

## Seventh Grade Lesson Plan: Tejanas and LULAC

**Introduction:** Tejanas have participated in the League of United Latin American Citizens (LULAC), the oldest civil rights organization of Latinos in the United States, since it was established in 1929.

**Objective:** This lesson plan introduces students to Tejanas' work with LULAC, including Ladies LULAC. At the end of the lesson, students will have gained an understanding of how women leaders in LULAC and in Ladies LULAC helped win civil rights and voting rights for Latinos. The lesson can be covered in two class periods.

### TEKS:

(b) Knowledge and skills.

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th century. The student is expected to:

(C) trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements.

(18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(B) analyze the contributions of Texas leaders.

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology. The student is expected to:

(B) 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.

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

(E) support a point of view on a social studies issue or event.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use standard grammar, spelling, sentence structure, and punctuation.

(D) create written, oral, and visual presentations of social studies information.

### Teachers' and Students' Materials:

*The Handbook of Texas Online* articles on:

1. League of United Latin American Citizens (<http://www.tshaonline.org/handbook/online/articles/LL/wel1.html>)
2. Ladies LULAC (<http://www.tshaonline.org/handbook/online/articles/LL/wel6.html>)

3. Machuca, Esther Nieto  
(<http://www.tshaonline.org/handbook/online/articles/MM/fmadb.html>)
4. Montemayor, Alice Dickerson  
(<http://www.tshaonline.org/handbook/online/articles/MM/fmobl.html>)
5. “LULAC and Ladies LULAC Comparison & Contrast Tables” activity sheet
6. “LULAC and Ladies LULAC Comparison & Contrast” essay activity sheet
7. “Esther and Alice Create a Place for Women’s Voices in LULAC” activity sheet
8. What Esther and Alice Accomplished Tables Activity Sheet

## **Procedures**

### **Day One**

The teacher:

1. shares *The Handbook of Texas Online* articles on LULAC and Ladies LULAC.
2. discusses with the students the articles, going over the names of key male and female leaders and the reasons why both groups were organized.
3. distributes the “LULAC & Ladies LULAC Comparison and Contrast Tables” activity sheet for students to complete.
4. distributes the “LULAC & Ladies LULAC Comparison & Contrast” essay activity sheet for students to complete.
5. discusses with the students how to draw on information in the articles to complete the tables and the essay.

Closing: Students write a comparison and contrast essay on LULAC & Ladies LULAC, using the information in the “LULAC and Ladies LULAC Comparison & Contrast Tables” activity sheet they completed.

### **Day Two**

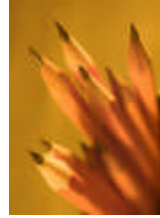
The teacher:

1. shares *The Handbook of Texas Online* biographies of Esther Nieto Machuca and Alice Dickerson Montemayor.
2. distributes the “What Esther and Alice Accomplished Tables” activity sheet for students to complete.
3. distributes the “Esther and Alice Create a Place for Women’s Voices in LULAC” activity sheet.

4. discusses with students any questions they have on completing the assignment noted below.

Closing: Students complete one of two writing activities, based on the information they placed in the “What Ester and Alice Accomplished Tables” activity sheet and any other material on the two women covered in class.

## LULAC and Ladies LULAC Comparison & Contrast Tables



After reviewing with your teacher *The Handbook of Texas Online* articles on LULAC and Ladies LULAC, complete the following tables. Use your responses to write an essay (see next sheet).

**LULAC: Year and City Where Established:** \_\_\_\_\_

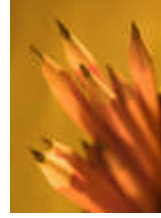
Goals	Leaders	Achievements
List two goals. 1.   2.	List two major leaders. 1.   2.	List two achievements 1.   2.

**Ladies LULAC: Year and City Where Established:** \_\_\_\_\_

Goals	Leaders	Achievements
List two goals. 1.   2.	List two major leaders. 1.   2.	List two achievements. 1.   2.

## **LULAC & Ladies LULAC Comparison & Contrast Essay**

Using your responses in the comparison and contrast tables on the League of United Latin American Citizens (LULAC) and Ladies LULAC, write an essay discussing why Ladies LULAC was organized or why it was needed. Use additional paper, if needed.



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## Esther & Alice Create a Place for Women’s Voices in LULAC

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Esther Nieto Machuca and Alice Dickerson Montemayor were LULAC leaders. They were successful because they knew how to organize people and how to overcome challenges and solve problems.



In this activity, you will use information you learned in reading *The Handbook of Texas Online* articles about them. Choose one of the activities below.

1. Write a short essay on two things Esther and Alice accomplished and write the dates when they accomplished them. (Use information you placed in the “What Esther and Alice Accomplished,” table on page 7 to write your essay.)
2. Imagine you are Esther or Alice and write a letter inviting women to attend a meeting to set up a Ladies LULAC group. Review the article on LULAC to come up with some reasons why women might want to join Ladies LULAC.
3. Imagine you are a TV reporter covering a story about the new LULAC Ladies organization. Write at least three questions you would ask Esther and Alice, and for each question, write what their responses might have been.

Keep in mind:

Esther and Alice used their abilities to think critically, to organize, to speak publicly, and to defend their ideas. Try to do the same in carrying out your activity.

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## What Esther & Alice Accomplished

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Fill in the tables below. Place two examples, along with the date, of Esther's and Alice's accomplishments. You will use these examples to complete activity #1 suggested in the "Esther and Alice Create a Place for Women's Voices in LULAC" Activity Sheet.

### What Esther Accomplished

Date	Accomplishment

### What Alice Accomplished

Date	Accomplishment

*Teresa Palomo Acosta created this lesson plan for the Ruthe Winegarten Foundation. The lesson plan is free to users for educational purposes.*