in-person), WOHM • Denver Public Schools (Colorado) <ul style="list-style-type: none"> ○ Spring 2023 - Students teach teachers w/PD that earns CU's topics related to the issue of democratic voice and incorporation • Student created Action—supported by teacher to assist w/implementation if possible. • Partners will vary year to year based on availability and student interest. For Northside HS, 2022-2023 partners include but not limited to (White Oak Music Hall, Michigan State University, Rice University, Mi Familia Vota, Denver Public Schools, NSHS PTO, T-Mobile/LULAC Conexiones, etc...)
	<p>If you would like to have your students work displayed at the SHINE Arts, Sciences & Advocacy Festival please contact: Dr. Sonia Noyola – Sonia.noyola@houstonisd.org</p>

R.A.P.P.S. to me Baby (D. Noyola, 1980-2004*) Mini Lesson

Have students use the mnemonic to memorize the freedoms in the 1st Amendment. You may utilize your own created worksheet to explain each freedom or you may use the following: [explaining the five freedoms in the 1st amendment - Bing images](#); [explaining the five freedoms in the 1st amendment - Bing images](#). Finally, after students comprehend the various freedoms have them create a poem/rap/commercial/ etc...to display, read, or perform in class.

Have students take notes in their journal or via a worksheet you provide:

Religion –

Assembly –

Petition –

Press –

Speech –

**Lesson created by former teacher/coach/administrator Daniel Noyola, Sr. in 1980 as mnemonic for quiz memorization, in the West Oso I.S.D., at West Oso HS and then extended, in the Corpus Christi I.S.D., at Foy H. Moody HS to students creating actual raps over the 1st amendment to use in class and at Civic Minded Student Talent Showcase fundraisers, which funded trips to the state Capitol. Later utilized with Civic Minded Student Groups from: Moody HS & Collegiate HS along with South Park MS for joint presentations and fieldtrips.*